

Continuing Classical Languages

Implementation Guide



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Implementation Ideas

Preface

The ideas for the implementation of the course were developed by the course writers and BSSS officers to support teachers in their thinking about the breadth of possibilities for the delivery of the course.

There are multiple options provided for at each stage of the unit. Teachers may select from the options, apply their own knowledge and experience, or use a combination of the two in the development of a program of learning.

The possible themes, topics, and resources are not mandated but are there to support and stimulate thinking about the design of the programs of learning suitable for particular school contexts. It is expected that teachers will support the content descriptions with aligned case studies and materials to develop the focus of the unit.

Teachers may also use the elaborations contained in the implementation ideas either as they are or as a starting point for developing thinking and formulating pedagogical approaches around the content descriptions.

The resources suggested were accurate and links current at the time of production in 2026. There are resources provided at a range of levels from journal articles to general media resources. Some of the scientific journal articles have been provided for the benefit of teachers with the expectation these would be used for professional learning, for the development of teachers' presentations, or the research data for case studies in classwork or tests.

Suggested Task Parameters

	Length for prescribed/set text across the semester	Suggested length of text in tests	
		Unseen translation/comprehension test:	Prescribed/set text test
Unit 1	A minimum of 200 lines of prose	Approx. 10 lines of text/60 min test OR A passage of 60 – 70 words/60 min test	Two passages of Latin, approx. 10-15 lines each Each passage has questions ranging from grammatical and literary analysis to translation and comprehension A longer test of 90 mins may include another passage from the prescribed/set text or an extended response prompt requiring literary analysis of both language and concepts/themes
Unit 2	A minimum of 130 lines of prose and A minimum of 130 lines of poetry OR 260 lines in total It is suggested that the total word count for students slightly increase in Unit 2, however, the most important factor will be that students progress to studying unadapted original Latin texts.	As in Unit 1 but questions contain more higher order thinking and literary analysis Approx. 10 lines of text/60 min test OR A passage of 60 – 70 words/60 min test	As in Unit 1 but questions contain more higher order thinking and literary analysis Two passages of Latin, approx. 10-15 lines each Each passage has questions ranging from grammatical and literary analysis to translation and comprehension A longer test of 90 mins may include another passage from the prescribed/set text or an extended response prompt requiring literary analysis of both language and concepts/themes

Unit 3	A minimum of 150 lines of prose and A minimum of 150 lines of poetry OR 300 lines in total	As in Unit 1 but questions contain more higher order thinking and literary analysis Approx. 10 lines of text/60 min test OR A passage of 60 – 70 words/60 min test	As in Unit 1 but questions contain more higher order thinking and literary analysis Two passages of Latin, approx. 10-15 lines each Each passage has questions ranging from grammatical and literary analysis to translation and comprehension A longer test of 90 mins may include another passage from the prescribed/set text or an extended response prompt requiring literary analysis of both language and concepts/themes
Unit 4	A minimum of 150 lines of prose and A minimum of 150 lines of poetry OR 300 lines in total	As in Unit 1 but questions contain more higher order thinking and literary analysis Approx. 10 lines of text/60 min test OR A passage of 60 – 70 words/60 min test	As in Unit 1 but questions contain more higher order thinking and literary analysis Two passages of Latin, approx. 10-15 lines each Each passage has questions ranging from grammatical and literary analysis to translation and comprehension A longer test of 90 mins may include another passage from the prescribed/set text or an extended response prompt requiring literary analysis of both language and concepts/themes

General Resources

Perseus Digital Library | <https://www.perseus.tufts.edu/hopper/>
Project Gutenberg | <https://www.gutenberg.org/>
Classics Teaching | <http://www.classicsteaching.com/>
The Australasian Association of Classical Studies | <https://www.ascs.org.au/>
The Classical Association (UK) | <https://classicalassociation.org/resources/iliad-6-gcse-greek-literature-translation/>

Classical Greek

Resources for Classical Greek | <https://warwick.ac.uk/fac/arts/classics/warwickclassicsnetwork/stoa/languages/greek/>
Greek Language and Linguistics | <https://www.greek-language.com/#gsc.tab=0>
Duke Databank of Documentary Papyri | <https://papyri.info/docs/ddbdp>
How to make a Linear B Tablet | <https://www.youtube.com/watch?v=E7kHp6JUyx4>
Packard Ancient Greek Inscriptions | <https://inscriptions.packhum.org/>

Latin

Cambridge School Classics Project | <https://www.cambridgescp.com/>
The Ashmolean Latin Inscriptions Project | <https://latininscriptions.ashmus.ox.ac.uk/resources/>
Wheelock's Latin | <https://www.cs.mcgill.ca/~akroitt/languages/latin/Wheelock%20Latin.pdf>
Lacus Curtius: Into the Roman World | <http://penelope.uchicago.edu/Thayer/E/Roman/home.html>
Roman Inscriptions of Britain | <http://romaninscriptionsofbritain.org/>
Encyclopaedia Romana | http://penelope.uchicago.edu/~grout/encyclopaedia_romana/index.html
The Latin Library | <http://www.thelatinlibrary.com/>
Numen: The Latin Lexicon <http://latinlexicon.org/>
[Poetry in Translation](https://www.poetryintranslation.com/PITBR/Latin/) | <https://www.poetryintranslation.com/PITBR/Latin/>
[Lacus Curtius](https://penelope.uchicago.edu/Thayer/E/Roman/home.html) | <https://penelope.uchicago.edu/Thayer/E/Roman/home.html>
Stoics | <http://www.stoics.com/index.html>
Main Classics Page (AP Latin resources) | <http://abney.homestead.com/pallasathene.html>
Dickinson College Commentaries | <http://dcc.dickinson.edu/>
Silva Rhetoricae – The Forest of Rhetoric <http://rhetoric.byu.edu/>
Electronic Resources for Classicists | <http://www.tlg.uci.edu/index/resources.html>
Digital Loeb Classical Library | <https://www.loebclassics.com/>
University of Kentucky College of Arts and Sciences – Glossary of Rhetorical Terms | <http://mcl.as.uky.edu/glossary-rhetorical-terms>
Austin College – Internet Workbook for the Oxford Latin Course | <http://artemis.austincollege.edu/acad/cml/rcape/latin/>
Hexameter | <http://hexameter.co/index.php>

