The Australian
Curriculum

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Overview

Introduction

The **Australian Curriculum: Languages** is designed to enable all students to engage in learning a language in addition to English. The design of the Australian Curriculum: Languages recognises the features that languages share as well as the distinctiveness of specific languages.

There are aspects of the curriculum that pertain to all languages. The key concepts of language, culture and learning, as described in the **Shape of the Australian Curriculum: Languages**, underpin the learning area. They also provide the basis for a common rationale and set of aims for all languages.

The Australian Curriculum: Languages includes language–specific curricula for world languages and a **Framework for Aboriginal Languages and Torres Strait Islander Languages**.

Language specificity

The curriculum content and achievement standards are different for each specific language because of inherent differences in the languages themselves.

Each language has its own distinctive structure, systems, conventions for use, related culture(s), place in the Australian and international communities, as well as its own history in Australian education.

Diversity of language learners

Understanding who learners are, as language learners and as young people, is the starting point for developing their language learning. An increasingly varied range of students now study languages in Australian classrooms. The changing pattern of migration to Australia is extending the range of languages students bring with them to school. Education systems seek to provide for this diversity of language background and for the fact that languages classrooms include students with varying degrees of experience of and proficiency in the language being learnt, as well as their particular affiliations with additional languages.

Learners come to learning languages with diverse linguistic, cultural and personal profiles, bringing distinctive biographies which include individual histories; biographies; previous experiences of and relationships with the target language and particular motivations, expectations, and aspirations.

As unique, social and cultural beings, students interpret the world and make sense of their experiences through their own social and cultural traditions, understanding and values.

Learners of languages in Australia comprise three major groups:

- second language learners
- background language learners
- first language learners.

Second language learners are those who are introduced to learning the target language at school as an additional, new language. The first language used before they start school and/or the language they use at home is not the language being learnt.

Background language learners are those who may use the language at home, not necessarily exclusively, and have varying degrees of knowledge of and proficiency in the language being learnt. These learners have a base for literacy development in the language.

First language learners are users of the language being learnt who have undertaken at least primary schooling in the target language. They have had their primary socialisation as well as initial literacy development in that language and use the target language at home. For Aboriginal languages and Torres Strait Islander languages, first language learners are learners whose primary socialisation is in the language being learnt and who may or may not have yet developed initial literacy.

Within each of these groups, there are differences in proficiency in the language being learnt. It is acknowledged that the span of language experiences of background learners is particularly wide, and learners in this group are likely to have quite diverse affiliations with the target language. Nevertheless, for pragmatic reasons, it is not feasible to identify further groupings.

A framework is being developed for Aboriginal languages and Torres Strait Islander languages that caters for different learner pathways that also take into account the state of the particular language involved.

Rationale

Through learning languages, students acquire:

- communication skills in the language being learnt
- an intercultural capability, and an understanding of the role of language and culture in communication
- a capability for reflection on language use and language learning.

Language learning provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, to reflect on their understanding of experience in various aspects of social life, and on their own participation and ways of being in the world.

Learning languages broadens students' horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world presents. The interdependence of countries and communities means people in all spheres of life are required to negotiate experiences and meanings across languages and cultures. Despite its status as a world language, a capability in English only is no longer sufficient. A bilingual or plurilingual capability is the norm in most parts of the world.

Learning languages:

- extends the capability to communicate and extends literacy repertoires
- strengthens understanding of the nature of language, of culture, and of the processes of communication
- develops intercultural capability
- develops understanding of and respect for diversity and difference, and an openness to different experiences and perspectives
- develops understanding of how culture shapes worldviews and extends learners' understanding of themselves, their own heritage, values, culture and identity
- strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

Learning languages also contributes to strengthening the community's social, economic and international development capabilities. Language capabilities represent linguistic and cultural resources through which the community can engage socially, culturally and economically, in domains which include business, trade, science, law, education, tourism, diplomacy, international relations, health and communications.

Learning Aboriginal languages and Torres Strait Islander languages meets the needs and rights of young people to learn their own languages and recognises their significance in the language ecology of Australia. For Aboriginal and Torres Strait Islander students, learning their own languages is crucial to overall learning and achievements, to developing a sense of identity and recognition and understanding of language, culture, Country and Place. For all students, learning Aboriginal languages and Torres Strait Islander languages provides a distinctive means of understanding the country in which they live, including the relationship between land, the environment and people. The ongoing and necessary reclamation and revitalisation of these languages also contribute to reconciliation.

Aims

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

- communicate in the target language
- understand language, culture, and learning and their relationship, and thereby develop an intercultural capability in communication
- understand themselves as communicators.

These three aims are interrelated and provide the basis for the two organising strands: Communicating and Understanding. The three aims are common to all languages.

Key ideas
Language and culture

The interrelationship of language, culture and learning provides the foundation for the Australian Curriculum: Languages.

In the languages learning area the focus is on both language and culture, as students learn to communicate meaningfully across linguistic and cultural systems, and different contexts. This process involves reflection and analysis, as students move between the new language being learnt and their own existing language(s). It is a reciprocal and dynamic process which develops language use within intercultural dimensions of learning experiences. It is not a 'one plus one' relationship between two languages and cultures, where each language and culture stay separate and self-contained. Comparison and referencing between (at least) two languages and cultures build understanding of how languages 'work', how they relate to each other and how language and culture shape and reflect experience; that is, the experience of language using and language learning. The experience of being in two worlds at once involves noticing, questioning and developing awareness of how language and culture shape identity.

Structure

Learner background and time-on-task are two major variables that influence language learning and they provide the basis for the structure of the Australian Curriculum: Languages. These variables are addressed through the specification of content and the description of achievement standards according to pathways and learning sequences respectively.

Pathways

In the Australian Curriculum: Languages, pathways for second language learners, background language learners and first language learners have been developed as appropriate to cater for the dominant group(s) of students learning each specific language within the current Australian context. For the majority of languages, one curriculum pathway has been developed for Years F–10, catering for the dominant cohort of learners for that language in the current Australian context. For Chinese, pathways have been developed for three learner groups: first language learners, background language learners and second language learners.

The Framework for Aboriginal languages and Torres Strait Islander Languages includes three learner pathways:

- first language learner pathway
- revival language learner pathway
- second language learner pathway.

Sequences of learning

The design of the Australian Curriculum: Languages takes account of different entry points into language learning across Foundation – Year 10, which reflects current practice in languages.

For the second language learner pathway and the background language learner pathway, there are two learning sequences:

- Foundation–Year 10 sequence
- Years 7–10 (Year 7 Entry) sequence.

For the first language learner pathway, there is one learning sequence:

- Years 7–10 (Year 7 Entry) sequence.

Content and achievement standards are described initially in a three-year band for Foundation–Year 2 followed by two-year bands of learning: Years 3–4; Years 5–6, Years 7–8 and Years 9–10.

The Framework for Aboriginal Languages and Torres Strait Islander Languages is written in the bands Foundation – Year 2, Years 3–6 and Years 7–10. In the absence of pedagogical evidence across the country for all these languages, the broader band distinctions provide maximum local flexibility in curriculum development.

Content structure

The content of the Australian Curriculum: Languages is organised through two interrelated strands which realise the three aims. The two strands are:

- ***Communicating:*** using language for communicative purposes in interpreting, creating and exchanging meaning
- ***Understanding***: analysing language and culture as a resource for interpreting and creating meaning.

The strands reflect three important aspects of language learning:

1) communication

2) analysis of aspects of language and culture

3) reflection that involves

- reflection on the experience of communicating
- reflection on comparative dimensions of the languages available in students' repertoires (for example, the first language in relation to second language and self in relation to others).

Strands and sub-strands

A set of sub-strands has been identified within each strand, which reflects dimensions of language use and the related content to be taught and learned. 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 relative contribution of each sub-strand differs for described languages, pathways and bands of learning. 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 (1) range and variety in the scope of learning and (2) a means for expressing the progression of content across the learning sequences.

Diagram 1: Relationship between strands and sub-strands

The following table provides a brief description of each of the strands and sub-strands.

Strand	Sub-strand	Description
Communicating: *Using language for communicative purposes in interpreting, creating and exchanging meaning.*	1.1 Socialising	Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action.
	1.2 Informing	Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge.
	1.3 Creating	Engaging with imaginative experience by participating in, responding to and creating a range of texts, such as stories, songs, drama and music.
	1.4 Translating	Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others.
	1.5 Reflecting	Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity.
Understanding: *Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.*	2.1 Systems of language	Understanding language as a system, including sound, writing, grammatical and textual conventions.
	2.2 Language variation and change	Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place.
	2.3 The role of language and culture	Analysing and understanding the role of language and culture in the exchange of meaning.

Student diversity

ACARA is committed to the development of a high-quality curriculum that promotes excellence and equity in education for all Australian students.

All students are entitled to rigorous, relevant and engaging learning programs drawn from the Australian Curriculum: Languages. Teachers take account of the range of their students' current levels of learning, strengths, goals and interests and make adjustments where necessary. The three-dimensional design of the Australian Curriculum, comprising learning areas, general capabilities and cross-curriculum priorities, provides teachers with flexibility to cater for the diverse needs of students across Australia and to personalise their learning.

More detailed advice for schools and teachers on using the Australian Curriculum to meet diverse learning needs is available under Student Diversity on the Australian Curriculum website.

Students with disability

The *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005* require education and training service providers to support the rights of students with disability to access the curriculum on the same basis as students without disability.

Many students with disability are able to achieve educational standards commensurate with their peers, as long as the necessary adjustments are made to the way in which they are taught and to the means through which they demonstrate their learning.

In some cases curriculum adjustments are necessary to provide equitable opportunities for students to access age-equivalent content in the Australian Curriculum: Languages. Teachers can draw from content at different levels along the Foundation to Year 10 sequence. Teachers can also use the extended general capabilities learning continua in Literacy, Numeracy and Personal and social capability to adjust the focus of learning according to individual student need.

English as an additional language or dialect

Languages play a crucial role in the educational experience of students and in the curriculum as a whole. Given the diversity of students in Australian education, it is important to recognise that a range of languages is used either as part of the formal curriculum or as part of learners' socialisation within and outside the school.

Learners bring their first language or languages as the one(s) they use for their initial socialisation in their family or community. For the majority, this is English. For many, it can be a range of different languages. Learners also encounter the language or languages of instruction at school. For most in Australia, this is English. For many students in Australia, the language of instruction is not the same as their first language. These students may learn through English as an additional language/dialect (EALD) programs.

In contemporary understandings of language acquisition, development and learning all the languages learners experience in their socialisation and education form part of learners' distinctive linguistic and cultural repertoires. These are variously developed by both the experience of schooling and broader social community experience. These repertoires are an integral part of learners' identities and what they bring to the learning of additional languages as part of the languages learning area within the school curriculum.

While the curriculum for languages primarily addresses the learning of languages, this learning cannot be separated from the development of learners' more general communicative repertoires. It is through such a relational and holistic approach to languages education that learners develop their capabilities in knowing and using multiple languages. Learners extend their communicative and conceptual development, learning and identity formation.

In various kinds of bilingual programs, students are afforded an opportunity to learn through the medium of English and another language (learners' first or additional language). These programs are of particular value in ensuring learners continue to develop at least two languages that are of value to them. They are of value to both their conceptual development and learning and to their identity formation.

Aboriginal and Torres Strait Islander communities recognise the importance of literacy to their children. They support literacy education programs that are founded on establishing literacy in their children's first language. These are the Aboriginal and Torres Strait Islander languages their communities use. Literacy in English is regarded as concomitant on first establishing students' literacy in their first language. Although most bilingual programs in Aboriginal and Torres Strait Islander languages are designed to help students' transition into learning in English, their fundamental value is in the development of bilingual literacy. Strengthening the bilingual literacy of Aboriginal and Torres Strait Islander students can significantly contribute to improving their overall academic achievement and success.

A national *English as an Additional Language or Dialect: Teacher Resource* has been developed to support teachers in making the Australian Curriculum: Foundation – Year 10 in each learning area accessible to EALD students.

Gifted and talented students

Teachers can use the Australian Curriculum: Languages flexibly to meet the individual learning needs of gifted and talented students.

