

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.

Year 9 and 10 Achievement Standard

By the end of Year 10, students analyse a range of Latin texts to obtain information and ideas about Roman society and culture. They use vocabulary, grammar and textual cues to analyse and interpret language use and cultural references in Latin texts, such as poetry, letters or narratives, for example, by deducing the meaning of complex sentence structures, such as those with subordinate clauses or indirect speech; and explaining the impact of word order on emphasis and tone, for example, *dum homines cibum devorant, subito intravit miles!* and implicit values, concepts and assumptions embedded in language use, for example, *arbiter bibendi*. They convey their interpretations of information and ideas about Roman society and culture, in oral, written or digital forms, such as an investigation into Roman reactions to different religions, or a digital presentation on an archaeological site, for example, the forum Romanum. They share their responses to Latin texts, such as narratives, dialogues, plays, poems or letters, by describing themes, values and literary features, such as plot development and characterisation, and expressing and justifying their opinions with support from the text. They read aloud, recite or perform Latin texts, such as oratory, history, drama or poetry, to entertain different audiences, conveying meaning and emotion effectively by using appropriate phrasing, voice inflection or metrical effects, such as elision. Students translate a range of texts that incorporate complex sentence structures and extensive vocabulary, from Latin into Standard English that represents the style and purpose of the texts, applying their knowledge of roots and derivatives to infer the meaning of unfamiliar vocabulary, and using dictionaries to select the appropriate meaning of words. They analyse how the language is used in grammatically complex sentences, that include subordinate clauses, non-finite verb forms, pronoun forms, mood and voice, for example, by identifying case usage of nouns and pronouns, and all verb conjugations and tenses, including indicative, for example, *quamquam dominus abest, necesse est nobis strenue laborare*, and imperative moods, for example, *noli dominum excitare!*, and passive voice, for example, *ab agricolis nihil agitur*. They evaluate the effectiveness of different translations of the same Latin text, and identify strategies for successful translations.

Students apply the principles of pronunciation for the reading of Latin texts, for example, by stressing the correct syllables. They identify the structure and organisation of different text types in Latin, such as prose and verse, and explain how they relate to context, purpose and audience. They explain the role of Latin in facilitating the spread of Roman civilisation and culture during the expansion of the Roman empire, and the contribution of Latin to the enrichment of English through the transfer of specialist vocabulary, for example, *sine qua non*, abstract concepts, for example, an accused person's right to a defence, and the coining of vocabulary for new technology and new discoveries, for example, *digicam* from *digitus* + *camera*. Students describe Roman values, attitudes and beliefs that are embedded in particular language use, such as *pietas*, *virtus*, *hospitium*, *fides*. They explain how the Roman world has influenced modern society, culture and political structures, such as literature, art, medical and scientific practices, government and infrastructure. They share reactions to and assumptions about the language, culture and values of Roman society, explaining how these relate to their own language and culture. They compare ways of communicating and living in the ancient world with those of the modern world, and explain how learning Latin influences their own style of communicating, ways of thinking and viewing the world.

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 9 and 10 Level Description

The nature of the learners

Students have prior experience of learning Latin and bring a range of capabilities, strategies and knowledge that can be applied to new learning. They are expanding the range and nature of their learning experiences; from synthetic or modified reading material, they may progress to some authentic Latin texts, encountering selections from famous works of poetry or prose. Through their reading, analysis and translation of texts, students of Latin further develop their literacy in English, through close attention to detail, precision, accuracy, memory, logic and critical reasoning. They have a growing awareness of the wider world, including the diversity of languages and cultures that have continued to be an integral feature of society since ancient times. They are considering future pathways and prospects, including how further study of Latin may feature in these.

Latin language learning and use

Learners gain direct access to life in the Roman world through reading, analysing and interpreting Latin texts that reveal the language use and social and cultural practices of the Romans. They use vocabulary, grammar and textual cues to analyse and interpret language use and cultural references in Latin texts, and convey their interpretations of information and ideas about Roman society and culture, in oral, written or digital forms, using Latin as appropriate. They respond to Latin texts by analysing themes, values and literary features, such as plot development and characterisation, and sharing and justifying opinions.

They read aloud, recite or perform Latin texts, such as oratory, history, drama or poetry, to entertain an audience, using phrasing, voice inflection and metrical effects to convey meaning and emotion. They translate a range of Latin texts that incorporate complex sentence structures and extensive vocabulary into Standard English, reproducing the style and purpose of the texts. They evaluate the effectiveness of different English translations and interpretations of a text, and develop strategies for successful translations. Learners apply the principles of pronunciation for the reading of Latin texts, and apply an extended knowledge of vocabulary, accident and syntax to analysing how Latin is used in complex sentences. They analyse the structure and organisation of different text types in Latin, exploring how they relate to context, purpose and audience. Learners identify Roman values, attitudes and beliefs implicit in Latin texts, reflecting respectfully on the interdependence of language and culture. They investigate the enduring linguistic and cultural legacy of the Roman world in the modern world. They question and explain their own and others' reactions to and assumptions about the language, culture and values of Roman society, discussing how these relate to their own. They reflect on the power of language, and the impact of learning Latin on their own style of communicating, and ways of thinking and viewing the world.