Open University – Interactive Latin | http://students.open.ac.uk/arts/a276/OU_Interactive_Latin/
Glossary of Rhetorical Terms | <https://mcl.as.uky.edu/cla-glossary-rhetorical-terms#1>
Worlds of Roman Women | [Explore the Worlds of Roman Women in Texts and Images](#)

Sanskrit

Sanskrit Learning Resources | GoSanskrit - Free Sanskrit Learning Guide <https://gosanskrit.com/en/learn>

The Individual

Students inquire into classical notions and expressions of individuality through the analysis and translation of classical texts in the chosen language. Inspired by their analysis of style, genre, grammar and vocabulary, classical writings and experiences, students analyse ways of being in the classical world and reflect on their own selfhood, culture and life. They reflect on their language learning practices and their consolidating intercultural, mediation and translation skills.

critically analyse how familiar and unfamiliar language choices, literary features and the structure of texts were used by classical authors to express views about individuality and ways of being	Students investigate how classical authors represented individuals, and ways of life through language, structure and literary expression. They engage with a range of literary, historical and cultural texts to explore how ideas about identity, personal values, social roles and human experience were communicated to audiences in different classical contexts. For example: • analysing how heroes, rulers, citizens, outsiders and ordinary individuals are represented in classical texts • interpreting familiar and unfamiliar language to identify attitudes, beliefs and assumptions about identity, duty, honour, wisdom, courage or belonging • examining how literary features such as imagery, characterisation, symbolism, irony, contrast and narrative voice shape readers' understanding of individuals and their place in society • exploring how text structures, including speeches, dialogues, narratives, epigrams, fables and aphorisms, influence the communication of ideas and perspectives • comparing representations of similar characters, situations or values across Greek, Roman and Sanskrit traditions • analysing how authors present different responses to questions of personal responsibility, social expectations, leadership, morality or the pursuit of a good life • evaluating how translation choices influence interpretations of character, identity and perspective • constructing evidence-based responses that explain how language and textual features contribute to the portrayal of ways of being. • analysing how stylistic choices such as word order, emphasis, imagery, metaphor, tone, rhythm and register contribute to representations of individuals and their experiences • explaining how language and stylistic features shape representations of individual identity, values, emotions and perspectives
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	evaluating how an author's linguistic and stylistic choices position audiences to understand individual experiences in the classical world
critically analyses classical notions and expressions of individuality and ways of being in classical cultures in the target language or English, including values and perspectives, using an insightful selection of supporting evidence to enhance credibility of ideas	Students explore how classical cultures understood individuality, personal identity and ways of being through literary, historical, philosophical and cultural texts. They investigate how values, beliefs and social expectations shaped understandings of what it meant to be a good citizen, leader, family member, hero, scholar or community member, and evaluate how these ideas were communicated and contested. For example: - investigating how concepts such as duty, honour, virtue, wisdom, reputation, self-control, courage or dharma are represented in classical texts - comparing different perspectives on individuality and identity within and across Greek, Roman and Sanskrit traditions - analysing how authors present tensions between personal desires and social, political, military, religious or familial obligations - examining the ways individuals are praised, criticised or remembered in literary, historical and philosophical texts - evaluating how cultural values influence representations of leadership, citizenship, moral behaviour and human flourishing - selecting and integrating textual evidence to support interpretations of characters, events, ideas and cultural practices - comparing ancient and contemporary understandings of identity, ethics, belonging and personal responsibility - constructing arguments, discussions or presentations that justify conclusions using evidence from a range of sources.
applies knowledge of vocabulary grammatical structures and linguistic features of classical texts about individuality and ways of being effectively and accurately to enhance understanding	Students draw on their knowledge of vocabulary, grammar and linguistic features to interpret texts that explore individual experiences, social roles and ways of being in classical societies. Through reading and analysing a range of texts, they develop confidence in using language evidence to understand how people, values and behaviours were represented in different cultural contexts. For example: - interpreting texts that explore themes such as identity, duty, belonging, friendship, leadership, wisdom, courage and moral behaviour - using familiar vocabulary, derivatives, word families and contextual clues to infer the meaning of unfamiliar words and expressions - applying knowledge of grammatical structures, such as case systems, verb forms, compounds, particles and clause structures, to understand relationships between ideas - examining how language choices reveal attitudes, values and assumptions about individuals and communities

	- identifying linguistic features such as epithets, formulaic expressions, aphorisms, repetition and contrast, and discussing their contribution to meaning - comparing translations and interpretations of passages to explore how language knowledge influences understanding - explaining how textual evidence supports interpretations of characters, actions and perspectives - connecting linguistic features with broader cultural concepts and practices represented in Greek, Roman and Sanskrit texts.
applies knowledge of familiar and unfamiliar vocabulary, grammar and stylistic choices consistently to interpret and translate the meaning of texts about individuality and individual experiences in the classical world using language appropriate to the cultural context	Students to use familiar language knowledge to work out unfamiliar vocabulary and grammatical structures, justify their interpretations with textual evidence, and recognise how stylistic choices shape meaning. They compare translations, discuss alternative interpretations and consider how cultural context influences the way individuals and their experiences are represented. For example: - interpreting and translating texts that explore individual experiences such as personal achievement, exile, education, grief, devotion, ambition, resilience, self-reflection and moral choice - using knowledge of roots, prefixes, suffixes, compounds, cognates, derivatives and contextual clues to determine the meaning of unfamiliar vocabulary - applying understanding of grammatical structures, such as complex clause patterns, participial constructions, indirect statements, subordinate clauses and nuanced verb forms, to interpret relationships between ideas accurately - comparing passages in the original language and in translation to evaluate how different linguistic choices influence meaning and interpretation - translating excerpts from Greek, Latin or Sanskrit texts and justifying translation decisions with reference to vocabulary, grammar and cultural context - identifying and interpreting culturally specific concepts, expressions and references, and selecting language that appropriately reflects their meaning in translation - connecting interpretations of texts with broader social, historical and philosophical ideas about individuality, agency and belonging in ancient cultures. - evaluate alternative translations - demonstrate awareness of cultural context when interpreting and translating classical texts.
creates texts by accurately applying complex grammar, familiar and unfamiliar vocabulary and effective style	Students create original texts inspired by their study of classical representations of individuals, drawing on vocabulary, grammatical structures and stylistic features encountered in classical sources. They experiment with language choices to communicate perspectives, experiences and identities while reflecting classical cultural values and contexts. For example:

	• composing narratives, speeches, letters, dialogues, reflections or poetic texts that represent individual experiences, identities and perspectives in the classical world • creating texts from different perspectives, such as a hero, philosopher, ruler, student, exile, family member or observer, to explore diverse experiences in classical societies • composing texts that reflect culturally specific beliefs, practices and concepts that shaped individual identity and social roles in the classical world • transforming information from translated or analysed texts into new forms, such as diary entries, speeches, letters or monologues, while maintaining cultural authenticity
creates accurate texts about individuality and individual experiences in the classical world that are effective for context, audience and purpose, and takes risks with new language	• creating narratives, speeches, letters, dialogues, reflections or poetic texts that explore individual experiences, identity and selfhood in the classical world • selecting vocabulary and stylistic features appropriate to the intended audience, purpose and cultural context • experimenting with unfamiliar vocabulary, expressions and grammatical structures to communicate more nuanced meanings • adapting language and stylistic conventions from Greek, Latin or Sanskrit texts to create original compositions • using complex grammatical structures to represent emotions, motivations, values and perspectives • creating texts from different viewpoints to explore diverse experiences of individuals in classical societies • incorporating culturally specific references, beliefs and practices that shape individual identity and experience • revising and refining compositions to improve accuracy, clarity and effectiveness for the intended audience and purpose • explaining how linguistic and stylistic choices contribute to representations of individuality and individual experience
applies the principles of academic integrity consistently and clearly to enhance audience confidence in the ideas communicated	• using reliable information sources in target language, e.g. find reliable sources of information in English/preferred language and the target language using sources with both English and Language versions • using AI/translation software appropriately, e.g. annotating AI texts, providing a restricted list of allowable prompts; using AI as a target language conversation partner • evaluating source reliability, including identifying bias in ancient vs modern interpretations
reflects analytically on own selfhood, culture and life inspired by the ideas of the classical world	• End of unit reflection question in an exam, written in English. • Write a project management plan for the completion of a creative project in the target language drawing on research on good language learning practices, with a reflection on process as the final element in the project- plan, implement, evaluate for improvements • Reflect on how classical ideas of identity, status, duty, freedom, gender or heroism compare with students' own experiences and assumptions about individuality. • Analyse how studying classical cultures has challenged, confirmed or complicated their understanding of selfhood, relationships and social expectations.

reflects on own language learning practices and applies feedback to propose appropriate, specific, personal improvements	• Annotated texts that justify language choices made in creating a text. Annotations are in English. • Write in English on the language and cultural practices learned about in the previous unit and how that has surprised, pleased or frustrated them and why. Writing about any realisations about English and their own life in contrast to the classical traditions studied. • Write about realisations regarding language, identity and culture in their own lives in comparison with the classical cultures studied
Resources	Greek • Homer, <i>Odyssey</i> (Odysseus' reflections on identity and homecoming, heroism) • Sophocles, <i>Philoctetes</i> (isolation, suffering and resilience), <i>Antigone</i> ((individual conviction and social duty) • Aesop's <i>Fables</i> (character and moral behaviour) • Plato, <i>Apology</i> (individual conscience and moral choice) Latin • Ovid, <i>Tristia</i> (exile and personal experience) • Cicero, selected letters (friendship, duty and public life) • Virgil, <i>Aeneid</i> Book 4 or 6 (individual responsibility, leadership and destiny) • Phaedrus' <i>Fables</i> (human behaviour and social values) • Catullus, <i>Carmen</i> 101 (grief, memory, familial bonds) • Caesar, <i>Bellum Civile</i> (leadership, ambitions and self-representation) • Pliny's <i>Epistulae</i> (e.g. 1.9, 4.19, 7.5, 7.27 – personal reflections, daily life) • Cicero, <i>Epistulae ad Familiares</i> (e.g. 4.20, 14.19 – friendship and personal experience) • Cicero, <i>Epistulae ad Atticum</i> (e.g. 1.5, 5.1 – self-reflections, political life) • Martial's <i>Epigrams</i> (e.g. 1.10, 1.33, 5.43, 1.47, 6.53 – social identity, individual character) • CIL VI (personal identity, commemoration) Sanskrit • Episodes from the <i>Mahābhārata</i> exploring ethical dilemmas • Passages from Kālidāsa's works depicting personal reflection and emotion

Society and Community

Students inquire into the structures, norms and practices of classical communities through the analysis and translation of classical texts in the chosen language. They analyse how writers expressed their perception of and engagement with societies and their community using style, genre, grammar and vocabulary. Inspired by their analysis of classical writings and experiences, students reflect on their own relationship to society and the nature of their community life. They reflect on their language learning practices and their consolidating intercultural, mediation and translation skills.

critically analyses how familiar and unfamiliar language choices, style, genre, grammar and vocabulary in texts by classical authors used to express their views about structures, norms and practices of classical communities	For example: • analysing how classical authors use language to represent social roles, responsibilities and relationships within communities • interpreting familiar and unfamiliar vocabulary, grammatical structures and expressions that convey ideas about social organisation, civic life and communal values • examining how stylistic features such as word order, imagery, tone, register and rhetoric shape perspectives on community practices and social norms • comparing how different genres, such as epic, drama, history, philosophy, inscriptions or speeches, represent aspects of classical societies • evaluating how grammatical choices, including complex clause structures and participial constructions, contribute to representations of communities and social interactions • identifying culturally specific concepts, practices and references that reveal attitudes towards citizenship, status, family, religion, education or public life • comparing interpretations and translations to evaluate how linguistic choices influence understanding of classical communities • analysing how authors position audiences to accept, question or critique social structures, norms and practices • connecting ideas in texts to broader social, historical and philosophical contexts within the classical world
critically analyses structures, norms and practices of classical societies and communities in the target language or English, including values and perspectives, using an insightful selection of supporting evidence to enhance credibility of ideas	Students investigate how classical texts represent communities, social relationships and cultural values. Through close reading, analysis and discussion, they learn to identify and evaluate evidence, compare perspectives and construct well-supported interpretations about life in classical societies. For example: • analysing how classical texts represent social structures, institutions, relationships and community practices • examining values and perspectives expressed by authors and considering whose voices and experiences are included or excluded • using textual evidence to support interpretations of citizenship, status, family, education, religion, leadership or civic participation • evaluating how language, genre and stylistic choices shape representations of communities and social norms