Teachers can enrich learning by providing students with opportunities to work with learning area content in more depth or breadth; emphasising specific aspects of the general capabilities learning continua (for example, the higher order cognitive skills of the Critical and creative thinking capability); and/or focusing on cross-curriculum priorities. Teachers can also accelerate student learning by drawing on content from later levels in the Australian Curriculum: Languages and/or from local state and territory teaching and learning materials.

General capabilities

In the Australian Curriculum, general capabilities encompass knowledge, skills, behaviours, and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will enable students to live and work successfully in the 21st century.

There are seven general capabilities:

- literacy
- numeracy
- information and communication technology (ICT) capability
- critical and creative thinking
- personal and social capability
- ethical understanding
- intercultural understanding.

In the Australian Curriculum: Languages, general capabilities are identified wherever they are developed or applied in content descriptions.

They are also identified where they offer opportunities to add depth and richness to student learning through content elaborations. Icons indicate where general capabilities have been identified in languages content. Teachers may find further opportunities to incorporate explicit teaching of the capabilities, depending on their choice of activities.

Detailed descriptions and elaborations of each of the general capabilities and the way these capabilities may be developed, including learning continua, can be found in the Australian Curriculum website: www.australiancurriculum.edu.au

Literacy

Learning languages develops overall literacy. It is in this sense 'value added', strengthening literacy-related capabilities that are transferable across languages, both the language being learnt and all other languages that are part of the learner's repertoire. Languages learning also strengthens literacy-related capabilities across domains of use, such as the academic domain and the domains of home language use, and across learning areas.

Literacy development involves conscious attention and focused learning. It involves skills and knowledge that need guidance, time and support to develop. These skills include the:

- ability to decode and encode from sound to written systems
- the learning of grammatical, orthographic and textual conventions
- development of semantic, pragmatic and interpretative, critical and reflective literacy skills.

Literacy development for second language learners is cognitively demanding. It involves these same elements but often without the powerful support of a surrounding oral culture and context. The strangeness of the additional language requires scaffolding. In the language classroom, analysis is prioritised alongside experience. Explicit, explanatory and exploratory talk around language and literacy is a core element. Learners are supported to develop their own meta–awareness, to be able to think and talk about how the language works and about how they learn to use it. Similarly, for first language learners, literacy development that extends to additional domains and contexts of use requires comparative analysis that extends literacy development in their first language and English.

Numeracy

Learning languages affords opportunities for learners to use the target language to develop skills in numeracy, to understand, analyse, categorise, critically respond to and use mathematics in different contexts. This includes processes such as using and understanding patterns, order and relationships to reinforce concepts such as number, time or space in their own and in others' cultural and linguistic systems.

Information and communication technology (ICT) capability

Learning languages is enhanced through the use of multimodal resources, digital environments and technologies in the target language. Accessing live target language environments and texts via digital media contributes to the development of information technology capabilities as well as linguistic and cultural knowledge. Accessing different real-time contexts extends the boundaries of the classroom.

Critical and creative thinking

In learning a language, students interact with people and ideas from diverse backgrounds and perspectives, which enhances critical thinking, reflection and encourages creative, divergent and imaginative thinking. By learning to notice, connect, compare and analyse aspects of the target language, students develop critical, analytic and problem-solving skills.

Personal and social capability

Interacting effectively in an additional language and with people of diverse language backgrounds involves negotiating and interpreting meaning in a range of social and cultural situations. This involves understanding and empathising, which are important elements of social and intercultural competence. Being open-minded and recognising that people view and experience the world in different ways, and learning to interact in a collaborative and respectful manner are key elements of personal and social competence.

Ethical understanding

When learning another language, students are taught explicitly to acknowledge and value difference in their interactions with others and to develop respect for diverse ways of perceiving and acting in the world. Opportunities are provided to monitor and to adjust their own ethical points of view. In learning Aboriginal and Torres Strait Islander languages, students should consider appropriate ethical behaviour in terms of engaging with the owners and custodians of the languages. Similar consideration is required when interpreting and translating or when collecting and analysing primary research data.

Intercultural understanding

The development of intercultural understanding is a central aim of learning languages, as it is integral to communicating in the context of diversity, the development of global citizenship and lifelong learning. Students bring to their learning various preconceptions, assumptions and orientations shaped by their existing language(s) culture(s) to their learning that can be challenged by the new language experience. Learning to move between the existing and new languages and cultures is integral to language learning and is the key to the development of students' intercultural capability. By learning a new language, or learning to use an existing language in new domains and contexts, students are able to notice, compare and reflect on things previously taken for granted; to explore their own linguistic, social and cultural practices as well as those associated with the target language. They begin to see the complexity, variability and sometimes the contradictions involved in using language.

Learning a new language does not require forsaking the first language. It is an enriching and cumulative process, which broadens the learners' communicative repertoire, providing additional resources for interpreting and making meaning. Learners come to realise that interactions between different people through the use of different languages also involves interactions between the different kinds of knowledge, understanding and values that are articulated through language(s) and culture(s). They realise that successful intercultural communication is not only determined by what they do or say, but also by what members of the other language and culture understand from what they say or do.

Cross-curriculum priorities

The Australian Curriculum gives special attention to three cross-curriculum priorities:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- sustainability.

The cross-curriculum priorities are embedded in the curriculum and will have a strong but varying presence depending on their relevance to each of the learning areas.

Aboriginal and Torres Strait Islander histories and cultures

Aboriginal and Torres Strait Islander communities are strong, rich and diverse. Aboriginal and Torres Strait Islander identity is central to this priority. It is intrinsically linked to living and learning in Aboriginal and Torres Strait Islander communities, deep knowledge of traditions and holistic world view.

A conceptual framework based on Aboriginal and Torres Strait Islander peoples' unique sense of identity has been developed as a tool for embedding Aboriginal and Torres Strait Islander histories and cultures within the Australian curriculum. This sense of identity is approached through the interconnected concepts of Country/Place, people and culture. Embracing these elements enhances all areas of the curriculum.

The Aboriginal and Torres Strait Islander priority provides opportunities for all learners to deepen their knowledge of Australia by engaging with the world's oldest continuous living cultures. This knowledge and understanding will enrich their ability to participate positively in the evolving history of Australia.

A direct way of learning about and engaging with diverse Aboriginal and Torres Strait Islander communities is to learn an Aboriginal language and/or a Torres Strait Islander language. There is an inseparable connection between Aboriginal languages and Torres Strait Islander languages and land/sea, Country/Place, the environment, fauna and flora. Aboriginal and Torres Strait Islander histories and cultures are an integral part of the learning of Aboriginal languages and Torres Strait Islander languages.

In learning all languages, there is a scope for making interlinguistic and intercultural comparisons across languages, including Aboriginal and Torres Strait Islander languages, to develop understanding of concepts related to the linguistic landscape of Australia and to the concepts of language and culture in general.

Asia and Australia's engagement with Asia

In the Australian Curriculum: Languages, the cross-curriculum priority of Asia and Australia's engagement with Asia enables the development of rich and engaging content and contexts for developing students' capabilities to engage with the languages and cultures of Asia and of people of Asian heritage within Australia.

The Australian Curriculum: Languages enables students to learn the languages of the Asian region, learning to communicate and interact in interculturally appropriate ways, exploring concepts, experiences and perspectives from within and across Asian cultures.

In the languages learning area, students develop an appreciation for the place of Australia within the Asian region, including the interconnections of languages and cultures, peoples and communities, histories and economies. Students learn how Australia is situated within the Asian region, how our national linguistic and cultural identity is continuously evolving both locally, regionally and within an international context.

Sustainability

In the Australian Curriculum: Languages, the priority of sustainability provides a context for developing students' capability to communicate ideas, understanding and perspectives on issues and concepts related to the environment.

The Australian Curriculum: Languages contributes to students' capabilities to investigate, analyse and communicate concepts and understandings related to sustainability in broad contexts, and to advocate, generate and evaluate actions for sustainable futures. Within each language, students engage with a range of texts focused on concepts related to sustainability.

These include:

- environment
- conservation
- social and political change
- linguistic and cultural ecologies
- change, both within the target language and culture, and across languages and cultures in general.

In this way, students develop knowledge, skills and understanding about sustainability within particular cultural contexts. This is crucial in the context of national and international concerns about, for example, climate change, food shortages and alternative ways of caring for land and agriculture. Through developing a capability to interact with others, negotiating meaning and mutual understanding respectfully and reflecting on communication, students learn to live and work in ways that are both productive and sustainable.

Learning Aboriginal languages and Torres Strait Islander languages contributes to the global effort to exchange knowledge among people with varied practices in caring for the land. It also contributes to the reconciliation process in Australia and goals for language revival.

Glossary

abstract symbols

can include: speech, sign language, Braille, alphabet, whole words, pictographs and line drawings

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Accent

A manner of pronunciation of a language which marks speakers as belonging to identifiable categories such as geographical or ethnic origin, social class or generation.

Accent marks

Marks placed on a letter to indicate pronunciation, stress or intonation, or to indicate a different meaning or different grammatical usage for the word within which they appear. For example, *résumé, piñata, ou/où*.

Accuracy

Production of structurally correct forms of the target language.

Adjective

A word that modifies or describes a noun or pronoun. For example, *astonishing* in *an astonishing discovery.*

Adverb

A word class that may modify or qualify a verb, an adjective or another adverb. For example, *beautifully* in *she sings beautifully*; *really* in *he is really interesting*; *very* and *slowly* in *she walks very slowly.*

Adverbial

A word or group of words that functions as an adverb.

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adverbs

a word class that may modify a verb (for example, 'beautifully' in 'She sings beautifully'), an adjective (for example 'really' in 'He is really interesting') or another adverb (for example 'very' in 'She walks very slowly'). In English many adverbs have an -ly ending.

Aesthetic

Relates to a sense of beauty or appreciation of artistic expression.

Alliteration

A recurrence of the same consonant sounds at the beginning of words in close succession (for example, ripe, red raspberry)

Audience

Intended readers, listeners or viewers.

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audiences

the intended group of readers, listeners or viewers that the writer, designer, filmmaker or speaker is addressing

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Authentic (texts/materials)

Texts or materials produced for 'real-life' purposes and contexts as opposed to being created specifically for learning tasks or language practice.

Author

A composer or originator of a work (for example, a novel, film, website, speech, essay, autobiography).

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behaviours that are not intentionally directed at another person

can include vocalising, turning away, startling, relaxing, frowning, smiling, blinking. The meaning of these behaviours is reliant on a communication partner interpreting and attributing meaning to them.

Bilingualism

An ability to use two or more languages.

Biography

A detailed account of an individual's life; a text genre that lends itself to different modes of expression and construction. In the context of intercultural language learning, the concept of biography can be considered in relation to identity, to the formation of identity over time, and to the understanding that language is involved in the shaping and expressing of identity.

Character components

Individual elements of a written character which have a separate linguistic identity.

Characters

(i) graphic symbols used in writing in some languages

(ii) assumed roles in dramatic performance

Clause

A grammatical unit that contains a subject and a predicate (verb) and expresses the complete proposition.

clauses

a grammatical unit that refers to a happening or state (for example, 'The netball team won' [happening], 'The cartoon is an animation' [state]). A clause usually contains a subject and a verb group/phrase (for example, 'The team [subject] has played [verb group/phrase] a fantastic game'), which may be accompanied by an object or other complements (elements that are closely related to the verb – for example, 'the match' in 'The team lost the match') and/or adverbials (for example, 'on a rainy night' in 'The team won on a rainy night').

CLIL

Content and language integrated learning. An approach to learning content through an additional language.

Code-switching

A use of more than one language in a single utterance. For example, *Papa, can you buy me a panini, please?* A common feature of bilingual and multilingual language use.

Cognates

Similar or identical words which have shared origins. For example, *father* (English), *Vater* (German) and *pater* (Latin) have a shared origin. *Gratitude* (English) and *gratitud* (Spanish) are both derived from *gratitudo* (Latin). English *ship* and *skiff* share the same Germanic origin.

