



# **Classical Greek Extension**

**Stage 6**

**Syllabus**

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Published by Board of Studies NSW  
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Sydney 2001  
Australia

Tel: (02) 9367 8111  
Fax: (02) 9367 8484  
Internet: <http://www.boardofstudies.nsw.edu.au>

ISBN 0 7313 4578 9

2001337

# Contents

1	The Higher School Certificate Program of Study.....	5
2	Rationale for Classical Greek Extension in the Stage 6 Curriculum .....	6
3	Continuum of Learning for Classical Greek Stage 6 Students .....	7
4	Aim .....	9
5	Objectives .....	9
6	Course Structure .....	10
7	Objectives and Outcomes .....	11
	7.1 Table of Objectives and Outcomes .....	11
8	Content.....	12
	8.1 Canon .....	12
	8.2 Rotation of Texts .....	12
	8.3 Vocabulary.....	12
	8.4 Dictionaries.....	13
	8.5 Grammar.....	13
9	Course Requirements .....	14
10	Post-school Opportunities.....	15
11	Assessment and Reporting .....	16
	11.1 Requirements and Advice.....	16
	11.2 Internal Assessment .....	17
	11.3 External Examinations .....	17
	11.4 Board Requirements for the Internal Assessment Mark in Board Developed Courses.....	18
	11.5 Assessment Components, Weightings and Tasks.....	19
	11.6 HSC External Examination Specifications.....	20
	11.7 Summary of Internal and External Assessment.....	21
	11.8 Summary of Examination Specifications .....	22
	11.9 Reporting Student Performance Against Standards.....	23



# **1 The Higher School Certificate Program of Study**

The purpose of the Higher School Certificate program of study is to:

- provide a curriculum structure which encourages students to complete secondary education;
- foster the intellectual, social and moral development of students, in particular developing their:
  - knowledge, skills, understanding and attitudes in the fields of study they choose
  - capacity to manage their own learning
  - desire to continue learning in formal or informal settings after school
  - capacity to work together with others
  - respect for the cultural diversity of Australian society;
- provide a flexible structure within which students can prepare for:
  - further education and training
  - employment
  - full and active participation as citizens;
- provide formal assessment and certification of students' achievements;
- provide a context within which schools also have the opportunity to foster students' physical and spiritual development.

## **2 Rationale for Classical Greek Extension in the Stage 6 Curriculum**

The Classical Greek Extension course aims to build upon the knowledge and skills acquired in the Continuers course in Classical Greek.

While the study of Classical Greek at Continuers level develops a variety of skills and enhances the understanding of culture and language, the Extension course provides the opportunity for a wider exploration of Classical Greek literature, with a greater emphasis on the analysis and appreciation of Classical Greek text.

The development of enhanced analytical skills is assured in the further study of a classical language and its literature. Such enhanced analytical skills are relevant to the study of other languages and literature, society and culture, history, political science, law, economics and communications, and to those areas of the world of work which involve the reading and writing of documents.

