

Rationale

The study of Classical languages allows students to enter and explore ancient worlds that have shaped contemporary life and societies. Authentic engagement with seminal works of great literature and antiquities gives direct access to ancient ways of living in and viewing the world, and an appreciation of the languages, cultures, literatures and traditions that are derived from those of ancient societies.

Studying Classical languages enables students to develop their understanding of how language works as a system, enhances their capability to communicate and extends their literacy repertoires. It acquaints students with basic philological principles, such as consistent sound changes between related languages and the ways in which vowels shift within a language. Students become familiar with many complex linguistic operations and with the metalanguage used to denote different usages and structures. Such principles can be applied to the study of other languages, ancient or modern, related or distant. Students are able to increase their understanding of the workings of languages they seek to learn, and those already in their background.

The study of Classical languages exercises students' intellectual curiosity; strengthens their cognitive, analytical and reflective capabilities; and enhances creative and critical thinking. Students develop skills in research, communication, self-management and collaboration – skills that are essential in preparing for life at school and beyond. Through their reading, analysis and translation of texts, students of Classical languages develop their thinking processes, such as close attention to detail, precision, accuracy, memory, persistence and logic. When translating, students make sense of ancient ideas, experiences, values and attitudes, giving prominence to shades of meaning, thus increasing their dexterity of thought. Through the focus on analysis and precise translation of texts, students develop their capacity to learn in a systematic and disciplined manner.

Studying Classical languages enhances students' enjoyment and understanding of their own and other cultures. Students examine the language used to denote values in different cultures, both ancient and modern, and understand the diversity that exists, and has always existed, in cultural values. They gain a deep understanding of literature dealing with enduring moral and social issues, such as the conflict between individual freedom and the common good of society; the role of the family; discrimination based on race, gender or religion; or the causes of revolution. Through critical reflection on and comparisons with the history, culture, values and practices of the ancient world, learning Classical languages contributes to students' development as responsible citizens, locally and globally.

Aims

The Australian Curriculum: *Framework for Classical Languages* aims to develop the knowledge, understanding and skills to ensure students:

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

These three aims are interrelated and provide the basis for the two organising strands: Engaging with texts and Understanding.

Structure

To reflect current custom, practice and the needs of learners in Australian schools, the Framework has been developed for Years 7–10.

Strands, sub-strands and threads

The following interrelated strands are derived from the aims, and describe different facets of learning the language, and understanding and reflecting on these processes:

- Engaging with texts: engaging with the language, culture and history of the Classical world through the interpretation, analysis and translation of (language) texts
- Understanding: analysing Classical language and culture as resources for understanding meaning and interpreting the ancient and modern worlds.

A set of sub-strands has been identified within each strand; the sub-strands reflect dimensions of language learning, through which the content is organised. The strands and sub-strands do not operate in isolation but are integrated in relation to language use for different purposes in different contexts.

The sub-strands are further differentiated according to a set of 'threads' that support the internal organisation of content in each sub-strand. These threads are designed to capture, firstly, a range and variety in the scope of learning and, secondly, a means of expressing progression of content across the learning sequence.

Concepts, processes, texts and text types

Concepts are the 'big ideas' that students work with in engaging with Classical languages. The choice of the word 'concept' rather than 'topic' is deliberate: it marks a shift from description to conceptualisation. The curriculum should invite students not only to describe facts or features of phenomena, situations and events, but also to consider how facts and features relate to concepts or principles. For example, a description of a house can lead to a consideration of the concept of 'home' or 'space'. This shift is necessary because it is concepts that lend themselves most fruitfully to intercultural comparison and engage learners in personal reflection and more substantive learning.

Key concepts for Classical languages include:

- language
- culture
- experience
- representation (words, icons, symbols)
- equivalence
- nation (origins, social order, politics, religion)
- citizenship
- relationship (family, community, government)
- history and historical appreciation
- attitude, value and belief
- power
- aesthetics
- time (the past in the present)
- modernity
- tradition
- linguistic evolution
- interconnection across concepts
- intercultural comparisons.

Processes

Processes include skills (reading, listening, writing) as well as higher-order thinking processes, such as translating, interpreting, obtaining, presenting, informing, conceptualising, analysing, reasoning, connecting, explaining and comparing, evaluating, simplifying, rephrasing, intertextualising, decentring, empathising, mediating and reflecting.

Texts and text types

Texts are central to curriculum development, as all work in language learning can be seen as textual work. The selection of texts for Classical languages is important because they define and reflect the linguistic and cultural identity of the ancient world. Classical languages texts may be synthetic, modified or authentic; they may be in oral, written, digital or multimodal form. Text types for Classical languages include narratives, stories, texts in the public domain, speeches, rhetoric, poetry, plays/drama, written translation, oral interpretation, discussion and explanation.