Cohesion

Grammatical or lexical relationships that bind different parts of a text together and give it unity. Cohesion is achieved through various devices such as connectives, ellipses and word associations. These associations include synonyms, antonyms (for example, *study/laze about*, *ugly/beautiful*), repetition (for example, *work, work, work – that's all we do!)* and collocation (for example, *friend* and *pal* in, *My friend did me a big favour last week. She's been a real pal*.)

cohesion

grammatical or lexical relationships that bind different parts of a text together and give it unity. Cohesion is achieved through various devices such as connectives, ellipses and word associations (sometimes called lexical cohesion). These associations include synonyms, antonyms (for example, 'study/laze about', 'ugly/ beautiful'), repetition (for example, 'work, work, work – that's all we do!') and collocation (for example, 'friend' and 'pal' in, 'My friend did me a big favour last week. She's been a real pal.')

Collocation

Words that typically occur in close association and in particular sequence. For example, *salt and pepper* rather than *pepper and salt* and *ladies* and *gentlemen* rather than *gentlemen* and *ladies*.

Communication

A mutual and reciprocal exchange of meaning.

Communicative competence

An acquired capability to understand and interact in context using the target language (TL). Defined by the use of appropriate phonological, lexical, grammatical, sociolinguistic and intercultural elements.

Complex sentence

A sentence with more than one clause. In the following examples, the subordinate clauses are indicated by square brackets: *I took my umbrella [because it was raining]; The man [who came to dinner] is my brother.*

complex sentence

has one or more subordinate clauses. In the following examples, the subordinate clauses are indicated by square brackets: 'I took my umbrella [because it was raining].'; '[Because I am studying for an exam], my time is limited.'; and 'The man [who came to dinner] is my brother.'

Complexity

A degree to which language use is complex as opposed to simple. Elements of language complexity include:

Composing

A process of producing written, spoken, graphic, visual or multi-modal texts. It includes:

It also includes applying knowledge and control of language forms, features and structures required to complete the task.

Compound sentence

A sentence with two or more main clauses of equal grammatical status, usually marked by a coordinating conjunction such as *or, and, but.* In the following examples, the main clauses are indicated by square brackets: *[Alice came home this morning] [but she didn't stay long]. [Kim is an actor], [Pat is a teacher], [and Sam is an architect].*

compound sentences

has two or more main clauses of equal grammatical status, usually marked by a coordinating conjunction such as 'and', 'but' or 'or'. In the following examples below, the main clauses are indicated by square brackets: '[Jill came home this morning] [but she didn't stay long].'; '[Kim is an actor], [Pat is a teacher], [and Sam is an architect]'.

comprehension strategies

strategies and processes used by readers to make meaning from texts. Key comprehension strategies include: activating and using prior knowledge; identifying literal information explicitly stated in the text; making inferences, based on information in the text and their own prior knowledge; predicting likely future events in a text; visualising by creating mental images of elements in a text; summarising and organising information from a text; integrating ideas and information in texts; and critically reflecting on content, structure, language and images used to construct meaning in a text.

Comprehension strategies

Strategies and processes used by listeners, readers and viewers of text to understand and make meaning. These include:

- making hypotheses based on illustrations or text layout

- drawing on language knowledge and experience (for example, gender forms)

- listening for intonation or expression cues

- interpreting grapho-phonic, semantic and syntactic cues.

Comprehension/comprehending

An active process of making/constructing/deciphering meaning of language input through listening, reading, viewing, touching (as in braille) and combinations of these modes. It involves different elements: decoding, working out meaning, evaluating and imagining. The process draws upon the learner's existing knowledge and understanding, text–processing strategies and capabilities; for example, inferencing or applying knowledge of text types and social and cultural resources.

Concrete language

A language used to refer to the perceptible and material world and to particular persons, places and objects. For example, *school*, *girl*; as opposed to *abstract language,* used to refer to ideas or concepts removed from the material world such as *peace, kindness, beauty.*

concrete symbols

can include: whole or part of real objects; a miniature version of the real object; photographs; pictures (pictures must clearly depict the object)

Conjunction

A part of speech that signals relationships between people, things, events, ideas. For example, Sophie and her mother might come and visit, or they might stay at home. The conjunction and links the two participants, while or links alternative options.

conjunction

a word that joins other words, phrases or clauses together in logical relationships such as addition, time, cause or comparison. There are two types of conjunctions: coordinating conjunctions and subordinating conjunctions. Coordinating conjunctions are words that link words, groups/phrases and clauses in such a way that the elements have equal grammatical status. They include conjunctions such as 'and', 'or' and 'but'. Subordinating conjunctions introduce certain kinds of subordinate clauses. They include conjunctions such as 'after', 'when', 'because', 'if' and 'that'.

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Content

A subject matter used as a vehicle for language learning.

context

the environment in which a text is responded to or created. Context can include the general social, historical and cultural conditions in which a text is responded to and created (the context of culture) or the specific features of its immediate environment (context of situation). The term is also used to refer to the wording surrounding an unfamiliar word that a reader or listener uses to understand its meaning.

Context

An environment and circumstances in which a text is created or interpreted. Context can include the general social, historical and cultural conditions in which a text exists or the specific features of its immediate environment, such as participants, roles, relationships and setting. The term is also used to refer to the wording surrounding an unfamiliar word that a reader or listener uses to understand its meaning.

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Convention

An accepted language or communicative practice that has developed and become established over time. For example, use of punctuation or directionality.

conventional behaviours

can include: speech, actions, formal gesture (eg head nod, shake, wave hello/goodbye), directing others' attention and pointing.

conventions

an accepted language practice that has developed over time and is generally used and understood (for example, use of punctuation)

create

develop and/or produce spoken, written or multimodal texts in print or digital forms

Create

Develop and/or produce spoken, written or multimodal texts in print or digital forms.

Cues

Sources of information used to facilitate comprehension of language, that may be visual, grammatical, gestural or contextual.

Culture

In earlier models of language teaching and learning, *culture* was represented as a combination of literary and historical resources, and visible, functional aspects of a community group's way of life such as food, celebrations and folklore. While these elements of culture are parts of cultural experience and organisation, current orientations to language teaching and learning employ a less static model of culture. Culture is understood as a framework in which things come to be seen as having meaning. It involves the lens through which:

- people see, think, interpret the world and experience

- make assumptions about self and others

- understand and represent individual and community identity.

Culture involves understandings about 'norms' and expectations, which shape perspectives and attitudes. It can be defined as social practices, patterns of behaviour, and organisational processes and perspectives associated with the values, beliefs and understandings shared by members of a community or cultural group. Language, culture and identity are understood to be closely interrelated and involved in the shaping and expression of each other. The intercultural orientation to language teaching and learning is informed by this understanding.

De-centre

A capacity to step outside familiar frames of reference, to consider alternative views, experiences and perspectives and to look critically and objectively at one's own linguistic and cultural behaviour.

Decode

A process of working out the meaning of a text. Decoding strategies involve readers/listeners/viewers drawing on contextual, lexical, alphabetic, grammatical and phonic knowledge to decipher meaning. Readers who decode effectively combine these forms of knowledge fluently and automatically, using meaning to recognise when they make an error and to self-correct.

Dialect

A variant of a language that is characteristic of a region or social group.

Diaspora

A scattered population with a common origin in a smaller geographical area.

Digital media

Various platforms via which people communicate electronically.

Digital texts

Audio, visual or multimodal texts produced through digital or electronic technology. They may be interactive and include animations or hyperlinks. Examples of digital texts include DVDs, websites and e-literature.

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Digraph

Two letters that represent a single sound:

- vowel digraphs have two vowels (for example, 'oo', 'ea')

- consonant digraphs have two consonants (for example, 'sh', 'th')

Dipthongs

Two vowel sounds pronounced in a single syllable with the individual vowel sounds distinguished. (For example, *hour*)

Directionality

A direction in which writing/script occurs, for example, from left to right, right to left.

Encode

A process of changing spoken language into symbols of written/digital language.

Enunciation

A clear and distinct pronunciation of language.

evaluative language

positive or negative language that judges the worth of something. It includes language to express feelings and opinions, to make judgments about aspects of people such as their behaviour, and to assess the quality of objects such as literary works. Evaluations can be made explicit (for example, through the use of adjectives as in: 'She's a lovely girl', 'He's an awful man', or 'How wonderful!'). They can also be left implicit (for example, 'He dropped the ball when he was tackled', or 'Mary put her arm around the child while she wept').

Face

A 'socio-dynamic' term which concerns self-delineated worth that comes from knowing one's status. Relates to concepts such as reputation, self-respect, honour and prestige. A key element of social relations in Chinese, Japanese and many other cultures.

Filler

A sound or word used in spoken conversation to signal a pause, hesitation or unfinished contribution. For example, *I went to the station...er... then I caught a train...* Frequent use of fillers characterises early stages of second language (L2) development, but proficient speakers and first language (L1) speakers also use them as an opportunity to reflect or recast.

Fluency

An ability to produce spoken or written language with appropriate phrasing, rhythm and pace. It involves the smooth flow of language, lack of hesitation or undue pausing and characterises the largely accurate use and automatisation of the target language.

Form-focused learning activities

Activities designed to rehearse, practise, control and demonstrate particular language structures, forms or features. For example, drills, rehearsed role plays/dialogues, games and songs, set sequences of language patterns.

Formulaic language

Words or expressions which are commonly used in fixed patterns and learned as such without grammatical analysis. For example, *Once upon a time* (story-starter)*; G'day, how are you going?(*greeting in Australian English).

Framing

A way in which elements of text are arranged to create a specific interpretation of the whole.

framing

the way in which elements in a still or moving image are arranged to create a specific interpretation of the whole. Strong framing creates a sense of enclosure around elements while weak framing creates a sense of openness

Genre

A category used to classify text types and language use; characterised by distinguishing features such as subject matter, form, function and intended audience. Examples of genres typically used in early language learning include greetings, classroom instructions and apologies. More advanced language proficiency includes the ability to use genres such as narrative or persuasive text, creative performance and debates.

The language we use and the description of language as a system. In describing language, attention is paid to both structure (form) and meaning (function) at the level of the word, the sentence and the text.

grammar

the language we use and the description of language as a system. In describing language, attention is paid to both structure (form) and meaning (function) at the level of the word, the sentence and the text

Grapho-phonic knowledge

Knowledge of how letters in printed language relate to the sounds of the language and of how symbols (letters, characters) represent spoken language.

Homophone

A word identical in pronunciation with another but different in meaning (for example, *bare* and *bear, air* and *heir*).

Honorific

A grammatical form, typically a word or affix, that has at least part of its meaning the relative social status of the speaker in relation to the addressee, other participant or context. Parts of speech which signify respect, politeness and emphasize social distance or status.

Hybrid texts

Composite texts resulting from a mixing of elements from different sources or *genres.* For example, email, which combines the immediacy of talk and the expectation of a reply with the permanence of print.

Hypermedia

A multimedia system in which related items and forms of information, such as data, texts, graphics, video and audio, are linked and can be presented together by a hypertext program.

Hypertext

A text which contains links to other texts.

Identity

A person's conception and expression of individuality or group affiliation, self-concept and self-representation. Identity is closely connected to both culture and language. Thinking and talking about the self is influenced by the cultural frames, which are offered by different languages and cultural systems. Identity is not fixed. Second language learners' experience with different linguistic and cultural systems introduces them to alternative ways of considering the nature and the possibilities associated with identity.

Ideograph

A graphic character that indicates meanings without reference to the sounds used to pronounce the word.

Idiomatic expressions

A group of (more or less) fixed words having a meaning not deducible from the individual words. Idioms are typically informal expressions used by particular social groups and need to be explained as one unit (for example, *I am over the moon*, *on thin ice, a fish out of water, fed up to the back teeth*).

Indicative hours

An indication for the purposes of curriculum development of the assumption about learning time on task.

Infinitive

A base form of a verb.

informal behaviours

can include vocalising; turning/pushing/moving away; leaning/moving/reaching towards; frowning; smiling; blinking; looking at/touching/person; guiding person's hand; pointing to/touching desired object

Input

Direct contact with and experience of the target language; the stimulus required for language acquisition and learning. Input can take multiple forms and be received through different modes.