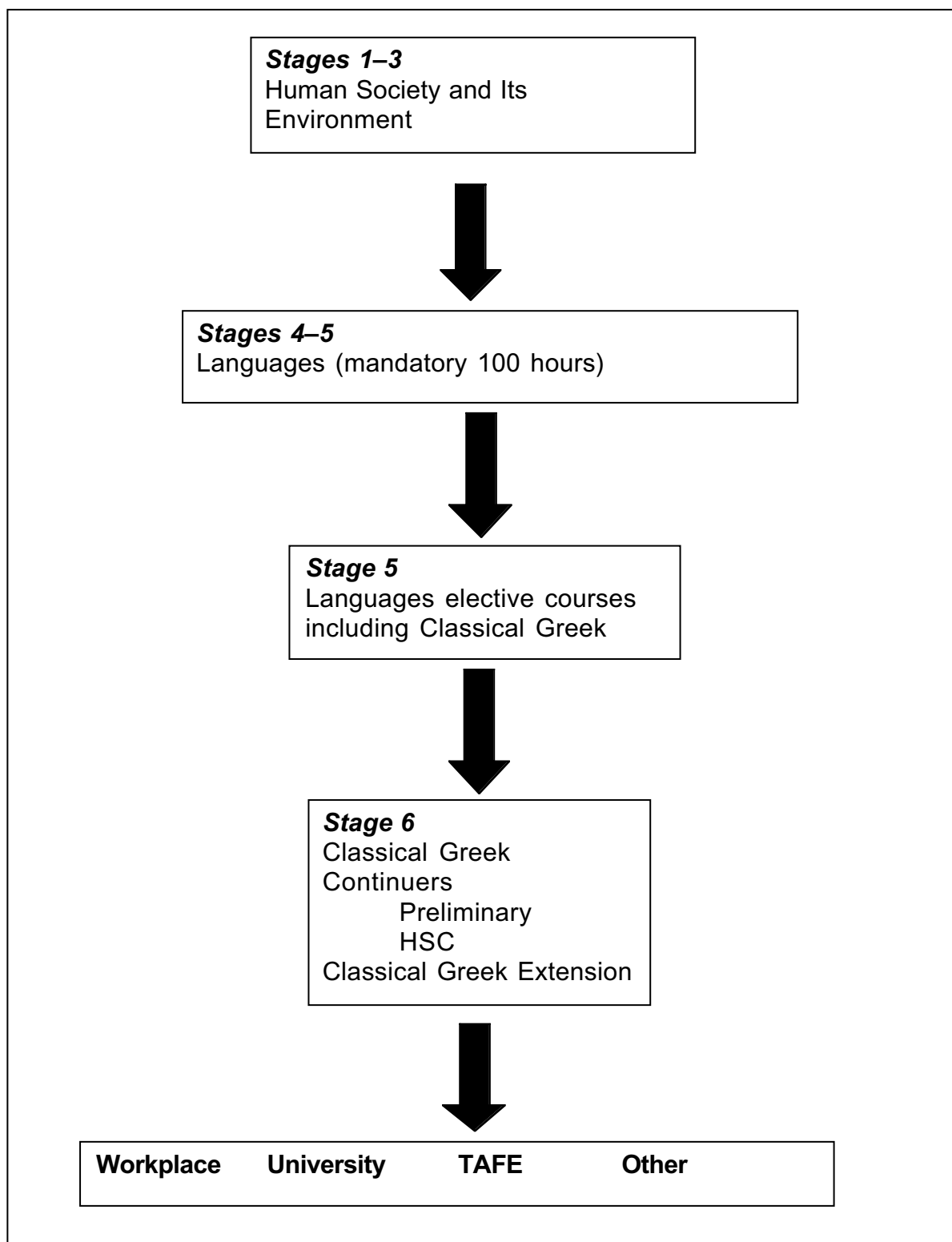
The Extension course leads students into an area of classical literature that is not explored in the Continuers course.

The course is based upon Homer's *Iliad* and *Odyssey*, the epic poems which stand at the head of western European literature. These heroic tales of war and adventure have entertained for 3000 years, enriching western literature beyond measure.

Reading Homer's verse in the original language rather than merely in translation provides a much better appreciation of the conventions, attractive qualities and subtleties of the epic and oral traditions. Furthermore, studying Homeric language gives insight into features of the four major Greek dialects and into the historical development of the Greek language.

The study of Classical Greek literature is a continuous intellectual process through which students acquire a variety of learning strategies that are transferable across the curriculum. The intellectual process encourages the development of independence, imagination, lateral thinking, logic, communication and problem-solving skills, all of which are valued by employers in all areas of work.

### 3 Continuum of Learning for Classical Greek Stage 6 Students



The New South Wales curriculum provides opportunities for students to study a language or languages from Early Stage 1 through to Stage 6.

In the K–6 (Stages 1–3) Human Society and Its Environment key learning area, students develop an awareness of languages and may learn about the world through the study of a language such as Classical Greek.

In Years 7–10, a language is a mandatory component of the School Certificate, with students being required to complete 100 hours of language study. Elective study in Stages 4–5 in Classical Greek builds upon the mandatory study.

Stage 6 offers students the opportunity to continue the study of Classical Greek at Continuers level with the option of an Extension course. The Extension course builds upon the Classical Greek Continuers course.



## **4 Aims**

The aims of this syllabus are to increase the students' enjoyment of, and diversify their knowledge of, classical literature; to develop the students' linguistic competence; to extend their analytical skills; and to refine their ability to respond critically to literature.

## **5 Objectives**

Students will achieve the following objectives:

- Objective 1 — read, and demonstrate understanding of, original Classical Greek texts
- Objective 2 — demonstrate understanding of the historical, social and literary context in which the prescribed Classical Greek text was written
- Objective 3 — translate text using linguistic skills.