Contexts of interaction

Task characteristics and literary styles at this level are complex and challenging, providing opportunities for independent as well as collaborative language interpretation and performance, and development and strategic use of language and cultural resources. The language class remains the principal context for learning Latin. Learners may participate in wider experiences relating to language and culture, such as competitions in recitation, art and essay writing; weekend camps; quiz nights; study seminars; summer schools; drama productions; and visits to museums and galleries. These experiences give learners a sense of connectedness and purpose, and allow them to make use of and extend their understanding of the Roman world and their language capability beyond the school context.

Texts and resources

Learners engage with a range of texts designed for language learning, such as textbooks, audio recordings, teacher-generated materials and online resources. A variety of texts gives opportunities for discussion and analysis 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 apply the principles of pronunciation for the reading of Latin texts, for example, stressing the correct syllables, or acknowledging elision in poetry. They apply an extended knowledge of accident and syntax, including subordinate clauses, finite and non-finite verb forms, pronoun forms, indicative and imperative moods, and active and passive voices, to the analysis and translation of texts that incorporate complex sentence structures. They analyse texts more critically, identifying the structure and features of different text types, and explaining their relationship with context, purpose and audience. They recognise the ongoing influence of Latin on English, through the transfer of specialist vocabulary and abstract concepts, for example, *alibi* or *gravitas*, and the coining of vocabulary for new technology and new discoveries, such as in science and medicine, for example, the terraforming of Mars. They analyse implicit values, concepts and assumptions embedded in texts, explaining the interrelationship between language and culture.

Level of support

This stage of learning involves consolidation and progression. Learners need opportunities for new challenges and more independent learning experiences. Continued scaffolding, modelling and monitoring are required to support these challenges. A range of resources is provided and processes are modelled for the development of more autonomous self-monitoring and reflecting strategies, such as online collaborating for translation, video documenting and discussion forums. Continued focused attention on grammatical and literary features supports learners in the reading, analysis and translation of texts.

The role of English

Latin is the language of texts studied, such as narratives, drama, poetry, history or oratory. Latin is also used for reading aloud, reciting or performing texts. English is used for translation, analysis, explanation, discussion, evaluation and reflection.

Year 9 and 10 Content Descriptions

Engaging with texts

Accessing the Roman world through Latin texts

Read, analyse and interpret Latin texts, using vocabulary, grammar and textual cues, to engage with the Roman world.
[Key concepts: language, culture, meaning, experience; Key processes: reading, analysing, connecting]

Convey interpretations of information and ideas about Roman society and culture, in oral, written and digital forms, using Latin as appropriate.
[Key concepts: information, culture; Key processes: interpreting, explaining, presenting]

Responding to texts

Respond to Latin texts by analysing themes, values and literary features, such as plot development and characterisation, and sharing and justifying opinions.
[Key concepts: morality, characterisation, theme; Key processes: responding, analysing, discussing, explaining]

Read aloud, recite or perform Latin texts to entertain others, using strategies such as phrasing, voice inflection and metrical effects to convey meaning and emotion.
[Key concepts: performance, expression, emotion; Key processes: reading, presenting]

Translating

Translate a range of texts that incorporate complex sentence structures and extensive vocabulary from Latin into Standard English, representing the style and purpose of the texts.
[Key concepts: equivalence, meaning; Key processes: analysing, translating]

Evaluate different translations and interpretations of Latin texts, using metalanguage to discuss their effectiveness, and develop strategies for successful translations.
[Key concepts: translation; Key processes: evaluating, explaining and comparing, intertextualising]

Understanding

Systems of Language

Understand and apply the principles of pronunciation for the reading of Latin texts.
[Key concepts: sound system, fluency; Key processes: reading, applying]

Understand concepts of accident and syntax used in complex Latin sentences, including subordinate clauses, non-finite verb forms, pronoun forms, mood, voice, and conventions of complex sentence structure.
[Key concepts: grammatical system, case, conjugation, mood, voice; Key processes: identifying, explaining]

Expand vocabulary by using a range of strategies, including knowledge of roots, cognates and derivatives, and use dictionaries to determine the meaning of unfamiliar vocabulary in specific contexts.
[Key concepts: vocabulary, connections; Key processes: analysing, interpreting, applying]

Analyse the structure and features of different text types in Latin, exploring how they relate to context, purpose and audience.
[Key concepts: text organisation, genre; Key processes: analysing, explaining and comparing, intertextualising]

The powerful influence of language and culture

Understand that Latin became the official language of the Roman empire and facilitated the spread of Roman civilisation and culture, and that Latin continues to enrich English through specialist vocabulary and abstract concepts embodied in the language.
[Key concepts: linguistic evolution, power, ancient/modern, influence; Key processes: analysing, conceptualising, explaining and comparing]

Discuss how the Roman world has influenced modern society, culture and political structures, such as literature, art, medical and scientific practices, government and infrastructure.
[Key concepts: ancient/modern, aesthetics, time (the past in the present); Key processes: analysing, connecting, conceptualising]

Role of language and culture

Identify how cultural values, attitudes and beliefs of the Romans are embedded in their language.
[Key concepts: language, culture, interdependence, attitude, value and belief; Key processes: analysing, conceptualising, explaining and comparing]

Reflecting

Question and explain own and others' reactions to and assumptions about the language, culture and values of Roman society, discussing how these relate to own language and culture.
[Key concepts: attitude, value and belief; identity; Key processes: reflecting, decentring, empathising, mediating, explaining]

Reflect on self as a language learner, explaining how the study of Latin influences own style of communicating, ways of thinking and viewing the world.
[Key concepts: identity, interconnection across concepts, influence; Key processes: connecting, reflecting, explaining]