	• comparing perspectives across texts, authors or genres to identify similarities, differences and tensions within classical societies • explaining how cultural, historical and philosophical contexts influence attitudes towards community life and social responsibility • selecting and integrating relevant evidence from texts to strengthen the credibility and persuasiveness of ideas • constructing analytical responses that evaluate competing interpretations and justify conclusions with evidence • analyse how communities and social practices are represented in classical texts • evaluate values and perspectives expressed by classical authors • use relevant textual evidence to support interpretations and arguments • compare different perspectives on social norms and community life • communicate well-reasoned analyses in the target language or English • justify conclusions using evidence from language, style and cultural context.
applies knowledge of vocabulary, grammatical structures and linguistic features of classical texts about structures, norms and practices of classical communities effectively and accurately to enhance understanding	Students develop and apply their knowledge of language systems to interpret texts about social organisation, civic life, relationships and communal values in the classical world. Through guided reading, translation and discussion, they learn how vocabulary, grammar and linguistic features contribute to meaning and support understanding of cultural practices and perspectives. For example: • applying knowledge of familiar and unfamiliar vocabulary to interpret ideas about social roles, relationships and community life • using grammatical knowledge to understand how texts represent structures, norms and practices within classical societies • interpreting complex grammatical features, such as subordinate clauses, participial constructions, indirect statements and nuanced verb forms, to clarify meaning • recognising how linguistic features and expressions reflect culturally specific values, beliefs and community practices • using contextual and textual clues to determine the meaning of unfamiliar language • explaining how vocabulary and grammatical choices contribute to representations of citizenship, status, family, religion, education and public life
applies knowledge of vocabulary, grammar and stylistic choices consistently to interpret, translate and enhance reception of the meaning of texts in which classical authors expressed their perception of and engagement with their community,	Students apply their knowledge of language consistently and accurately to interpret and translate texts, while also considering how meaning is received by different audiences. The focus is on understanding how classical authors expressed their relationship with their communities and how language, style and cultural context shape interpretation.

using language appropriate to the cultural context	For example: • interpreting and translating texts that explore citizenship, leadership, family, religion, education, civic participation and social responsibility in classical communities e.g., compare two translations of a passage from Cicero or Plato discussing civic responsibility, identifying how vocabulary and stylistic choices influence interpretation. • applying knowledge of familiar and unfamiliar vocabulary to understand perspectives on community life and social relationships e.g., annotate a text to explain how particular grammatical structures and vocabulary reveal an author's perspective on community life. • using grammatical knowledge, including complex clause structures, participial constructions, indirect statements and nuanced verb forms, to interpret meaning accurately • analysing how stylistic choices such as word order, imagery, rhetoric, tone and register contribute to an author's representation of community values and practices • comparing translations to evaluate how different language choices shape audience understanding of classical communities e.g., compare an ancient text and a modern translation, discussing how different audiences might respond to the ideas expressed or produce their own translation of a passage and write a short justification for key translation decisions. • justifying interpretations and translation decisions using evidence from vocabulary, grammar, stylistic features and cultural context • identifying culturally specific concepts and selecting language that appropriately conveys their meaning • explaining how authors position audiences to understand, support or question aspects of community life
creates texts about the structures, norms and practices of classical societies and/or communities by applying complex grammar, familiar and unfamiliar vocabulary and appropriate stylistic choices accurately to enhance impact	Students create original texts that explore aspects of community life in the classical world, such as citizenship, leadership, education, family relationships, religious practices and civic responsibilities. Through modelling, guided composition and drafting, students learn to apply complex grammar, topic-specific vocabulary and stylistic features drawn from classical texts to communicate ideas effectively and authentically. For example: • creating narratives, speeches, letters, dialogues or descriptions that explore social structures, community practices and cultural values in the classical world e.g. write and present a speech arguing for a course of action affecting the polis, using persuasive language and rhetorical techniques modelled on classical oratory or write a first-person account of a significant community event, such as a festival, military campaign or public ceremony. • using familiar and unfamiliar vocabulary to communicate ideas about citizenship, family, religion, education, leadership and public life e.g., compose a letter describing participation in civic, religious or family life, incorporating vocabulary and expressions from source texts • applying complex grammatical structures to create detailed and cohesive texts • adapting stylistic features such as word order, imagery, rhetoric, tone and register from classical models to enhance meaning and impact

	• creating texts from different community perspectives, such as those of a citizen, ruler, student, soldier, priest or family member • incorporating culturally specific concepts and practices appropriate to the classical context • refining compositions to improve grammatical accuracy, coherence and effectiveness for audience and purpose • explaining how linguistic and stylistic choices shape representations of community life
creates texts about structures, norms and practices of classical societies and/or communities that are effective and specifically targeted for cultural context, audience and purpose, and takes risks with new language	Students draw on their study of classical texts to create original compositions that reflect the values, expectations and practices of classical communities. For example: • creating speeches, letters, dialogues, narratives or reflections that communicate ideas about citizenship, leadership, family life, religion, education or civic responsibility in classical communities e.g., compose and deliver a speech persuading citizens to support a civic proposal, using rhetorical techniques modelled on Greek or Roman oratory. • adapting language and style for specific audiences, such as citizens, rulers, students, family members, religious leaders or community groups • selecting vocabulary, expressions and stylistic features that reflect the cultural values and practices of the classical world • experimenting with unfamiliar vocabulary and more sophisticated grammatical structures to communicate increasingly nuanced ideas • adapting features from classical genres and authors to achieve a particular purpose or effect • creating texts that represent diverse perspectives on community life and social expectations • incorporating culturally specific concepts and references in ways that are meaningful and appropriate • refining texts to improve their effectiveness, accuracy and impact for the intended audience and context • reflecting on how language choices influence audience engagement and interpretation
applies the principles of academic integrity consistently and clearly to enhance audience confidence in the ideas communicated	• using reliable information sources in target language, e.g. find reliable sources of information in English/preferred language and the target language using sources with both English and Language versions • using AI/translation software appropriately, e.g. annotating AI texts, providing a restricted list of allowable prompts; using AI as a target language conversation partner • evaluating source reliability, including identifying bias in ancient vs modern interpretations
reflects analytically on their own relationship to society and the nature of their community life	• End of unit reflection question in an exam, written in English. • Write a project management plan for the completion of a creative project in the target language drawing on research on good language learning practices, with a reflection on process as the final element in the project- plan, implement, evaluate for improvements • Reflect on how classical ideas of identity, status, duty, freedom, gender or heroism compare with students' own experiences and assumptions about individuality.