## 6 Course Structure

The structure for Classical Greek Extension is as follows:

<b>Classical Greek Extension Course (60 indicative hours)</b>
<p>Through the study of text in the original Classical Greek, students develop skills in translating and analysing text. Students develop knowledge and understanding of Homeric Greek, and develop an appreciation of the social, historical and literary context of the period it describes. For this purpose, some additional text is studied in English.</p> <p><b>Prescribed text</b></p> <p>Text will be read for intensive study in Classical Greek and may also include further study of the text in translation. The student will:</p> <ul style="list-style-type: none"><li>• demonstrate comprehension of extracts</li><li>• evaluate text in its context</li><li>• evaluate text as a work of literature.</li></ul> <p><b>Non-prescribed text</b></p> <p>Study of non-prescribed text involves:</p> <ul style="list-style-type: none"><li>• demonstrating comprehension through translation of an extract of Homeric Greek into English</li></ul> <p style="text-align: center;">and/or</p> <ul style="list-style-type: none"><li>• translating English into Classical Greek using vocabulary featured in the prescribed text of the Continuers course.</li></ul>

## 7 Objectives and Outcomes

The outcomes for the Classical Greek Extension course, given below, build on the outcomes for the Classical Greek Continuers course. It is implicit in the outcomes of the Classical Greek Extension course that students have achieved the outcomes of the Preliminary Classical Greek Continuers course.

### 7.1 Table of Objectives and Outcomes

Objectives	Outcomes
The student will: 1. read and demonstrate understanding of original Classical Greek texts	The student: 1.1 infers meaning of unfamiliar words or phrases from common patterns of word formation and from context 1.2 demonstrates understanding of the content of Classical Greek texts 1.3 demonstrates understanding of the linguistic features of Classical Greek texts
2. demonstrate understanding of the historical, social and literary context in which the prescribed Classical Greek text was written	2.1 evaluates the ideas, values, attitudes and arguments presented in the prescribed text 2.2 identifies and evaluates the structure of the prescribed text 2.3 identifies and evaluates the literary features of the prescribed text 2.4 discusses significant cultural and historical issues presented in the text 2.5 discusses the relationship between the prescribed extract and the text as a whole
3. translate text using linguistic skills	3.1 translates text not previously studied, using vocabulary and style appropriate to the context

## 8 Content

Prescribed texts provide the focus of the Extension course. The *Iliad* and *Odyssey* represent a major genre of Classical Greek literature not studied in the Continuers course. These texts, coming from an earlier period, also present the student with the challenge of a different dialect.

Students will translate, analyse and evaluate the text with respect to stylistic and structural features. Although students will need to recognise features of Homeric dialect and metre, they will not be expected to have a detailed knowledge of them.

Students may either translate an extract of Homeric text into English or translate a passage of English text requiring vocabulary featured in the prescribed text of the Continuers course.

### 8.1 Canon

Homer, *Iliad*, books I, III, VI, IX, XXIV

Homer, *Odyssey*, books VI, VII, IX, X, XIX, XXIII, XXIV

Each year, approximately 500 lines will be prescribed for translation and detailed comment. In addition, students will be required to read more of the text in translation, as specified, in order to understand the context of the prescribed extracts and their significance within the text as a whole.

### 8.2 Rotation of Texts

The following schema shows the order in which the texts will be prescribed for each year of study:

1. *Odyssey* VI all; VII lines 1–132
2. *Iliad* XXIV lines 159–646
3. *Odyssey* XIX all
4. *Iliad* I lines 1–427; 488–530
5. *Odyssey* IX lines 1–38; 105–115; 166–566
6. *Iliad* III all
7. *Odyssey* X lines 135–574
8. *Iliad* VI lines 73–529
9. *Odyssey* XXIII all; XXIV lines 98–204
10. *Iliad* IX lines 162–619

### 8.3 Vocabulary

The vocabulary in the Continuers course is assumed knowledge. There is no prescribed vocabulary list for the Extension course. It is expected that students will be familiar with the extensive range of vocabulary used in the prescribed text.

## **8.4 Dictionaries**

The student should be encouraged to use dictionaries. It is expected that teachers will assist students to develop the necessary skills and confidence to use dictionaries effectively. For external examinations dictionaries will not be permitted.

Suitable editions are published with the Resources on the Board of Studies website (<http://www.boardofstudies.nsw.edu.au>).

## **8.5 Grammar**

The grammatical structures prescribed for the Continuers course are assumed knowledge. Their application will be expected for prose composition.

Characteristic features of Homeric Greek should be studied for recognition.

These will be found by reference to standard accounts of Homeric grammar in the introductions of the prescribed texts.