Intensifiers

Words that are usually used with adjectives to emphasise their meaning and are expressed by means of an adverb (for example, *very interesting, awfully boring*)

Intercultural capability

An ability to understand and to engage in the relationship between language, culture and people from diverse backgrounds and experience. This involves understanding the dynamic and interdependent nature of both language and culture, that communicating and interacting in different languages involves interacting with values, beliefs and experiences as well as with words and grammars. An intercultural capability involves being open to different perspectives, being flexible and curious, responsive and reflective; being able to decentre, to look objectively at one's own cultural ways of thinking and behaving, and at how these affect attitudes to others, shade assumptions and shape behaviours. Characteristics of an intercultural capability include cognitive and communicative flexibility and an orientation and ability to act in ways that are inclusive and ethical in relation to diversity and difference.

Intercultural language teaching and learning

An orientation to language teaching and learning that informs current curriculum design; framed by the understanding that language and culture are dynamic, interconnected systems of meaning-making; that proficiency in an additional language involves cultural and intercultural as well as linguistic capabilities. The focus is on developing communicative proficiency and on moving between language–culture systems. It includes the reflexive and reciprocal dimension of attention to learners' own language(s) and cultural frame(s).

Interpret

In the context of L2 learning, *interpret* refers to two distinct processes:

- the act of translation from one language to another

- the process of understanding and explaining; the ability to conceive significance and construct meaning, and to explain to self or others

Intonation

A key component of communication, involving patterns of pitch and melody of spoken language that can be used like punctuation; for example, to express surprise or suggest a question, to shade, accentuate or diminish emphasis or meaning, and to regulate turn-taking in conversations.

Language

A human cognitive and communicative capability which makes it possible to communicate, to create and comprehend meaning, to build and sustain relationships, to represent and shape knowledge, and to imagine, analyse, express and evaluate.

Language is described and employed:

- **as code** – comprising systems, rules, a fixed body of knowledge; for example, grammar and vocabulary, sound and writing systems

- **as social practice** – used to do things, create relationships, interact with others, represent the world and the self; to organise social systems and practices in dynamic, variable, and changing ways

- **as cultural and intercultural practice** – means by which communities construct and express their experience, values, beliefs and aspirations

- **as cognitive process** – means by which ideas are shaped, knowledge is constructed, and analysis and reflection are structured

Language comprehension

A process of interpreting meaning from spoken, written, tactile and multimodal representations of language.

Language features

Features of language that support meaning; for example, sentence structure, noun group/phrase, vocabulary, punctuation, figurative language. Choices in language features and text structures together define a type of text and shape its meaning. These choices vary according to the purpose of a text, its subject matter, audience and mode or medium of production.

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Language functions

Varied ways in which language is used to achieve particular purposes; for example, to persuade, to entertain, to apologise, to argue and/or to compliment.

Language patterns

Identifiable repeated or corresponding elements in a text. These include patterns of repetition or similarity, such as the repetition of imperative verb forms at the beginning of each step in a recipe, or the repetition of a chorus after each verse in a song. Patterns may alternate, as in the call and response pattern of some games, or the to-and-fro of a dialogue. Patterns may also contrast, as in opposing viewpoints in a discussion or contrasting patterns of imagery in a poem.

Language specificity

Distinguishing features of a particular language. These include lexico-grammatical and textual features, writing system(s), phonetic systems, and cultural elements which influence language use such as:

- politeness or kinship protocols

- the nature of language communities which use the language

- the historical and/or current relationship of a language with education in Australia

- features of its 'learnability' in terms of teaching and learning in the context of Australian schooling.

Language systems

Elements that organise how a language works, including the systems of signs and rules (phonological, syntactic, semantic and pragmatic) that underpin language use. These systems have to be internalised for effective communication and comprehension.

layout

the spatial arrangement of print and graphics on a page or screen including size of font, positioning of illustrations, inclusion of captions, labels, headings, bullet points, borders and text boxes

Learning trajectory

A conceptualised developmental sequence of learning, including learning goals, learning activities, knowledge and skills to be developed at progressive levels.

Level statements

Descriptions in broad terms of the developmental characteristics of students and their language learning at particular phases along the Foundation–Year 12 continuum.

Lexical cohesion

A use of word associations to create links in texts. Links can be made through the use of repetition of words, synonyms, antonyms and words that are related, such as by class and subclass.

listen

to use the sense of hearing as well as a range of active behaviours to comprehend information received through gesture, body language and other sensory systems

Literacy resources

Individual resources and capabilities which learners bring to their learning experience; these include text knowledge, grammatical and vocabulary knowledge, knowledge of phonetic and writing systems. They also include critical, reflective and intercultural capabilities that support new literacy experience in a different language.

Macro skills

Four major language skills of listening, speaking, reading and writing.

Media texts

Spoken, print, graphic, or electronic communications created for a public audience. They often involve numerous people in their construction and are usually shaped by the technology used in their production. Media texts studied in different languages can be found in newspapers, magazines and on television, film, radio, computer software and the internet.

Mediate

To move between different linguistic and cultural systems, referencing own first language(s)/culture(s) while learning to use and to understand those of the target language. This movement involves:

- noticing, interpreting, responding sensitively and flexibly

- conveying culturally-shaped ideas, values, experience to others

- exploring how ideas and experiences are represented and conveyed in different languages and cultures

- considering similarities, overlaps, collisions and adjustments

- developing the capacity to communicate and represent different perspectives and interpretations.

Mediating operates in two distinctive ways:

- in practices such as interpreting and translating, with attention to what can happen in these processes in terms of 'losing' or 'gaining' meaning

- as the element of the learning experience, which involves noticing, responding, comparing and explaining differences in expression and perspective.

Medium

Resources used in the production and transmission of texts, including tools and materials used (for example, digital text and the computer, writing and the pen or the keyboard).

Metalanguage

A vocabulary used to discuss language conventions and use (for example, language used to talk about grammatical terms such as *sentence, clause, conjunction*; or about the social and cultural nature of language, such as *face, reciprocating, register*.)

Mnemonic

Memorising information by use of an aid such as a pattern, rhyme, acronym, visual image.

Modal verb

A verb attached to another verb to express a degree of probability (for example, *I might come home*) or a degree of obligation (for example, *You must give it to me, You are to leave now*).

Mode

Various processes of communication: listening, speaking, reading/viewing, signing and writing/creating. Modes are also used to refer to the semiotic (meaning making) resources associated with these communicative processes, such as sound, print, image and gesture.

Morpheme

The smallest meaningful unit in the grammar of a language. Morphemes are not necessarily the same as either words or syllables. The word *cat* has one morpheme while the word *cats* has two morphemes: *cat* for the animal and *s* to indicate that there is more than one. Similarly, *like* has one morpheme while *dislike* has two: *like* to describe appreciation and *dis* to indicate the opposite. The process of identifying morphemes assists comprehension, vocabulary building and spelling.

Morphology

Principles of word formation and inflection, especially with respect to constituent morphemes.

Multimodal text

A text which involves two or more communication modes; for example, the combining of print, image and spoken text in film or computer presentations.

multimodal text

combination of two or more communication modes (for example, print, image and spoken text, as in film or computer presentations)

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combination of two or more communication modes (for example, print, image and spoken text, as in film or computer presentations)

Narrative

A story of events or experiences, real or imagined.

Narrative devices

Techniques used to help in the narrating of a story or reported event. For example, imagery, metaphor, allusion.

narratives

ways of making sense of the past based on a selection of events. There are different types of narratives such as accounts of the past that relate a story (for example personal, fictitious) and historical recounts (such as the course of events during the Second World War)

Neologism

A new word is created, for example, *Smartphone, modem, AIDS* or an existing word is used in a new way, for example, *deadly*.

nominalisation

process for forming nouns from verbs (for example, 'reaction' from 'react' or 'departure' from 'depart') or adjectives (for example, 'length' from 'long', 'eagerness' from 'eager'). Nominalisation is also a process for forming noun groups/phrases from clauses (for example, 'their destruction of the city' from 'they destroyed the city'). Nominalisation is a way of making a text more compact and is often a feature of texts that contain abstract ideas and concepts.

Noun

A part of speech that includes all words denoting physical objects such as *man, woman, boy, girl, car, window.* These are *concrete nouns*. *Abstract nouns* express intangibles, such as *democracy, courage, success, idea.*

nouns

a word class that includes all words denoting physical objects such as 'man', 'woman', 'boy', 'girl', 'diamond', 'car', 'window' etc. These are called 'concrete nouns'. 'Abstract nouns' express intangibles such as 'democracy', 'courage', 'success', 'fact', 'idea'.

Oracy

An ability to express oneself in and to understand spoken language; it includes oral and aural proficiency.

Orthography

Writing words with correct letters or characters according to common usage.

Paralanguage

Additional elements of spoken communication which are integrated with vocal (voice) and verbal (words) elements, and contribute significantly to communication and meaning-making. For example, voice quality, volume and pacing, facial expressions, gestures, posture and body movement.

Paralinguistics

A study of paralanguage elements of expression.

Pedagogy

A combination of conceptual knowledge, practical skills and reflective capabilities which constitute the 'art and science' of teaching.

Performance

A use of the language in real situations, putting language knowledge into practice; it involves accuracy, fluency and complexity.

Phoneme

The smallest meaningful unit in the sound system of a language. For example, the word *is* has two phonemes: /i/ and /s/; *ship* has three phonemes: /sh/, /i/, /p/. A phoneme usually has several manifestations dependent on varying phonological contexts. For example, the *p* in *pin* and *spin* differs slightly in pronunciation but is regarded as being the same phoneme; that is, as having the same functional meaning within each word.

Phonics

A relationship between letters or characters and the sounds they make when pronounced. L2 learning involves developing phonic awareness and proficiency.

phonics

the term used to refer to the ability to identify the relationships between letters and sounds when reading and spelling

Phonological awareness

Understanding that every spoken word is composed of small units of sound, identifying relationships between letters and sounds when listening, reading and spelling. It includes understandings about words, rhyme and syllables.

Pragmatics

A study of how context affects communication; for example, in relation to the status of participants, the situation in which the communication is happening, or the intention of the speaker.

Prediction

An informed presumption about something that might happen. Predicting at text level can include working out what a text might contain by looking at the cover, or working out what might happen next in a narrative. Predicting at sentence level includes identifying what word is likely to come next in a sentence.

Prefix

A meaningful element (morpheme) added before the main part of a word to change its meaning. For example, unhappy.

prefixes

meaningful elements (morphemes) added to the beginning of words to change their meaning (for example, 'un' to 'happy' to make 'unhappy')

Preposition

A part of speech that precede a noun, noun phrase phrase or pronoun, thereby describing relationships in a sentence in respect to:

- space/direction (below, in, on, to, under – for example, she sat on the table).

- time (after, before, since – for example, Í will go to the beach after lunch).

- those that do not relate to space or time (of, besides, except, despite – for example, he ate all the beans except the purple ones)

Prepositions usually combine with a noun group or phrase to form a prepositional phrase. For example, in the office, besides these two articles.

prepositional phrases

typically consist of a preposition followed by a noun group/phrase. Prepositional phrases occur with a range of functions, including: adverbial in clause structure (for example, 'on the train' in 'We met on the train.'); modifier in noun group/phrase structure (for example, 'with two children' in 'a couple with two children'); and modifier in adjective group/phrase structure (for example, 'on golf' in 'keen on golf').

Productive language use

One of the two aspects of communication through language (see *receptive language*) involving the ability to express, articulate and produce utterances or texts in the target language.

Pronoun

A part of speech that refers to nouns, or substituting for them, within and across sentences. For example, *Ahmad chose a chocolate cake*. *He ate it that evening* (where *he* and *it are* personal pronouns; and *that* is a demonstrative pronoun).

Pronunciation

A manner in which a syllable is uttered.

Prosody

Patterns of rhythm, tempo, stress, pitch and intonation used in language; for example, in poetry or public speaking.

Proxemics

A use of space, posture and touch as elements of non-verbal communication.

Purposeful learning

Learning which results from authentic language experiences that involve real purpose and achievable outcomes.

Question

A commonly employed prompt to elicit language use. A key element of scaffolding to support learners' use of language and to encourage further contributions. Different types of questions provide different prompts:

- **closed questions** are questions for which there are predictable answers. For example, *What time is it?* These are typically used as prompts for short answers, as a framework for testing comprehension or reviewing facts, and for routinized interactions. They are frequently used to scaffold early language development.