	Analyse how studying classical cultures has challenged, confirmed or complicated their understanding of selfhood, relationships and social expectations.
reflects on own language learning practices and applies feedback to propose appropriate, specific, personal improvements	- Annotated texts that justify language choices made in creating a text. Annotations are in English. - Write in English on the language and cultural practices learned about in the previous unit and how that has surprised, pleased or frustrated them and why. Writing about any realisations about English and their own life in contrast to the classical traditions studied. - Write about realisations regarding language, identity and culture in their own lives in comparison with the classical cultures studied
Resources	Greek - Herodotus, <i>Histories</i> (customs, communities and civic identity) - Thucydides, <i>History of the Peloponnesian War</i> (citizenship, leadership and public life) - Aristotle, <i>Politics</i> (community, citizenship and social organisation) - Aristophanes, selected plays (social norms and communal values) - Pericles' Funeral Oration (Thucydides) for civic identity and public rhetoric - Plato's <i>Republic</i> for ideas about community organisation and social responsibility Latin - Cicero, selected speeches (e.g., <i>In Catilinam</i>, <i>Pro Roscio Amerino</i> - citizenship, civic duty and public life) - Livy, <i>History of Rome</i> (Roman values and community identity) - Virgil, <i>Aeneid</i> (duty, leadership and collective identity) - Pliny the Younger, <i>Letters</i> (social relationships and community practices) - Cicero, <i>Letters (ad familiares 7.1</i> - friendship, social networks and public life) - Catullus, <i>Lesbia poems</i> (social relationships, personal reputation and community expectations) - Ovid, <i>Epistulae ex Ponto</i> 1.8.29-38; <i>Fasti</i> 1.71-86 (belonging, exclusion and civic identity) - Selections from Juvenal's <i>Satires</i> (social values, community norms and urban life) - CIL 4.3884 (everyday life, public expression and community interaction) - Sallust, <i>Bellum Catilinae</i> (political conflict, social stability and civic responsibility) - Pliny, <i>Epistulae</i> (2.6, 7.17, 9.6) (community relationships, public service and social values) - Martial, <i>Epigrams</i> 5.24, 1.70 (social behaviour, status and community life) - Suetonius, <i>Nero</i> 22 (leadership, public spectacle and society) - Ovid, <i>Amores</i> 3.2.1-14, 65-84 (social customs, public spaces and interpersonal relationships)

The Classical World

Students inquire into the challenges, problems, and debates of the classical world. They analyse how classical writers expressed their experience of their world. Inspired by their analysis of classical writings and experiences, they reflect on their own understandings and experience of the world around them. Students reflect on their language learning practices and their consolidating intercultural, mediation and translation skills

critically analyses how familiar and unfamiliar language choices, literary features and the structure of texts are used by classical authors to express their experience of their world	Students investigate how classical authors represented and interpreted the challenges, debates, beliefs and realities of the classical world. Through close reading, translation and discussion of texts, students examine how authors use vocabulary, grammar, literary features and text structure to communicate perspectives on political, social, religious, philosophical and cultural issues. For example: • analysing how familiar and unfamiliar vocabulary is used to express perspectives on the challenges, debates and experiences of the classical world • interpreting how grammatical structures contribute to representations of political, social, religious and cultural ideas • examining literary features such as imagery, metaphor, symbolism, rhetoric, characterisation and tone to determine how authors communicate their understanding of the world around them • investigating how the structure of a text, including narrative organisation, argument, dialogue and repetition, shapes meaning and audience response • comparing how different authors or genres represent similar aspects of the classical world, including power, justice, conflict, belief, duty, identity or human experience • evaluating how language, literary features and textual structure reveal cultural values, assumptions and worldviews • explaining how authors position audiences to understand, question or respond to the issues and experiences represented in texts • justifying interpretations using evidence from vocabulary, grammar, literary features and textual structure • evaluating how translation choices may influence modern understandings of classical perspectives and experiences
critically analyses the challenges, problems, and debates of the classical cultures in the target language or English, including values and perspectives, using an insightful selection of supporting evidence to enhance credibility of ideas	Students investigate significant issues and debates that shaped life in the classical world, such as justice, leadership, citizenship, warfare, social inequality, gender roles, power, religion, morality and human relationships. Through analysis of classical texts, translation, discussion and evidence-based argument, students learn to evaluate different perspectives and construct informed interpretations supported by textual evidence. For example:

	• analysing how classical texts represent challenges, problems and debates within the classical world • examining values, beliefs and perspectives expressed by authors and considering how these reflect or challenge contemporary ideas of their time • evaluating differing viewpoints on issues such as justice, leadership, citizenship, power, conflict, morality, religion or social responsibility • comparing perspectives across authors, texts and genres to identify similarities, differences and tensions in classical thought • investigating how social, political, philosophical and cultural contexts influence attitudes and responses to significant issues • selecting and integrating relevant textual evidence to support interpretations and strengthen arguments • evaluating the credibility and significance of evidence used to support claims about the classical world • constructing analytical responses that acknowledge complexity and justify conclusions using evidence • reflecting on how debates and concerns of the classical world continue to resonate in contemporary societies
applies knowledge of vocabulary, grammatical structures and linguistic features of classical texts about challenges, problems, and debates of the classical world effectively and accurately to enhance understanding	Students engage with texts that explore significant issues in the classical world, such as justice, power, leadership, warfare, citizenship, morality, religion, law and human responsibility. Through reading, translation, annotation and discussion, students apply their knowledge of vocabulary, grammar and linguistic features to interpret increasingly complex ideas and perspectives. For example: • applying knowledge of familiar and unfamiliar vocabulary to interpret discussions of challenges, conflicts and debates in the classical world • using grammatical knowledge to understand relationships between ideas, arguments and perspectives in texts • interpreting complex grammatical structures, such as subordinate clauses, participial constructions, indirect statements and nuanced verb forms, to enhance understanding of meaning • recognising linguistic features that communicate evaluation, persuasion, uncertainty, emphasis or authority • using contextual and textual clues to determine the meaning of unfamiliar language in passages about classical issues and debates • explaining how vocabulary and grammatical choices contribute to representations of justice, leadership, power, belief, conflict and human experience • applying language knowledge to interpret and translate texts accurately • justifying interpretations with reference to vocabulary, grammar and linguistic evidence
applies knowledge of vocabulary, grammar and stylistic choices consistently to interpret,	Students engage with classical texts that examine significant issues such as justice, power, leadership, conflict, morality, citizenship, belief and human responsibility. Through close reading, translation, annotation and