## **9 Course Requirements**

For the Extension course:

- the Preliminary course is a prerequisite
- the Continuers course is a co-requisite
- 60 indicative hours are required to complete the course.

## **10 Post-school Opportunities**

The study of Classical Greek provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions.

In addition, the study of Classical Greek assists students to prepare for employment, and full and active participation as citizens.

## 11 Assessment and Reporting

### 11.1 Requirements and Advice

The information in this section of the syllabus relates to the Board of Studies requirements for assessing and reporting achievement in the the Extension course for the HSC.

*Assessment* is the process of gathering information and making judgements about student achievement for a variety of purposes.

These purposes include:

- assisting student learning
- evaluating and improving teaching and learning programs
- providing the Higher School Certificate results.

*Reporting* refers to the Higher School Certificate documents received by students that are used by the Board to report both the internal and external measures of achievement.

NSW Higher School Certificate results will be based on:

- **an assessment mark** submitted by the school and produced in accordance with the Board's requirements for the internal assessment program
- **an examination mark** derived from the HSC external examinations.

Results will be reported using a course report containing a performance scale with bands describing standards of achievement in the course.

The use of both internal assessment and external examinations of student achievement allows measures and observations to be made at several points and in different ways throughout the HSC course. Taken together, the external examinations and internal assessment marks provide a valid and reliable assessment of the achievement of the knowledge, understanding and skills described for each course.

### Standards Referencing and the HSC Examination

The Board of Studies will adopt a standards-referenced approach to assessing and reporting student achievement in the Higher School Certificate examination.

The standards in the HSC are:

- the knowledge, skills and understanding expected to be learned by students – the *syllabus standards*
- the levels of achievement of the knowledge, skills and understanding – the *performance standards*.



Both *syllabus standards* and *performance standards* are based on the aims, objectives, outcomes and content of a course. Together they specify what is to be learned and how well it is to be achieved.

Teacher understanding of standards comes from the set of aims, objectives, outcomes and content in each syllabus together with:

- the performance descriptions that summarise the different levels of performance of the course outcomes
- HSC examination papers and marking guidelines
- samples of students' achievement on assessment and examination tasks.

## **11.2 Internal Assessment**

The internal assessment mark submitted by the school will provide a summation of each student's achievements measured at points throughout the course. It should reflect the rank order of students and relative differences between students' achievements.

Internal assessment provides a measure of a student's achievement based on a wider range of syllabus content and outcomes than may be covered by the external examination alone.

The assessment components, weightings and task requirements to be applied to internal assessment are identified on page 19. They ensure a common focus for internal assessment in the course across schools, while allowing for flexibility in the design of tasks. A variety of tasks should be used to give students the opportunity to demonstrate outcomes in different ways, and to improve the validity and reliability of the assessment.

## **11.3 External Examinations**

In the Classical Greek Extension course, the external examination consists of a written examination. The specifications for the examination in the Classical Greek Extension course are on page 20.

The external examination provides a measure of student achievement in a range of syllabus outcomes that can be reliably measured in an examination setting.

The external examination and its marking and reporting will relate to syllabus standards by:

- providing clear links to syllabus outcomes
- enabling students to demonstrate the levels of achievement outlined in the course performance scale
- applying marking guidelines based on established criteria.

## **11.4 Board Requirements for the Internal Assessment Mark in Board Developed Courses**

For each course, the Board requires schools to submit an assessment mark for each candidate.

The Board requires that the assessment tasks used to determine the internal assessment mark must comply with the components, weightings and types of tasks specified in the table on page 19.

Schools are required to develop an internal assessment program that:

- specifies the various assessment tasks and the weightings allocated to each task
- provides a schedule of the tasks designed for the whole course.

The school must also develop and implement procedures to:

- inform students in writing of the assessment requirements for each course before the commencement of the HSC course
- ensure that students are given adequate written notice of the nature and timing of assessment tasks
- provide meaningful feedback on students' performance in all assessment tasks
- maintain records of marks awarded to each student for all assessment tasks
- address issues relating to illness, misadventure and malpractice in assessment tasks
- address issues relating to late submission and non-completion of assessment tasks
- advise students in writing if they are not meeting the assessment requirements in a course and indicate what is necessary to enable the students to satisfy the requirements
- inform students about their entitlements to school reviews and appeals to the Board
- conduct school reviews of assessments when requested by students
- ensure that students are aware that they can collect their Rank Order Advice at the end of the external examinations at their school.

## 11.5 Assessment Components, Weightings and Tasks

### HSC Course

The internal assessment mark for the Classical Greek Extension course should be based on a range and balance of tasks.