- **open questions** are questions with unknown and unpredictable answers that invite and support more elaborated and extended contributions from learners. For example, *How do you feel about that?What do you think might happen next?* They are used as stimulus to discussion, reflection and investigation.

Questions are an important element of intercultural language teaching and learning. The quality of questions determines the quality and substance of the learning experience. Effective questions relating to the nature of language, culture and identity and the processes involved in language learning and intercultural experience guide the processes of investigating, interpreting and reflecting which support new understanding and knowledge development.

Read

Process visual or tactile symbols (for example, braille), words or actions in order to derive and/or construct meaning. Reading includes elements of decoding (of sounds and symbols), interpreting, critically analysing and reflecting upon meaning in a wide range of written, visual, print and non-print texts.

Receptive language

One of the two components of communication through language (see *productive language*): the 'receiving' aspect of language input, the gathering of information and making of meaning via listening, reading, viewing processes.

Reciprocating

An integrating element of intercultural communication that involves movement and relationship, interpreting and creating meaning, and understanding the process of doing so. It involves not only the exchange of words but also an exchange of understanding between the people involved. It comes into play when the learner 'self' encounters and interacts with the 'other' (the target language speaker, the target language itself as text or experience); when the existing language code and cultural frame encounters a different code and frame. This experience impacts on the learner's perspective and sense of identity and on their usual ways of communicating. Reciprocating involves conscious attention to the process: attention to the self (*intraculturality*) and to the likely impact of the self on the other person involved (*interculturality*). Things previously taken for granted are noticed in reference to new or different ways. Key elements of reciprocating include conscious attention, comparison, reflection and analysis:

- recognition that both partners in an exchange are involved in the 'effort of meaning'

- willingness to work out what the other person means, the cultural and social context they are speaking from and the perspectives, which frame what they are saying

- making necessary adjustments to own and each other's input, orientation and stance that will help the exchange to be successful.

Register

A variety of language used for a particular purpose or in a particular situation, the variation being defined by *use* as well as *user*. For example, informal register or academic register.

Romanisation

A transcription from a differently scripted language, such as Chinese or Japanese, into the Latin alphabet.

Root of a word

A word/word element that cannot be reduced to a smaller unit and from which other words are formed. For example, plant in replanting.

Scaffolding

Support provided to assist the learning process or to complete a learning task. Scaffolded language support involves using the target language at a level slightly beyond learners' current level of performance, and involves incremental increasing and decreasing of assistance. Task support provides assistance to perform just beyond what learners can currently do unassisted, to progress to being able to do it independently. Scaffolding includes modelling and structuring input in ways that provide additional cues or interactive questioning to activate existing knowledge, probe existing conceptions or cue noticing and reflecting.

Scanning

A text processing strategy adopted to search for specific words, ideas or information in a text without reading every word. For example, looking for a word in the dictionary or a name in a phone directory. Scanning involves moving the eyes quickly down the text looking for specific words and phrases to gain a quick overall impression/to get the gist.

Script

A writing system in which characters or symbols represent components of language (letters, syllables, words).

Semantic knowledge

Knowledge gained at a meaning rather than a decoding level. This involves understanding the relationship between signifiers (words, phrases, symbols, signs) and the meanings they represent. Semantic information is supported through reference to prior knowledge, cultural connotations and contextual considerations.

simple sentences

have the form of a single clause (for example, 'David walked to the shops.' or 'Take a seat.')

Skimming

A text processing strategy aimed at gaining information quickly without focusing on every word.

Speak

Convey meaning and communicate with purpose. Some students participate in speaking activities using communication systems and assistive technologies to communicate wants, and needs, and to comment about the world

Stereotype

A widely held but fixed and oversimplified image or idea of a particular type of person or thing

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Stress

An emphasis in pronunciation that is placed on a particular syllable of a word; for example, *she will conduct the orchestra; her conduct is exemplary.*

Suffix

A meaningful element added after the root of a word to change its meaning (for example, to show its tense : *–ed* in *passed.* Common suffixes in English include *–ing; –ed; ness; –less; –able*).

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suffixes

meaningful elements added to the ends of words to change their meaning (for example, to show its tense: 'ed' in 'passed'). Common suffixes are 'ing', 'ed', 'ness', 'less' and 'able')

Synchronous

Occurring or existing at the same time.

Syntax

An ordering of sentence elements such as words, group/phrases and clauses. In some education settings, the terms *syntax* and *grammar* are used interchangeably.

Talk

Convey meaning and communicate with purpose. Some students participate in speaking activities using communication systems and assistive technologies to communicate wants, and needs, and to comment about the world

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Task

An integrated experience and use of language, set in a context, accomplishing a purpose, focused on meaning. A task provides an organising structure and context for meaning-focused language learning. Unlike form-focused language activities and exercises, task-based learning involves the achievement of a goal or authentic outcome. Learners draw from existing language resources and seek out unfamiliar resources as needed to complete the task. Scaffolding is provided by the teacher via the task cycle, which includes form-focused teaching. Examples of tasks: researching an issue, sharing ideas and then categorising and presenting results; planning and having a picnic; designing and publishing an online newsletter.

Task-based language learning (TBLL)

An orientation to language teaching and learning, which focuses on the use of the language in meaningful and 'life-like' tasks and activities. The completion of the task is not an end in itself, as tasks are part of the overall learning and using of the language, providing a context and purpose for developing language competence and a means of assessing and evaluating learning outcomes. Learners work independently and/or collaboratively, draw on existing language resources, generate solutions to communicative problems, seek out additional or new language and other resources needed to complete the task. Focused language work, such as grammar knowledge, vocabulary building, social and cultural competence, is integrated with task preparation and completion processes. Tasks provide opportunities to integrate the four modes of language use, to develop fluency, complexity and problem-solving capacity, as well as including work on accuracy and focus on form. A task has limits as a one-off learning event, but is used as a meaningful component of learners' overall learning progression.

tenses

a grammatical category marked by a verb in which the situation described in the clause is located in time. For example, present tense 'has' in 'Sarah has a headache' locates the situation in present time, while past tense 'had' in 'Sarah had a headache' locates it in past time. However, the relation between grammatical tense and (semantic) time is not always as simple as this. For example, present tense is typically used to talk about: present states, as in 'He lives in Darwin'; actions that happen regularly in the present, as in 'He watches television every night'; 'timeless' happenings, as in information reports such as 'Bears hibernate in winter'; references to future events, as in 'The match starts tomorrow' where the tense is present but the time future. Likewise in 'I thought the match started tomorrow' where the subordinate clause 'the match started tomorrow' has past tense but refers to future time texts.

Text

An identified stretch of language, used as a means for communication or the focus of learning and investigation. Text forms and conventions have developed to support communication with a variety of audiences for a range of purposes. Texts can be written, spoken or multimodal and in print or digital/online forms. Multimodal texts combine language with other systems for communication, such as print text, visual images, soundtrack and spoken word, as in film or computer presentation media.

Text processing strategies

Strategies learners use to decode and understand text. These involve drawing on contextual, semantic, grammatical and phonic knowledge in systematic ways to work out what a text says. They include predicting, recognising words and working out unknown words, monitoring comprehension, identifying and correcting errors, reading on and re-reading.

Text structure

Ways in which information is organised in different types of texts (for example, chapter headings, subheadings, tables of contents, indexes and glossaries, overviews, introductory and concluding paragraphs, sequencing, topic sentences, taxonomies, cause and effect). Choices in text structures and language features together define a text type and shape its meaning. Different languages/cultures structure texts differently in many instances.

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Text types (genres)

Categories of text, classified according to the particular purposes they are designed to achieve, which influence the features the texts employ. For example, texts may be imaginative, informative or persuasive; or can belong to more than one category. Text types vary significantly in terms of structure and language features across different languages and cultural contexts. For example, a business letter in French will be more elaborated than a similar text in English; a request or an offer of hospitality will be differently expressed in Japanese or German.

texts

the means for communication. Their forms and conventions have developed to help us communicate effectively with a variety of audiences for a range of purposes. Texts can be written, spoken or multimodal and in print or digital/online forms. Multimodal texts combine language with other systems for communication, such as print text, visual images, soundtrack and spoken word as in film or computer presentation media.

Textual features/conventions

Structural components and elements that combine to construct meaning and achieve purpose, and are recognisable as characterising particular text types (*see language features).*

Tone

A use of pitch and contour in spoken language to nuance words and, in some languages, to distinguish lexical or grammatical meaning. In Chinese, for example, the tones are distinguished by their pitch range (register), duration and contour (shape). All Chinese syllables have a set tone, which distinguishes it and its meaning from another syllable. However, in certain environments tones can change or be modified, while in rapid spoken Chinese a great many unstressed syllables carry no tone at all.

Translation

A process of translating words/text from one language into another, recognising that the process involves movement of meanings and attention to cultural context as well as the transposition of individual words.

Transliteration

Writing a letter or word using the closest corresponding letter or word from a different language or alphabet.

Verb

A part of speech which expresses existence, action, state or occurrence. For example*, they watch football; she is exhausted; the day finally came.*

auxiliary verb – a verb that combines with another verb in a verb phrase to form tense, mood, voice or condition. For example, *they will go, I did eat lunch, she might fail the exam.*

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verb

a word class that describes a kind of situation such as a happening (for example, 'climbed' in 'She climbed the ladder') or a state (for example, 'is' in 'The koala is an Australian mammal').

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verb groups

consists of a main verb, alone or preceded by one or more auxiliary or modal verbs as modifiers. For example, verb groups/phrases: create tense, as in 'He [was happy]', 'She [is working] at home', 'I [have seen] him before'; express modality using modal verbs such as 'can', 'may', 'must', 'will', 'shall' and so on, as in 'You [must be] mad', 'He [will have arrived] by now', 'She [may know] them'; and create passive voice, as in 'A photo [was taken]'.

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verbs

a word class that describes a kind of situation such as a happening (for example, 'climbed' in 'She climbed the ladder') or a state (for example, 'is' in 'The koala is an Australian mammal').

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view

observe with purpose, understanding and critical awareness. Some students participate in viewing activities by listening to an adult or peer describing the visual features of text, diagrams, pictures and multimedia

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voice

in English grammar voice is used to describe the contrast between such pairs of clauses as 'The dog bit me' (active voice) and 'I was bitten by the dog' (passive voice). Active and passive clauses differ in the way participant roles are associated with grammatical functions. In clauses expressing actions, like the above examples, the subject of the active ('the dog') has the role of actor, and the object ('me') the role of patient; whereas, in the passive, the subject ('I') has the role of patient and the object of the preposition by ('the dog') the role of actor. In clauses that describe situations other than actions, such as 'Everyone admired the minister' and 'The minister was admired by everyone', the same grammatical difference is found, so that the object of the active ('the minister') corresponds to the subject of the passive; and the subject of the active ('everyone') corresponds to the object of the preposition 'by'. And in the literary sense, it can be used to refer to the nature of the voice projected in a text by an author (for example, 'authorial voice' in a literary text or 'expert voice' in an exposition).

Word borrowing

A practice of incorporating words from one language into another. For example, the use of Italian words such as *pianissimo, cannelloni* in English and the use of English ICT terms in many languages. The increasing frequency of word-borrowing between languages reflects intercultural contact, contemporary cultural shifts and practices in a globalised world, issues of ease of communication and efficiency and technological specialisation.

write

plan, compose, edit and publish texts in print or digital forms. Writing usually involves activities using pencils, pens, word processors; and/or using drawings, models, photos to represent text; and/or using a scribe to record responses or produce recorded responses

The Australian Curriculum
Languages - Framework for Classical Languages

Framework for Classical Languages

Overview

Nature and purpose of the Framework

Classical languages are distinct within the languages learning area of the Australian Curriculum. While they have ceased to be languages of everyday communication, Classical languages provide a key to the literature, history, thought and culture of the ancient worlds and societies that produced them. Each is removed from the others in time and place and boasts its own often large and rich body of ancient literature.

The *Framework for Classical Languages* (the Framework) is the first national curriculum document for Years 7–10 to guide the development of curricula and teaching and learning programs for a range of Classical languages in these years of schooling. By providing a national framework, it is intended that future educational development in Classical languages will result in curricula and school programs that are nationally consistent.