translate and enhance reception of the meaning of texts about the challenges, problems, and debates of the classical world using language appropriate to the cultural context	comparison of interpretations, students learn how vocabulary, grammar and stylistic choices shape meaning and influence audience responses. For example: • interpreting and translating texts that explore challenges, conflicts and debates in the classical world, such as justice, leadership, warfare, law, belief, power and moral responsibility • applying knowledge of familiar and unfamiliar vocabulary to understand complex ideas, arguments and perspectives • using grammatical knowledge, including complex clause structures, participial constructions, indirect statements and nuanced verb forms, to interpret meaning accurately • analysing how stylistic choices such as imagery, rhetoric, symbolism, tone, emphasis and register contribute to an author's representation of issues and debates • comparing translations and interpretations to evaluate how language choices influence understanding and audience reception • justifying translation and interpretation decisions using evidence from vocabulary, grammar, stylistic features and cultural context • identifying culturally specific concepts, values and assumptions and selecting language that appropriately conveys their meaning • explaining how authors position audiences to respond to challenges, controversies and competing perspectives within the classical world • evaluating how translation choices may foreground, soften or reshape aspects of meaning for contemporary audiences
creates texts about challenges, problems, and debates of the classical world by applying complex grammar, familiar and unfamiliar vocabulary and appropriate stylistic choices accurately to enhance impact	Students create original texts inspired by the issues, conflicts and debates they encounter in classical literature and other sources. Through modelling, drafting and reflection, they learn to apply complex grammatical structures, topic-specific vocabulary and stylistic features drawn from classical authors. Teachers support students to experiment with language choices that communicate perspectives on justice, power, leadership, morality, warfare, citizenship, belief and human responsibility. For example: • creating speeches, letters, dialogues, narratives, debates or reflections that explore challenges, problems and controversies in the classical world e.g., compose a speech arguing for or against a position on justice, citizenship or leadership, drawing on ideas from Plato, Cicero or Aristotle and using rhetorical techniques found in source texts. • applying familiar and unfamiliar vocabulary to communicate ideas about justice, leadership, conflict, citizenship, religion, power and moral responsibility • using complex grammatical structures to develop detailed arguments, explanations and perspectives

	• adapting stylistic features such as rhetoric, imagery, emphasis, tone and register from classical texts to enhance meaning and impact • creating texts from different viewpoints to represent competing perspectives on classical issues and debates • incorporating culturally specific concepts, beliefs and practices relevant to the classical world • transforming ideas from source texts into original compositions while maintaining authenticity of context • refining texts to improve accuracy, coherence and persuasiveness • explaining how linguistic and stylistic choices strengthen representations of challenges and debates in the classical world
creates texts about challenges, problems, and debates of the classical world that are effective and specifically targeted for cultural context, audience and purpose, and takes risks with new language	Students create original texts that engage with significant issues and debates of the classical world, such as justice, power, leadership, citizenship, conflict, belief, law and moral responsibility. They adapt language, content and style for specific audiences and contexts, drawing on models from classical texts. For example: • creating speeches, letters, dialogues, narratives or reflections that respond to challenges, problems and debates in the classical world e.g., write a dialogue between two characters debating an issue such as justice, leadership, happiness or civic responsibility, drawing on the style of Plato. • adapting language and style for specific audiences, such as citizens, political leaders, soldiers, philosophers, jurors or community members • selecting vocabulary and stylistic features that reflect the cultural values, beliefs and assumptions of the classical world • experimenting with unfamiliar vocabulary, expressions and grammatical structures to communicate complex ideas and arguments • adapting features of classical genres, such as oratory, philosophical dialogue, historiography or epic narrative, to achieve a particular purpose • creating texts that represent different perspectives on issues such as justice, power, warfare, citizenship, duty, law or morality • incorporating culturally specific concepts and references in ways that are authentic and meaningful • refining texts to enhance impact, coherence and effectiveness for the intended audience and context • reflecting on how language choices influence audience engagement and interpretation
applies the principles of academic integrity consistently and clearly to enhance audience confidence in the ideas communicated	• using reliable information sources in target language, e.g. find reliable sources of information in English/preferred language and the target language using sources with both English and Language versions • using AI/translation software appropriately, e.g. annotating AI texts, providing a restricted list of allowable prompts; using AI as a target language conversation partner • evaluating source reliability, including identifying bias in ancient vs modern interpretations

reflects analytically on own understandings and experience of the world around them inspired by the ideas of the classical world	• End of unit reflection question in an exam, written in English. • Write a project management plan for the completion of a creative project in the target language drawing on research on good language learning practices, with a reflection on process as the final element in the project- plan, implement, evaluate for improvements • Reflect on how classical ideas of identity, status, duty, freedom, gender or heroism compare with students' own experiences and assumptions about individuality. • Analyse how studying classical cultures has challenged, confirmed or complicated their understanding of selfhood, relationships and social expectations.
reflects on own language learning practices and applies feedback to propose appropriate, specific, personal improvements	• Annotated texts that justify language choices made in creating a text. Annotations are in English. • Write in English on the language and cultural practices learned about in the previous unit and how that has surprised, pleased or frustrated them and why. Writing about any realisations about English and their own life in contrast to the classical traditions studied. • Write about realisations regarding language, identity and culture in their own lives in comparison with the classical cultures studied
Resources	Greek • Plato, <i>Republic</i> and <i>Apology</i> (justice, governance and moral responsibility) • Thucydides, <i>History of the Peloponnesian War</i> (power, leadership and conflict) • Sophocles, <i>Antigone</i> (law, authority and conscience) • Demosthenes' speeches (persuasion and public debate) Latin • Cicero's political speeches (e.g. <i>In Verrem</i>) (corruption, justice and political power) • Virgil's <i>Aeneid</i> (duty, loss, conflict and responsibility) • Livy's <i>History of Rome</i> (leadership, values and public life) • Seneca's letters and essays (ethics and human behaviour) • Tacitus' <i>Annals</i> (power and political uncertainty) • Vergil, <i>Eclogues</i> 4.1-16, 37-52 (social change, renewal and human hopes) • Pliny's <i>Letters</i> (e.g. 1.12, 8.12, 10.32, 39, 40) (administration, community challenges and civic responsibility) • Ovid, <i>Metamorphoses</i> (change, human experience and the nature of the world)