Year 7 and 8 Achievement Standard

By the end of Year 8, students use their knowledge of vocabulary, grammar and textual cues to identify and interpret information in Latin texts, such as narratives, about the daily life and attitudes of the Romans. They interpret grammatical structures such as inflected forms; identify linguistic features such as striking word choice, for example, laetissimus, or use of imagery, for example, dies est calidus; frigidus est rivus; infer meaning from textual cues such as headings, images or maps; and describe social and cultural practices embedded in Latin text, such as puer patrem timet. They convey information and ideas about Roman society and culture, in oral, written or digital forms, using Latin as appropriate, for example, a news report in English about a historical event such as the assassination of Julius Caesar, or a digital poster about family life in Rome with annotations in Latin, such as a mother instructing her daughter about how to organise the slaves and manage the household. They share their responses to Latin texts, such as stories, myths and plays, by expressing their feelings and ideas about characters, events, actions, settings and themes. They read aloud or recite Latin texts, such as stories, dialogues or songs, or perform Latin texts, such as short plays, to entertain an audience, conveying meaning effectively by using appropriate phrasing and voice inflection. Students translate Latin texts accurately into Standard English, applying their knowledge of vocabulary, including roots and derivatives, linguistic cues, culture, and accident and syntax, including number, gender and case of nouns, for example, in first, second and third declensions, agreement of nouns and adjectives, for example, mater nostra, conjugation and tense, such as regular and irregular verbs in the present tense, for example, audit; potest, and indicative active voice and imperative active mood, for example, paratis, parate!, and conventions of sentence structure. They explain the relative effectiveness of different translations of the same text, and identify the features of a successful translation.

Students identify Latin sound–script relationships and use restored pronunciation when reading aloud, such as for single consonants, long and short vowels, diphthongs, double consonants and consonant clusters, for example, in aestate, puella, observare. They identify the structure and features of different texts in Latin, such as narratives or short plays, and explain how these elements contribute to an audience's response to the text. They describe how the Latin language spread with the expansion of the Roman empire, and developed over time into its modern descendants, the Romance languages. They explain how Latin has influenced and continues to influence English vocabulary, by identifying derivatives such as 'itinerary' from Latin iter, and Latin words and expressions that are used in modern English, such as et cetera. Students give examples of how particular language use reflects the lifestyles, ideas, feelings and attitudes of Romans in the Classical period, and identify connections between ancient and modern customs, religion, literature and architecture. They share their reactions to and assumptions about the language and culture of Roman society, identifying similarities or differences to their own language and culture. They describe how learning Latin impacts on their approaches to learning and on their understanding of their own heritage, values and culture.

Year 7 and 8 Level Description

The nature of the learners

Students are beginning their study of Latin and typically have little prior knowledge and understanding of the language and Roman history and culture. Most will have learnt a different language in primary school, while some will have proficiency in different home/community languages and bring existing language learning experiences and intercultural awareness to the new experience of learning Latin. Students' skills in interpreting texts and their development of literacy are supported by their study of Latin. Through their reading, analysis and translation of texts, students of Latin develop their thinking processes, such as close attention to detail, pattern recognition, accuracy, memory and logic. Students may need to be encouraged to take risks in learning a new language at this stage of social development and to consider how the experience of learning a Classical language impacts on their own ways of thinking and viewing the world.

Latin language learning and use

Learners engage with people in the Roman world, and gain direct access to their daily lives, through reading, comprehending and discussing Latin texts that reveal their language use and social and cultural practices. They use vocabulary, grammar and textual cues to understand and interpret Latin texts, and convey information and ideas about the daily life and attitudes of the Romans, in oral, written or digital forms, using Latin as appropriate. They listen to and read Latin texts, such as stories, myths and plays, and discuss characters, events, actions, settings and emotions. They read aloud, recite or perform Latin texts, such as stories, dialogues or songs, to convey meaning and to entertain others. They translate Latin texts into Standard English, applying their knowledge of vocabulary, accident and syntax, linguistic cues and culture. They compare the features and relative merits of different translations of Latin texts to determine the features of a successful translation. Learners focus on the systems that structure the Latin language (grammar, vocabulary, sounds, the written alphabet) and systematically build a vocabulary and grammatical base that allows them to access a variety of Latin texts, such as narratives and short plays. They understand that Latin spread during the expansion of the Roman empire and developed over time into the Romance languages, and they explore the influence of Latin on English vocabulary. Learners explore the relationship between language and culture, by examining particular language use that provides insights into the daily lives, ideas, feelings and attitudes of Romans in the Classical period. They discuss the ancient origins of modern customs, religion, literature and architecture, reflecting on the enduring influence of the Roman world on the modern world. They are encouraged to consider their own and others' reactions to and assumptions about the language and culture of Roman society, and to reflect on their own approaches to learning and understanding of their own heritage, values and culture.

Contexts of interaction

Learners work both independently and collaboratively, exploring different modes and genres of communication. They pool linguistic knowledge and resources to plan and manage shared activities, problem-solve, and monitor and reflect on their work. Extra opportunities for interaction are provided through purposeful and integrated use of information and communication technologies (ICT), for example, shared research on aspects of culture and historical events, and collaborative translation of seen and unseen texts. Learners may extend their experiences relating to language and culture by participating in activities such as art competitions, weekend camps, quiz nights, drama productions and visits to museums and galleries.