The purpose of the Framework is to guide the development of language-specific curricula or teaching and learning programs for Classical languages. The Framework was used to develop the curricula for Latin and Classical Greek. Taken together, the Framework and the language-specific curricula for Latin and Classical Greek may be used as the basis for state and territory education and school authorities to develop language-specific curricula, or for schools to develop teaching and learning programs for other Classical languages, including those that are offered in Australian schools (Classical Hebrew and Sanskrit) and others, such as Classical Chinese.

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

Sequences of learning

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.

Table 1 identifies the strands, sub-strands and threads.

Table 1: *Framework for Classical Languages* strands, sub-strands and threads

Strand	Sub-strand	Description	Threads
Engaging with texts: *Engaging with the language, culture and history of the Classical world through the interpretation, analysis and translation of (language) texts*	1.1 Accessing the ancient world through (language) texts	Engaging with people and ideas in the ancient world through texts that reveal language use and social and cultural practices	Engaging with people and ideas in the ancient world, by reading, analysing and interpreting (language) texts
			Conveying information and ideas about ancient society and culture
	1.2 Responding to texts	Engaging with and responding to (language) texts as literature	Responding to (language) texts as literature
			Responding to (language) texts through reading aloud, reciting or performing
	1.3 Translating	Translating (language) texts into English, comparing different interpretations of the same text and explaining these to others	Translating and explaining (language) texts
			Comparing and evaluating translations
Understanding: *Analysing Classical language and culture as resources for understanding meaning and interpreting the ancient and modern worlds*	2.1 Systems of language	Understanding the language system, including sound, writing, grammar, vocabulary and text structure	Sound and writing systems
			Grammatical system
			Vocabulary acquisition and building
			Text structure and organisation
	2.2 The powerful influence of language and culture	Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place.	(Language) in the ancient world and its linguistic legacy
			Cultural legacy of the ancient world in the modern world
	2.3 The role of language and culture	Understanding the relationship between language and culture	Relationship between language and culture

Strand	Sub-strand	Description	Threads
	2.4 Reflecting	Questioning reactions and assumptions in response to engaging with the Classical world, and considering how this affects own identity and world view	Reactions to engaging with the ancient world
			Identity as language learner

Concepts, processes, texts and text types

Concepts

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.

Further examples of concepts for languages can be found in the Australian Curriculum: Languages Foundation to Year 10 Curriculum Design.

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.

Using the Framework to develop language-specific curricula or programs for Classical languages

It is intended that the Framework will be used by state and territory jurisdictions to develop language-specific curricula, or by schools and communities to develop teaching and learning programs for Classical languages other than Latin and Classical Greek. The Framework has been designed to be applicable to the range of Classical languages that are currently or could be offered in Australian schools.

Educational jurisdictions, schools and communities may use the Framework in differing ways. This is to be expected, and is consistent with the Framework as a document of guidance. The Framework allows the freedom to be creative and innovative in devising teaching and learning programs which will engage, excite and challenge students. The curricula and programs that are developed using the Framework should be stimulating, enjoyable and challenging, reflecting students' increasing maturity and offering them inspiration to engage closely with cultures and societies that are removed in time and place from their own, and are a bridge between the contemporary world and the civilisations of the ancient world.

The language-specific curricula for Latin and Classical Greek may also be used to support and guide the process of developing curricula or programs for other Classical languages.

In developing language-specific curricula or programs, the following aspects of the curriculum will need to be modified or developed.

- A context statement that describes:
  - the place of the language and the heritage of the ancient society
  - the place of the language in Australian education
  - the nature of learning the language
  - the learning pathway and curriculum design.

- Band descriptions for Years 7–8 and Years 9–10 that outline:
  - the nature of the learners
  - language learning and use
  - contexts of interaction
  - texts and resources
  - features of target language use
  - level of support
  - the role of English.

- Content descriptions for each thread that describe the knowledge, understanding, skills, key concepts and key processes that teachers are expected to teach and students are expected to develop at each band level.
- Content elaborations that elaborate on aspects of each content description: illustrations, descriptions or examples to indicate possibilities for teaching. These are intended as complementary support material. They are neither comprehensive nor exhaustive. Content elaborations may include:
  - contexts of language use
  - further detail on dimensions of the content description
  - aspects of relevant linguistic and cultural knowledge
  - key language
  - possible tasks and experiences
  - connections across concepts.
- Achievement standards for Year 8 and Year 10 that describe what students are typically able to understand and do having been taught the curriculum content for the respective band. Across Years 7–10, the set of achievement standards should describe a broad sequence of expected learning. The sequence of achievement standards should give teachers a framework of growth and development in the language area and help teachers plan and monitor learning and make judgements about student achievement.

Language-specific examples such as concepts, key words and phrases are included in the content elaborations and achievement standards. The use of language-specific examples gives teachers a point of reference when developing programs and provides indications of pitch and expected levels of performance in language use and understanding.

More information about these aspects of the curriculum can be found in the Australian Curriculum: Languages Foundation to Year 10 Curriculum Design.

PDF documents

Resources and support materials for the Australian Curriculum: Languages – Classical are available as PDF documents.

Framework of Classical Languages - Classical glossary

Context statement

The place of Classical Greek and the heritage of the ancient Greek world

The Classical Greek language belongs to the Indo-European linguistic family. It is thus related to most of the languages of Europe, to Old Persian and, through Sanskrit, to several major Indian languages.

Classical Greek is defined as the literary Attic–Ionic dialect used by prominent Greek writers in the 5th and 4th centuries BCE, such as the playwrights Sophocles, Euripides and Aristophanes, the historians Herodotus and Thucydides, the philosophers Plato and Aristotle and the orators Lysias and Demosthenes. Students of Classical Greek also develop the linguistic knowledge to access earlier works, such as the Iliad and Odyssey of Homer, and later works, such as Hellenistic literature and the New Testament.

From the 8th century BCE, Greeks established settlements across the Mediterranean area, in Spain, Sicily, Italy, North Africa, Asia Minor and the Black Sea coast. These communities identified as Greek in language and culture, and regularly took part in festivals for Greeks only, such as the Olympic Games. The conquests of Alexander the Great in the 4th century BCE extended the influence of Greek language and culture in western Asia and Egypt, and resulted in the upsurge in Greek literature and learning known to us as the Hellenistic Age. During this period, a common dialect of Greek known as koiné became the lingua franca of the eastern half of the Mediterranean basin, persisting under Roman administration and surviving the fall of the western Roman Empire in the 5th century CE. The eastern Roman Empire, based at Constantinople, continued as a Greek-speaking, Christian community until it was conquered by the Turks in 1453 CE. Christian missionaries from Constantinople spread Orthodox Christianity and the Greek alphabet to Russia, where the Cyrillic alphabet developed from the Greek.

After the conquest of Constantinople in 1453, many Greek scholars moved to western Europe, stimulating the revival of Classical Greek learning, art and culture during the Renaissance period.

The Greek language continued to evolve and to absorb influences from other languages until the present day. Modern Greek uses the same alphabet, and much of the written language bears strong resemblance to its Classical 'mother' language.

As Classical Greek is the oldest Indo-European language readily accessible to English speakers, it gives students the opportunity to engage with the evolution of language and the connections among related languages. In addition, the intellectual flowering of the Renaissance brought to English a literary and scientific vocabulary from Greek in order to discuss and describe the new ideas. It is no accident that many school subjects have names of Greek origin such as history, geography, mathematics, physics, economics, music, drama, biology and athletics. The vocabulary of academic discourse is heavily indebted to Greek, and students of Classical Greek acquire a deep understanding of specialised words and an enriched personal vocabulary to enable them to discuss academic concepts.

The enduring achievements and rich legacy of the ancient Greek world are still evident in today's world, in modern values, customs and beliefs, our laws and the form of our governments, our buildings and our art and literature.

The place of the Classical Greek language in Australian education

In Australia, the teaching of Classical Greek has evolved since the 19th century, when it was taught, in addition to Latin, only to boys aspiring to an upper-class education in accordance with European tradition. During the educational changes of the 20th century, Classical Greek was also offered to girls, as part of the move to widen the curriculum for girls to include subjects previously thought too difficult, such as physics, advanced mathematics and Classical Greek. Since that time, Classical Greek has continued to be taught in independent and selective state schools, maintaining its small numbers steadily. Since the 1980s, the establishment of Greek Orthodox independent day schools, serving the large Greek diaspora communities, mainly in Sydney and Melbourne, has offered a new context for learning Classical as well as Modern Greek.

Pedagogy in Classical Greek has also evolved since the 1980s, and continues to do so in the 21st century. Traditionally, the study of Classical Greek began later than Latin, using the grammar and structures of Latin as a model. When the pedagogy of Latin changed in the 1970s from grammar and translation to a contextual reading approach, the teaching of Classical Greek was similarly influenced. New courses were produced for Classical Greek that did not presuppose a knowledge of Latin. The traditional emphasis on composing Classical Greek was replaced by the reading method, in which students acquire the language by reading continuous, historically accurate texts in Classical Greek, carefully structured so as to introduce the language and its literary features progressively within an engaging historical and cultural context. The pedagogy was designed to offer an enriching experience to a wide range of learners; the study of Classical Greek offered them an ongoing opportunity for the development of deep knowledge and transferable skills, including literacy and critical thinking.

Students may be attracted to learn Classical Greek for a variety of reasons, such as fascination with mythology, love of Greek history and culture, or interest in comparative language study. A growing area of interest is the comparative study of ancient European and Asian cultures and languages; for example, Greek and Chinese historiography, medical writings, or poetry.

In some states, such as New South Wales and Victoria, students have access to Classical Greek enrichment activities provided by teachers' associations and universities, such as competitions in Classical Greek recitation, literary essays and art; symposia and study days; and classical drama productions. At post-secondary level, Classical Greek is available in all Australian states and in the Australian Capital Territory, and summer schools are held regularly in New South Wales and Victoria, offering courses at all levels, from beginner to advanced.

Classical Greek has a long tradition in Australian universities, and Australian graduates have distinguished themselves in classical scholarship in this country and overseas. Some Australians have become distinguished scholars in Classics, while other students of Classical Greek have used their learning to make successful careers in law, politics, literature, education and many other fields.

The nature of learning Classical Greek

Classical Greek is a highly inflected language, with three distinct genders and numbers, noun cases and verb conjugations, including tenses, moods and voices. The Classical Greek alphabet has 24 letters, ordered from alpha to omega, and is essentially the same as the Modern Greek alphabet.

Students learn Classical Greek systematically within an authentic historical, social and cultural context. They absorb the ambience, history, society and values of ancient Greece as they read, and are encouraged to relate their discoveries to life in the modern world.

As they learn Classical Greek, students make connections with English and other languages. They expand their English vocabulary by exploring words derived from Classical Greek, and examine the complex inflections of Classical Greek, making comparisons with how meaning is conveyed in English. Their growing awareness of grammar equips them to understand the workings of other languages they may already know or wish to learn.

From synthetic reading material, students may progress to authentic Classical Greek texts, encountering selections from famous works of poetry and prose which have influenced Western literature and thought for two millennia. Students are encouraged to discuss the ideas and values embedded in texts and to convey their meaning and tone in English. They analyse how language and style are used to convey the author's purpose. As Classical Greek literature was composed to be delivered orally, students learn to read aloud, using the restored Classical pronunciation, and are encouraged to listen to oral performances so as to appreciate the impact of these works on their intended audiences.

The learning pathway and curriculum design

In the Australian Curriculum: Languages – Classical Greek, the learning pathway for students is Years 7–10.

A key dimension of the curriculum involves understanding the cultural dimension that shapes and is shaped by the language. The curriculum is designed with an intercultural language learning orientation to enable students to enter and explore an ancient world; to engage with an ancient people's ways of living, and viewing the world; to consider how an ancient civilisation influences life and thought in the modern world; and to reflect on what is special and valuable about their own language and culture.

Context statement
The place of Latin and the heritage of the ancient Roman world

Latin developed from a local dialect of central Italy to become the official language of ancient Rome, transmitting Roman law, government, literature and social and cultural knowledge and values throughout much of Europe, North Africa and West Asia during the period 753 BCE – 476 CE. The period for study is 1st century BCE to 1st century CE, when some of the most influential Latin literature extant was written.