Diverse Perspectives

Students inquire into how classical writers debated differing ideas, challenged thinking, behaviour, and systems. They analyse the use of rhetorical and stylistic devices in classical texts. Inspired by their critical analysis of classical writings and experiences, students reflect on their own views and beliefs and how they express them in debates and exchanges of views. Students reflect on their language learning practices and their consolidating intercultural, mediation and translation skills.

critically analyses how familiar and unfamiliar language choices, the use of rhetorical and stylistic devices, and the structure of texts were used by the author to express debates about differing ideas, and challenge thinking, behaviour, and systems	Students investigate how classical writers presented, debated and contested ideas within their societies. Through close reading, translation, annotation and discussion, students examine how authors use vocabulary, grammar, rhetorical techniques, stylistic devices and text structures to persuade audiences, critique accepted beliefs and explore competing perspectives. For example: • analysing how familiar and unfamiliar vocabulary is used to present, question or challenge ideas and beliefs e.g., compare extracts from Plato's <i>Apology</i> and <i>Republic</i> to investigate how dialogue and argument structure are used to challenge assumptions and beliefs • examining how rhetorical devices such as persuasion, repetition, contrast, rhetorical questions and appeals to authority are used to influence audiences e.g., annotate a speech by Cicero or Demosthenes, identifying rhetorical devices and explaining how they influence audience thinking. • investigating how stylistic choices, including imagery, tone, emphasis, irony and characterisation, contribute to debates about differing perspectives • evaluating how the structure of a text, including argument, dialogue, narrative organisation or sequencing of ideas, shapes meaning and audience response • comparing how different authors or genres present competing viewpoints on philosophical, political, social or moral issues • analysing how authors challenge accepted thinking, behaviours, traditions or systems through language and literary techniques • identifying how authors position audiences to accept, reject or reconsider particular perspectives • justifying interpretations using evidence from language choices, rhetorical devices, stylistic features and textual structure • evaluating how translation choices may affect the representation of argument, persuasion and debate
critically analyses social, political, economic, or historical issues pertaining to classical cultures in the target language or English, including values and perspectives, using an	Students investigate significant issues, controversies and competing viewpoints within classical cultures. Through analysis of texts, translation, discussion and evidence-based argument, students explore how differing perspectives reflect competing values, beliefs and interests. Teachers model how to evaluate evidence, consider multiple viewpoints and construct sophisticated interpretations supported by carefully selected textual evidence.

insightful selection of supporting evidence to enhance credibility of ideas	For example: • analysing social, political, economic and historical issues represented in classical texts and explaining their significance within classical cultures • examining differing values and perspectives expressed by authors, individuals or groups in response to important issues and debates e.g., compare Plato's and Aristophanes' perspectives on education, leadership or citizenship and evaluate the values underpinning each position • evaluating competing viewpoints on issues such as citizenship, governance, justice, power, wealth, gender, warfare, law, religion or social responsibility • comparing how different authors, texts or genres represent the same issue from contrasting perspectives • investigating how cultural, historical and philosophical contexts shape attitudes, beliefs and responses to significant issues • selecting and integrating relevant evidence from classical texts to support interpretations and arguments • evaluating the credibility, relevance and significance of evidence when analysing competing perspectives • constructing analytical responses that acknowledge complexity and justify conclusions using evidence • reflecting on how debates within classical cultures continue to resonate with contemporary issues and discussions
applies knowledge of vocabulary, grammatical structures and linguistic features of classical texts that debated differing ideas, challenged thinking, behaviour, and systems effectively and accurately to enhance understanding, e.g. social status, slavery, warfare, marriage, and virtues	Students engage with classical texts in which authors question, defend or critique social practices, institutions and beliefs. Through close reading, translation, annotation and discussion, students apply their knowledge of vocabulary, grammar and linguistic features to understand how ideas are developed and debated. Teachers model how language choices reveal perspectives and support students to justify interpretations using textual evidence. For example: • applying knowledge of familiar and unfamiliar vocabulary to interpret texts that debate social, political, ethical and cultural issues in the classical world • using grammatical knowledge to understand arguments, contrasting perspectives and relationships between ideas in a text • interpreting complex grammatical structures, such as subordinate clauses, participial constructions, indirect statements and nuanced verb forms, to clarify meaning • recognising linguistic features that express persuasion, critique, agreement, disagreement, certainty or ambiguity • using contextual and textual clues to determine the meaning of unfamiliar language in texts that challenge accepted beliefs or practices • explaining how vocabulary and grammatical choices contribute to discussions of social status, slavery, warfare, marriage, citizenship, gender roles, leadership and virtue • comparing interpretations of passages that present competing viewpoints and justifying understandings with language evidence

	applying language knowledge when translating and analysing texts that question or defend existing systems and ways of thinking
applies knowledge of vocabulary, grammar and stylistic choices consistently to interpret, translate and enhance reception of the meaning of texts about debating differing ideas, and challenging thinking, behaviour, and systems using language appropriate to the cultural context	Students explore classical texts in which authors present competing viewpoints, question accepted beliefs and challenge social, political, ethical or philosophical systems. Through close reading, translation, annotation and discussion, students apply their knowledge of vocabulary, grammar and stylistic features to interpret meaning and evaluate how authors persuade, provoke or influence audiences. For example: - interpreting and translating texts that present differing viewpoints and challenge accepted ideas, behaviours and systems e.g., translate a passage from Plato's <i>Apology</i> or Cicero and identify how vocabulary, grammar and rhetoric are used to challenge prevailing opinions. - applying knowledge of familiar and unfamiliar vocabulary to understand nuanced arguments, counterarguments and perspectives - using grammatical knowledge, including complex clause structures, participial constructions, indirect statements and nuanced verb forms, to interpret meaning accurately - analysing how rhetorical and stylistic devices such as contrast, repetition, irony, rhetorical questions, analogy and appeals to authority contribute to argument and persuasion - comparing translations and interpretations to evaluate how language choices influence audience understanding of competing perspectives - justifying interpretation and translation decisions using evidence from vocabulary, grammar, stylistic features and cultural context - identifying culturally specific concepts, values and assumptions that underpin differing viewpoints - explaining how authors use language to encourage audiences to question, defend or reconsider ideas, behaviours and systems - evaluating how translation choices affect the reception of arguments by contemporary audiences
creates texts that debate ideas and challenge thinking, behaviours and systems by applying complex grammar, familiar and unfamiliar vocabulary and appropriate stylistic choices accurately to enhance impact	Students create original texts inspired by classical authors who questioned accepted beliefs, challenged authority and explored alternative perspectives. Through modelling, drafting and discussion, students learn to use complex grammar, sophisticated vocabulary and rhetorical techniques to construct arguments, present contrasting viewpoints and persuade audiences. For example: - creating speeches, dialogues, letters, debates or reflections that explore competing viewpoints and contested issues in the classical world - applying familiar and unfamiliar vocabulary to communicate ideas about social status, slavery, warfare, marriage, leadership, citizenship, justice and virtue