Texts and resources

Learners work with a range of texts designed for language learning, such as textbooks, audio recordings, teacher-generated materials and online resources. They may also use materials designed for students of Latin in different contexts, for example, comics, newsletters, online games, digital learning activities and apps. Texts from different sources give opportunities for discussion of the relationship between language and culture. Research tasks allow for exploration of themes, cultural references and historical events.

Features of Latin language use

Learners become familiar with the restored pronunciation of Latin. They use appropriate phrasing and voice inflection when reading aloud, reciting or performing Latin texts such as stories, dialogues, songs or plays, and develop their understanding of the sounds of the Latin alphabet. When translating Latin texts, students apply their knowledge of Latin grammar, including parts of speech, case, gender, number, person, verb conjugations, noun declensions and conventions of sentence structure. They use roots, derivatives and word lists to acquire and build Latin vocabulary, and use dictionaries to select appropriate meanings of Latin words. They explore influences of Latin on English vocabulary, focusing on derivatives, such as 'circumnavigate' from *circum + navigare*, and the contemporary use of Latin words and expressions, for example, *vice versa* or *modus operandi*. They make connections between texts and cultural contexts, exploring ways in which cultural values and perspectives are embedded in language and how language choices determine ways in which people and their ways of living are represented.

Level of support

A differentiated approach to teaching and task design caters for the diversity of learners. Support includes scaffolding, modelling and monitoring, explicit instruction and feedback, structured activities for practising new grammar, and access to print and electronic dictionaries. Students are supported to develop autonomy as language learners, and to self-monitor and refine strategies used in reading, listening, analysis and translation. Opportunities to review and consolidate are an important component of learning at this level.

The role of English

Latin is the language of the texts studied. Latin is also used for reading aloud, reciting or performing texts, and for simple interactions in the classroom, such as greetings. English is used for translation, analysis, explanation, discussion, evaluation and reflection.

Year 7 and 8 Content Descriptions

Engaging with texts	Understanding
<p>Accessing the Roman world through Latin texts Read, comprehend and discuss Latin texts, using vocabulary, grammar and textual cues, to explore the Roman world. [Key concepts: language, culture, meaning, experience; Key processes: reading, listening, interpreting, connecting]</p> <p>Convey information and ideas about the daily life and attitudes of the Romans, in oral, written and digital forms, using Latin as appropriate. [Key concepts: information, culture, imagination; Key processes: obtaining, presenting, informing]</p> <p>Responding to texts Listen to and read Latin texts, such as stories, myths and plays; share reactions and make connections with characters, events, actions, settings and key emotions. [Key concepts: imagination, experience, character; Key processes: responding, connecting, describing]</p> <p>Read aloud, recite or perform Latin texts, using phrasing and voice inflection to convey meaning and to entertain others. [Key concepts: performance, emotion; Key processes: reading, presenting]</p> <p>Translating Translate Latin texts into Standard English, by applying knowledge of vocabulary, accident and syntax, and linguistic and cultural cues. [Key concepts: equivalence, representation; Key processes: interpreting, translating]</p> <p>Compare different translations and interpretations of Latin texts, and identify features of successful translations. [Key concepts: translation, analysis; Key processes: evaluating, explaining and comparing, intertextualising]</p>	<p>Systems of Language Understand the phonological and orthographic systems of Latin, including the restored pronunciation and the written alphabet. [Key concepts: sound system, writing system; Key processes: recognising, imitating, copying, writing]</p> <p>Understand concepts of accident and syntax used in simple and compound Latin sentences, including parts of speech, case, gender, number, person, declension and conjugation, agreement and tense, and conventions of sentence structure. [Key concepts: grammatical system, case, conjugation; Key processes: identifying, recognising]</p> <p>Acquire and build vocabulary by using roots, derivatives and word lists, and use dictionaries to select appropriate meanings of Latin words. [Key concepts: vocabulary, meaning; Key processes: exploring, selecting]</p> <p>Identify the structure and features of a range of texts in Latin, such as narratives and short plays. [Key concepts: text structure, purpose; Key processes: identifying, explaining and comparing]</p> <p>The powerful influence of language and culture Understand that Latin spread with the expansion of the Roman empire, developed over time into the Romance languages, and influenced English vocabulary. [Key concepts: linguistic evolution, time (the past in the present), interconnection across concepts, influence; Key processes: comparing, analysing, applying]</p> <p>Examine the enduring influence of Roman culture on the modern world, by discussing the ancient origins of modern customs, religion, literature and architecture. [Key concepts: aesthetics, time (the past in the present), modernity; Key processes: connecting, explaining and comparing]</p> <p>Role of language and culture Recognise that the language of the Romans provides insights into their daily lives, ideas, feelings and attitudes. [Key concepts: language, culture, interdependence; Key processes: connecting, conceptualising, explaining]</p> <p>Reflecting Reflect on own and others' reactions to and assumptions about the language and culture of Roman society, considering similarities and differences to own language and culture. [Key concepts: identity, interconnection across concepts; Key processes: comparing, connecting, empathising, reflecting]</p> <p>Reflect on self as a language learner, considering how learning Latin influences ways of learning and enhances understanding of own heritage, values and culture. [Key concepts: identity, interconnection across concepts, influence; Key processes: connecting, reflecting]</p>