As the institutions of the Roman empire fell into disarray in the 5th century CE, churches and monasteries became centres of education and scholarship, preserving and recopying manuscripts of Latin literary works. Latin was the language of literate Europeans throughout the Middle Ages and the Renaissance, and continued to be used in academic contexts up to the 20th century. It was the vehicle for literary, liturgical, legal, political, philosophical and scientific texts, many of lasting historical and aesthetic value. Latin continued as the language of Western Christianity, and remains so today for the official business of the Roman Catholic Church and the Vatican City State.

The enduring achievements and rich legacy of the ancient Roman world are still evident in today's world, in modern values, customs and beliefs, our laws and the form of our governments, our buildings and our art and literature. Readers of Latin have firsthand access to the great Classical writers who have shaped later world literature, such as Catullus, Lucretius, Cicero, Virgil, Horace, Livy, Tacitus and Juvenal (1st century BCE to 1st century CE). Readers can also access early Christian writers such as Augustine and documents such as *Magna Carta* (1215), and the works of mediaeval philosophers such as Thomas Aquinas, Renaissance statesmen such as Thomas More (*Utopia* 1516) and scientific pioneers such as Isaac Newton (*Philosophiæ Naturalis Principia Mathematica* 1687). The work of the Swedish scientist Carolus Linnaeus (*Systema Naturae* 1735) ensured that Latin remains the language of the classification of species in botany and zoology.

Although English is a Germanic language and not a descendant of Latin, the influence of Latin on the vocabulary of English is enormous. The greatest influence has been the adoption of countless literary, legal, political and scientific words from Latin to enable scholarly discourse to take place in English. Students of Latin increase their knowledge of English vocabulary beyond basic usage to include abstract and sophisticated language, for example, *judicial*. In addition, many Latin terms remain unchanged in English, such as *de facto, bona fide, post-mortem, alter ego, veto*. Abbreviations of Latin expressions occur in common and specialised usage, such as *etc., a.m, i.e., ad lib.*

From the 14th century on, the various dialects of popular or 'Vulgar' Latin became recognised as distinct languages with literatures of their own: Italian, French, Spanish, Portuguese and Romanian. All these living variants of Latin are spoken today, not only in their countries of origin, but as a result of European colonisation, in many parts of the world, as confirmed by the term 'Latin America'. A knowledge of Latin facilitates the learning of any of these languages.

Although social and educational changes caused a reduction in the numbers of students of Latin in the 20th century, Latin continues to flourish. In the 21st century there has been a steady worldwide resurgence, particularly in the United Kingdom, Europe, North America and Australia.

The place of the Latin language in Australian education

Latin has featured in Australian education since the early 1800s, and was a prerequisite for university entrance in Australia until the 1950s. Educational changes in Australia in the 1950s and 1960s, such as the introduction of comprehensive secondary curricula, contributed to the removal of languages, including Latin, from a central position in the school curriculum.

By the early 1970s, it seemed that Latin would disappear from Australian schools, and it largely did, remaining viable mainly in New South Wales and Victoria, with independent schools offering Latin in other states. That Latin survived, grew and flourished in New South Wales and Victoria, with increasing growth in Queensland, is due in part to significant new directions in pedagogy. The traditional emphasis on composing Latin was replaced by the reading method, in which students acquire the language by reading continuous, historically accurate texts in Latin, carefully structured so as to introduce the language and its literary features progressively within an engaging historical and cultural context. The pedagogy was designed to offer an enriching experience to a wide range of learners; the study of Latin offered them an ongoing opportunity for the development of deep knowledge and transferable skills, including literacy and critical thinking. This method proved popular and effective for modern learners.

In some states, such as New South Wales and Victoria, active teacher associations provide stimulating activities for students of Latin, such as competitions in Latin recitation and essay writing; artistic interpretations of the Classical period; Latin quiz nights; Classical drama productions; and Latin study seminars, summer schools and weekend camps.

Latin has a long tradition in Australian universities, and Australian graduates have distinguished themselves in Classical scholarship in this country and overseas. The allied disciplines of archaeology, ancient history and philosophy often require reading skills in Latin. Latin terminology is widely used in such disciplines as science, horticulture, law and medicine.

The nature of learning Latin

Latin is a highly inflected language, with three distinct genders, as well as noun cases and verb conjugations, tenses, moods and voices. The modern English alphabet is essentially the same as the Roman alphabet.

Students learn Latin systematically within an authentic historical, social and cultural context. They engage with the ambience, history, society and values of ancient Rome as they read, and are encouraged to relate their discoveries to life in the modern world.

As they learn Latin, students make connections with English and other languages. They expand their English vocabulary by exploring words derived from Latin, and examine the complex inflections of Latin, making comparisons with how meaning is conveyed in English. Students' growing awareness of grammar equips them to understand the workings of other languages they may already know or wish to learn.

From synthetic reading material, students may progress to authentic Latin texts, encountering selections from famous works of poetry and prose which have influenced Western literature and thought for two millennia. Students are encouraged to discuss the ideas and values embedded in texts and to convey their meaning and tone in English. They analyse how language and style are used to convey the author's purpose. As Latin literature was composed to be delivered orally, students learn to read aloud, using the restored Classical pronunciation, and are encouraged to listen to oral performances so as to appreciate the impact of these works on their intended audiences.

The learning pathway and curriculum design

In the Australian Curriculum: Languages – Latin, the learning pathway for students is Years 7–10.

A key dimension of the curriculum involves understanding the cultural dimension that shapes and is shaped by the language. The curriculum is designed with an intercultural language learning orientation to enable students to enter and explore an ancient world; to engage with an ancient people's ways of living and viewing the world; to consider how an ancient civilisation influences life and thought in the modern world; and to reflect on what is special and valuable about their own language and culture.

The Australian Curriculum
Languages - Framework for Classical Languages
Classical Greek - Years 7–10 (Year 7 Entry) Sequence

Years 7 and 8

The nature of the learners

Students are beginning their study of Classical Greek and typically have little prior knowledge and understanding of the language and ancient Greek 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 Classical Greek. Students' skills in interpreting texts and their development of literacy are supported by their study of Classical Greek. Through their reading, analysis and translation of texts, students of Classical Greek develop their thinking processes, such as close attention to detail, pattern recognition, precision, accuracy, memory and logic. Students may need encouragement 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.

Classical Greek language learning and use

Learners engage with people in the ancient Greek world, and gain direct access to their daily lives, through reading, comprehending and discussing Classical Greek texts that reveal their language use and social and cultural practices. They use vocabulary, grammar and textual cues to understand and interpret Classical Greek texts, and convey information and ideas about the daily life and attitudes of the ancient Greeks, in oral, written or digital forms, using Classical Greek as appropriate. They listen to and read Classical Greek texts, such as stories, myths and plays, and discuss characters, events, actions, settings and key emotions. They read aloud, recite or perform Classical Greek texts, such as stories, dialogues, poems or songs, to convey meaning and to entertain others. They translate Classical Greek texts into Standard English, applying their knowledge of vocabulary, accidence and syntax, linguistic cues and culture. They compare the features and relative merits of different translations of Classical Greek texts to determine the features of a successful translation. Learners focus on the systems that structure the Classical Greek language (grammar, vocabulary, sounds, the written alphabet) and systematically build a vocabulary and grammatical base that allows them to access a variety of Classical Greek texts, such as narratives and short plays. They understand that Classical Greek spread with the expansion of the ancient Greek world, and explore the influence of Classical Greek on English and other languages. 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 Greeks in the Classical period. They discuss the ancient origins of modern values, pursuits, citizenship, literature, the arts and architecture, reflecting on the enduring influence of the ancient Greek world on the modern world. They are encouraged to consider their own and others' reactions to and assumptions about the language and culture of ancient Greek 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, 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 Classical Greek 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 Classical Greek language use

Learners become familiar with the sounds of Classical Greek, including the restored pronunciation. They use appropriate phrasing and voice inflection when reading aloud, reciting or performing Classical Greek texts, such as stories, dialogues, songs or plays, and develop their understanding of the Classical Greek alphabet. They apply their knowledge of Classical Greek grammar, including parts of speech, case, gender, number, person, for example, *οἱ τοῦ ναυκλήρου ἐρέται ἤρεσσον πρὸς τὴν θάλατταν*, verb conjugations, for example, *παύω, ἕπομαι,* agreement and tense, mood, voice, participles and infinitives, and conventions of sentence structure, for example, *μικρὸς γάρ ἐστιν ὁ οἶκος*, to the translation of Classical Greek texts. They use roots, derivatives and word lists to acquire and build Classical Greek vocabulary, and use dictionaries to select appropriate meanings of Classical Greek words. They explore influences of Classical Greek on English and other languages, focusing on derivatives and cognates such as *phobia, cryptic, paralysis*, and the contemporary use of Classical Greek words and expressions, for example, *kudos, Adonis, molon labe*. 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

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

Years 7 and 8 Content Descriptions

Engaging with texts

Accessing the ancient Greek world through Classical Greek texts	Elaborations

Read, comprehend and discuss Classical Greek texts, using vocabulary, grammar and textual cues, to explore the ancient Greek world

[Key concepts: language, culture, meaning, experience; Key processes: reading, listening, interpreting, connecting]

(ACLCLE001)

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- developing an initial sense of the structure and content of texts by inferring meaning from textual cues, for example, titles, headings, images or captions to images, maps
- listening to simple sentences in Classical Greek to infer meaning, using aural cues such as *ἆρα ἤδη πονεῖτε ἐν τοῖς ἀγροῖς; ἐλθὲ δεῦρο*
- determining the general sense of texts through initial holistic reading, by identifying familiar people, vocabulary, places or topics, for example, *ὁ Λεωνίδας μάχεται ἐν ταῖς Θερμοπύλαις*, recognising modern editors' use of punctuation to guide readers
- analysing sentences, identifying and explaining the function of inflected forms, for example, *ὁ δεσπότης καλεῖ τὸν δοῦλον* (subject + verb + object)
- identifying and discussing linguistic features in narratives, such as word order, use of interrogative particles, striking word choice, for example, *καὶ μὴν καταβαίνει ἐκ τοῦ ὄρους κένταυρος μέγιστος*
- interpreting and commenting on language choices, such as patterns and length of simple and compound sentences, or use of direct speech, for example, *ὁ δὲ Κύκλωψ τόν τ' Ὀδυσσέα καὶ τοὺς ἑταίρους ὁρᾷ καί, «ὦ ξένοι» βοᾷ, «τίνες ἐστὲ καὶ πόθεν πλεῖτε;»*
- explaining cultural references embedded in texts, for example, *μηδὲν ἄγαν*
- discussing cultural information implicit in Classical Greek vocabulary, for example, *ἀνήρ, ἄριστος, σοφός, δεινός, ἥρως*
- exploring cultural elements implicit in language use, for example, vocabulary and expressions particular to specific gods and festivals, such as *ὦ Ζεῦ Σῶτερ/ Βρόντιε/Ξένιε, ὦ Βάκχε/Βρώμιε, ὦ Φοῖβε, ὦ Ἀθήνη Πρόμαχε*
- discussing cultural representations such as symbols, for example, the owl (Athena), trident (Poseidon), olive wreath (Olympic victory), the letter lambda (Spartans)
- interpreting stated and implied meanings in texts and supporting an opinion with evidence from the Classical Greek, such as relationships between characters

| Convey information and ideas about the daily life and attitudes of the ancient Greeks, in oral, written and digital forms, using Classical Greek as appropriate [Key concepts: information, culture; Key processes: obtaining, presenting, informing] (ACLCLE002) 📄 ⁝ᴋ ꒭ ꒭ | • gathering, collating and presenting information about daily routine in the ancient Greek world, such as in posters or digital displays about family life, education, food, hygiene, exercise, with annotations in English or words and simple phrases in Classical Greek

• reading stories about the daily lives of ancient Greeks, and recreating their everyday experiences, for example, through role-play or an imaginative animated cartoon

• comparing details from different sources about where Greek people lived, such as in urban centres or rural settlements, for example, through dioramas or drawings with labels in English or Classical Greek, and discussing what they reveal about different lifestyles in the Classical period

• researching the purpose and function of spaces in an ancient Greek home, for example, the *ἀνδρών* and *γυναικών* rooms, for an oral or digital presentation, using labels in English and Classical Greek