	• using complex grammatical structures to develop sustained arguments, counterarguments and nuanced perspectives • incorporating rhetorical and stylistic devices such as repetition, contrast, rhetorical questions, analogy, emphasis and irony to strengthen impact • adapting features of classical genres, including speeches, philosophical dialogues, dramatic exchanges and letters, to construct persuasive texts • creating texts that represent differing perspectives on social, political, ethical or cultural issues • incorporating culturally appropriate concepts, values and assumptions drawn from classical contexts • transforming ideas encountered in source texts into original compositions that challenge thinking, behaviour or systems • reviewing and refining texts to improve accuracy, coherence and persuasive effect • explaining how language and stylistic choices influence audience response and strengthen arguments
creates texts that debate ideas and challenge thinking, behaviours and systems and that are effective and specifically targeted for cultural context, audience and purpose, and takes risks with new language	Students create original texts inspired by classical authors who challenged accepted ideas and engaged in debate about social, political, ethical and philosophical issues. Through modelling, drafting and reflection, students learn to adapt language, rhetorical features and content for particular audiences and contexts. For example: • creating speeches, dialogues, letters, debates or reflections that present competing viewpoints and challenge accepted beliefs, behaviours or systems e.g., write a dialogue modelled on Plato in which two characters challenge one another's assumptions about justice, leadership, education or citizenship. • adapting language and style for specific audiences, such as citizens, political leaders, jurors, philosophers, students or community members • selecting vocabulary, rhetorical devices and stylistic features that reflect the cultural values and assumptions of the classical world • experimenting with unfamiliar vocabulary, expressions and grammatical structures to communicate complex arguments and perspectives e.g., transform an argument from a classical source into a different genre or for a different audience, adapting language and style to maximise impact. • adapting features of classical genres, such as philosophical dialogue, rhetoric, satire, drama or public oratory, to achieve a particular purpose • creating texts that represent diverse and competing viewpoints on issues such as social status, slavery, warfare, marriage, leadership, citizenship or virtue • incorporating culturally specific concepts and references in ways that are authentic and meaningful • refining texts to enhance persuasion, impact and effectiveness for the intended audience and context • reflecting on how language choices influence audience response and shape debates about ideas and systems

apply the principles of academic integrity consistently and clearly to enhance audience confidence in ideas communicated	• using reliable information sources in target language, e.g. find reliable sources of information in English/preferred language and the target language using sources with both English and Language versions • using AI/translation software appropriately, e.g. annotating AI texts, providing a restricted list of allowable prompts; using AI as a target language conversation partner • evaluating source reliability, including identifying bias in ancient vs modern interpretations
reflects analytically on own views and beliefs and how they express them inspired by the ideas and rhetoric of the classical world	• End of unit reflection question in an exam, written in English. • Write a project management plan for the completion of a creative project in the target language drawing on research on good language learning practices, with a reflection on process as the final element in the project-plan, implement, evaluate for improvements • Reflect on how classical ideas of identity, status, duty, freedom, gender or heroism compare with students' own experiences and assumptions about individuality. • Analyse how studying classical cultures has challenged, confirmed or complicated their understanding of selfhood, relationships and social expectations.
reflects on own language learning practices and applies feedback to propose appropriate, specific, personal improvements	• Annotated texts that justify language choices made in creating a text. Annotations are in English. • Write in English on the language and cultural practices learned about in the previous unit and how that has surprised, pleased or frustrated them and why. Writing about any realisations about English and their own life in contrast to the classical traditions studied. • Write about realisations regarding language, identity and culture in their own lives in comparison with the classical cultures studied
Resources	Greek • Plato, <i>Apology</i> and <i>Republic</i> (debate, argument and competing ideas) • Sophocles, <i>Antigone</i> (law, authority and moral conflict) • Aristophanes, <i>Clouds</i> and <i>Lysistrata</i> (satire and social criticism) • Demosthenes, selected speeches (persuasion and public debate) Latin • Women: Cicero, <i>Pro Caelio</i> [Clodia]; Livy, <i>Ab Urbe Condita</i> [Lucretia, Verginia, Sabine Women]; Vergil, <i>Aeneid</i> [Creusa, Dido]; Catullus [Lesbia poems, Ariadne] Sulpicia [Republican female poet], Constantina [Christian female poet] (gender, agency and competing representations of women) • Heroes: Vergil, <i>Aeneid</i> selections; Livy, <i>Ab Urbe Condita</i> [Horatius Cocles, Cloelia] (heroism, duty and models of exemplary behaviour) • Villains: Vergil, <i>Aeneid</i> 10; Livy, <i>Ab Urbe Condita</i> [Lucretia]; Sallust, <i>Bellum Catilinae</i>; Suetonius, <i>Nero</i> (morality, transgression and the construction of villainy) • Citizenship: Tacitus, <i>Agricola</i>; Cicero, <i>In Verrem</i>, <i>Pro Archia</i>, <i>Ad Atticum</i>, <i>Ad Familiares</i>; Caesar, <i>De Bello Civile</i> (citizenship, civic responsibility and political participation)

	• Virtues: Sallust, <i>Bellum Catilinae</i>; Vergil, <i>Aeneid</i> 2; Livy, <i>Ab Urbe Condita</i>; Cicero, selected speeches and letters; Seneca, <i>De Clementia</i> or <i>Epistulae Morales</i> (virtue, moral leadership and ethical conduct) • Role of Violence: Seneca, <i>Medea</i> or <i>Phaedra</i>; Ovid, <i>Metamorphoses</i>; Vergil, <i>Aeneid</i> 2, 4, 6, 12; Livy, <i>Ab Urbe Condita</i>; Tacitus, <i>Annales</i> (violence, power and its impact on individuals and society)
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