Component	Weighting	Suggested tasks
Comprehension of prescribed text (Objective 1)	20	<ul style="list-style-type: none"> <li>Explain orally or in writing, the content of an extract, place it in its context and indicate how it relates to that context</li> <li>Translate a passage into English</li> </ul>
Analysis of prescribed Classical Greek text (Objective 2)	10	<ul style="list-style-type: none"> <li>Report to the class on one element of the text (imagery, language use, development of argument etc) and comment on its effectiveness</li> <li>Debate an issue, premise or opinion identified in the prescribed text</li> </ul>
Analysis of prescribed text in English translation (Objective 2)	10	<ul style="list-style-type: none"> <li>Discuss how the content of the extract compares or contrasts with items in the prescribed text</li> </ul>
Translation and comprehension of non-prescribed text (Objective 3)	10	<ul style="list-style-type: none"> <li>Summarise, in English, the content of the text</li> <li>Translate a passage into English</li> <li>Develop a series of sentences in Classical Greek based on the content and ideas of the prescribed Continuers prose text</li> <li>Identify which translation in Classical Greek most accurately reflects the meaning of a statement made in English</li> </ul>
<b>Marks</b>	<b>50</b>	

One task may be used to assess several components. It is suggested that 2–3 tasks be sufficient to assess the HSC course outcomes.

## 11.6 HSC External Examination Specifications

The external examination consists of a written examination.

### Written Examination (2 hours, including 10 minutes reading time)

#### Section I: Prescribed text

##### ***Purpose***

Section I of the written examination is designed primarily to assess the student's understanding of the texts prescribed for study.

##### ***Specifications***

There will be two questions.

In question 1, students will be required to:

- translate a section of the prescribed extract in Classical Greek into English
- analyse language and/or contextual features of the prescribed extract in Classical Greek.

In question 2, students will be required to write an essay on the historical, social and/or literary content of the prescribed text.

#### Section II: Non-prescribed text

##### ***Purpose***

Section II of the written examination is designed primarily to assess the student's independent linguistic competence. Students will demonstrate their competence in **either** the translation of an unseen extract of Classical Greek text into English **or** the translation of a passage of English prose into Classical Greek.

##### ***Specifications***

Question 3 is one extract of Homeric Greek text. Students will render it into English. Uncommon vocabulary will be supplied in text order.

Question 4 is a passage of English prose to be translated into Classical Greek.

## 11.7 Summary of Internal and External Assessment

Assessment of the components of the Classical Greek Extension course is designed to provide a balance of assessment instruments across the total internal and external assessment program in order to ensure valid assessment of all course outcomes.

<b>Internal Assessment</b>	<b>Weighting</b>	<b>External Assessment</b>	<b>Weighting</b>
Comprehension of prescribed Classical Greek text	20	Translation of prescribed Classical Greek text	15
Analysis of prescribed Classical Greek text	10	Analysis of prescribed text <ul style="list-style-type: none"> <li>• extract in Classical Greek</li> <li>• essay on prescribed text</li> </ul>	20
Analysis of prescribed text in English translation	10	Choice of either: <ul style="list-style-type: none"> <li>– translation of non-prescribed Homeric Greek into English</li> <li>or</li> <li>– prose composition in Classical Greek</li> </ul>	15
Translation and comprehension of non-prescribed text	10		
<b>Marks</b>	<b>50</b>	<b>Marks</b>	<b>50</b>

## 11.8 Summary of Examination Specifications

Written Examination	Time allocation – 2 hours (including 10 minutes reading time)
Section I: Prescribed text	Objectives 1 and 2 Weighting – 70% <ul style="list-style-type: none"><li>• translation of prescribed text</li><li>• comprehension of prescribed text</li><li>• analysis of prescribed text</li><li>• essay on prescribed text</li></ul>
Section II: Non-prescribed text	Objectives 1 and 3 Weighting – 30% <ul style="list-style-type: none"><li>• unseen text for translation or</li><li>• prose composition</li></ul>

## **11.9 Reporting Student Performance Against Standards**

Student performance in an HSC course will be reported against standards on a course report. The course report includes a performance scale for the course describing levels (bands) of achievement, an HSC mark located on the performance scale, an internal assessment mark and an examination mark. It will also show, graphically, the statewide distribution of examination marks of all students in the course.

Each band on the performance scale (except for band E1) includes descriptions that summarise the attainments typically demonstrated in that band.

The distribution of marks will be determined by students' performances against the standards and not scaled to a predetermined pattern of marks.