• examining artefacts from the classical Greek period, such as those from ancient Athens, and discussing what they reveal about the everyday lives of ancient Greek people

• collating and sharing information online about ancient Greek inventions, engineering and infrastructure, for example, the Antikythera Mechanism, the Hippodamian urban grid plan, Archimedes' screw

• researching the attitudes of ancient Greeks revealed in their myths and legends, and acting out stories, such as the labours of Heracles, to convey these attitudes

• gathering and creating a class bank of information from texts about ancient Greek religious beliefs and practices, for example, Olympian deities, local festivals (Dionysia in Athens) and panhellenic festivals (Pythian Games at Delphi)

• reading accounts of historical events, such as Aeschylus' eyewitness account of the Battle of Salamis, and presenting information in new ways, for example, as a news report |

| **Responding to texts** | **Elaborations** |

Listen to and read Classical Greek 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] (ACLCLE003)	• listening to and reading texts, such as stories about life in the city/country, legends or myths, for example, Theseus and the Minotaur, and responding to questions in English relating to content and context • recognising recurring characters, settings and themes in texts, drawing on previous knowledge and experiences to make connections with the narrative • discussing how scenes and characters are depicted in texts, such as through imagery or conversations, for example, in short plays, dialogues, retelling of well-known myths and legends • discussing language features that encourage the audience to respond in particular ways, for example, the use of repetition (*πόλεμος αἴρεται, πόλεμος οὐ φατὸς πρὸς ἐμὲ καὶ θεούς*), alliteration (*τυφλὸς τά τ᾽ ὦτα τόν τε νοῦν τά τ᾽ ὄμματ᾽ εἶ*), assonance (*κατῆγεν ἦγεν ἐς μέλαν πέδον*), onomatopoeia (*αἰάζω, σίζω, δοῦπος, κλαγγή*) • recognising that writers use different text structures and formats for specific purposes and effects, for example, change of focus, a story within a story, plot tension • identifying and discussing the techniques writers use to achieve specific effects, such as the use of antithesis to create humour or surprise, for example, *ὁ μὲν διδάσκαλος πονεῖ, οἱ δὲ μαθηταὶ καθεύδουσιν*
Read aloud, recite or perform Classical Greek texts, using phrasing and voice inflection to convey meaning and to entertain others [Key concepts: performance, emotion; Key processes: reading, presenting] (ACLCLE004)	• listening to and reproducing familiar and unfamiliar words, phrases and simple texts in Classical Greek to convey meaning, using restored pronunciation and appropriate phrasing and expression • presenting orally short texts in Classical Greek, such as stories, dialogues, poems or speeches, to peers or the class, for example, a scene from Aristophanes or an epigram • performing short extracts from comedy or passages of dialogue in collaboration with others, using strategies to convey the emotions of the characters • reading aloud or reciting extracts from Classical Greek literature, such as the initial lines of the *Iliad* and the *Odyssey*
Translating	**Elaborations**

Translate Classical Greek texts into Standard English, by applying knowledge of vocabulary, accidence and syntax, and linguistic and cultural cues

[Key concepts: equivalence, representation; Key processes: interpreting, translating]

(ACLCLE005)

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- reading texts to gain a sense of holistic meaning, and identifying cues, such as text type, familiar vocabulary, grammar, and cultural references
- considering multiple meanings of vocabulary, for example, by using dictionaries and electronic translation tools, and making appropriate selections according to context, for example, *ἄριστος*
- using known vocabulary, in Classical Greek or English, and context to deduce the meaning of unknown words
- identifying meanings of words by recognising change of form, such as irregular verb forms and third declension nouns, for example, *φέρω/οἴσω, παῖς/παιδός*
- identifying parts of speech and their function in context to determine meaning, for example, identifying the verb in a sentence
- identifying the specific function of inflected forms to determine meaning, for example, *ὁ ναύκληρος καλεῖ τὸν ναύτην* (subject + verb + direct object) or *ὁ ἀνήρ ἐστι ποιητής* (subject + verb + complement)
- applying knowledge of grammar to recognise in context the specific function of words which may have multiple applications, such as subject or object, for example, *τὸ δένδρον θάλλει. ὁ γεωργὸς κόπτει τὸ δένδρον*
- exploring the effect of using the variety of English translations for verb tenses, for example, *ἰδών* ('having seen', 'after seeing', 'on seeing', 'seeing')
- selecting appropriate English meanings, identifying words and expressions that do not translate easily, for example, *ἀγαθός, ἄριστος, καλός, ξένος, δεινός, πρὸς τῶν θεῶν*
- determining appropriate word order in English to retain meaning and emphasis, for example, *κελεύει σε ὁ Ζεύς*
- translating Classical Greek into idiomatic English, for example, by translating *ἔστι μοι δοῦλος*, as 'I have a slave'
- discussing how words that refer to aspects of ancient Greek culture should be translated, for example, *ὁ δῆμος* (deme, people, citizen body), *ὁ ἀνήρ* (man, husband, hero), *ξένος* (stranger, guest, foreigner)
- developing problem-solving skills to resolve perceived issues and anomalies encountered in the translation process, for example, confusion of second declension masculine nominative and third declension feminine genitive
- discussing and correcting own translations to increase accuracy and better reflect register, tone and relationships between characters
- collaborating with peers to interpret meaning in texts and develop and edit joint translations, using a range of ICT
- translating, independently, unseen texts in Classical Greek into appropriate English

Compare different translations and interpretations of Classical Greek texts, and identify features of successful translations [Key concepts: translation, analysis; Key processes: evaluating, explaining and comparing, intertextualising] (ACLCLE006) 📄 🌐 👥	• identifying the characteristics of a successful translation, such as grammatical accuracy • examining translations to determine how effectively Classical Greek is conveyed in English idiom, such as the use of participles • comparing and discussing the merits of different translations of the same text, identifying differences and recognising that they may be equally valid • giving and justifying opinions about the effectiveness of own and others' translations • identifying and discussing effective strategies to create appropriate translations, such as skimming through the text and identifying familiar words and phrases, contextualising new vocabulary, and using these strategies to review and polish own translations

Understanding

Systems of language	Elaborations
Understand the phonological and orthographic systems of Classical Greek, including the restored pronunciation and the written alphabet [Key concepts: sound system, writing system; Key processes: recognising, imitating, copying, writing] (ACLCLU007) 📄	• learning the Greek alphabet in lower and upper case, including final sigma, matching script to sound, for example, *δ = d, γ = g, θ = th* • recognising the use of the upper case in Classical Greek to distinguish proper nouns • mimicking or copying restored pronunciation of Classical Greek words, individually or with peers • writing simple sentences in Classical Greek to consolidate knowledge of script • recognising and representing diphthongs, double consonants and aspirated consonants, for example, *αι, γγ, ψ, ξ, θ, χ, φ* • recognising and using diacritical marks to show aspiration and iota subscript, for example, *ἡ ὁδός, τῇ ὁδῷ* • learning the standard system of transliteration of Greek into English letters, for example, *δ = d, χ = ch, αι = ae* • recognising that punctuation in Classical Greek can be different from English, for example, the use of the semicolon as the question mark in Classical Greek

Understand concepts of accidence and syntax used in simple and compound sentences in Classical Greek, including parts of speech, case, gender, number, person, declension and conjugation, agreement and tense, mood, voice, participles and infinitives

[Key concepts: grammatical system, case, conjugation; Key processes: identifying, recognising]

(ACLCLU008)

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- recognising that Greek verbs have variable endings that indicate person and number, for example, *φέρω, φέρουσιν*
- conjugating *-ω* verbs in the present, future, imperfect and aorist tenses, active and middle, for example, *λύω/λύομαι*
- conjugating contract verbs *–εω, –αω* in the present, future imperfect and aorist tenses, active and middle, for example, *φιλῶ/φιλοῦμαι, τιμῶ/τιμῶμαι*
- using the imperative in the present and aorist tenses, active and middle, for example, *σπεῦδε/σπεῦσον*
- using the infinitive and participles, active and middle, in the present, future and aorist tenses, for example, *παύειν/παύων, παύσειν/παύσων, παῦσαι/παύσας*
- using the irregular verb 'to be' in the present, future and imperfect tenses, for example, *εἰμί/ἔσομαι/ἦν*
- using the definite article to identify the number, gender and case of nouns, for example, *αἱ ὁδοί, τούς δικαστάς*
- recognising that the definite article, nouns, pronouns and adjectives inflect to show number and case, for example, *ὁ ἡμέτερος πατήρ, τὰ μικρὰ ἄροτρα*
- identifying the forms and functions of the nominative, vocative, accusative, genitive and dative cases of the definite article, nouns and pronouns, for example, *τῶν πολιτῶν πολλοί* (partitive genitive), *τῇ ὑστεραίᾳ* (dative of time when)
- identifying the three declensions of nouns and adjectives, including variants:
  - first declension: *ἡ κρήνη, ἡ οἰκία, ἡ θάλαττα, ὁ δεσπότης, ὁ νεανίας*
  - second declension: *ὁ ἀγρός, ἡ νῆσος, τὸ δένδρον*
  - third declension: *ὁ φύλαξ, τὸ ὄνομα, ὁ ἀνήρ, ἡ τριήρης, ἡ πόλις, ὁ βασιλεύς, τὸ τεῖχος*
- identifying forms of common irregular nouns, for example, *ἡ ναῦς, ὁ βοῦς*
- identifying forms of common irregular adjectives, for example, *μέγας/μεγάλη/μέγα, πολύς/πολλή/πολύ, πᾶς/πᾶσα/πᾶν*
- recognising agreement between adjectives and nouns in number, gender and case, for example, *ἡ μακρὰ ὁδός, τοῦ ἀληθοῦς λόγου*
- recognising the comparative and superlative degrees of regular adjectives, for example, *ἀνδρεῖος, ἀνδρειότερος, ἀνδρειότατος*
- identifying cardinal numbers *εἷς/μία/ἕν* to *χίλοι/αι/α* and *μύριοι/αι/α* and ordinal numbers *πρῶτος/η/ον* to *χιλιοστός, μυριοστός*
- identifying the forms and application of personal, interrogative, indefinite, demonstrative and relative pronouns, for example, *ἐγώ/σύ, ἡμεῖς/ὑμεῖς, τίς/τί, τις/τι, οὗτος/αὕτη/τοῦτο, ὅς/ἥ/ὅ*
- distinguishing between prepositional phrases using the accusative, genitive and dative cases, for example, *πρὸς τὴν πόλιν, πρὸς τῶν θεῶν, πρὸς τῇ νηί*

- forming positive, comparative and superlative adverbs from adjectives, for example, *ἀληθῶς/ἀληθέστερον/ ἀληθέστατα*
- analysing the functions of words in sentences from their inflected forms, such as subject + verb + complement, subject + verb + direct object, preposition + noun, for example, *τὸ ἄνθος καλὸν ἐστίν. ὁ γεωργὸς τὸν κλῆρον σκάπτει. ὁ στρατὸς πορεύεται πρὸς τὰ τῆς πόλεως τείχη*
- recognising how word order may be different in Classical Greek, such as the use of the attributive and predicative position of the adjective to vary meaning, for example, *ἡ καλὴ κόρη and καλὴ ἡ κόρη*
- recognising that adverbs, adverbial phrases and prepositional phrases can give important details about what is happening in a sentence, for example, *νῦν, πρὸς τῇ θύρᾳ*
- learning strategies for building on prior knowledge and learning new grammar, for example, mnemonic devices, paradigms, drill exercises, online learning tools

Acquire and build vocabulary by using roots, derivatives and word lists, and use dictionaries to select appropriate meanings of Classical Greek words [Key concepts: vocabulary, meaning; Key processes: exploring, selecting] (ACLCLU009) 📄 🌀	- developing own and class lists of vocabulary related to texts and topics, such as daily life in ancient Greece, for example, *δοῦλος/δεσπότης, γυμνάσιον/παλαίστρα* - creating a class bank of words frequently found in Classical Greek, for example, *μῦθος/ἥρως/θηρίον, ναῦς/ ναύτης/ναύκληρος/ναυμαχίαν, πλοῦς/ἱστίον/ἐρέτης/λιμήν*, and common expressions used in everyday activities, for example, *χαίρετε, τὶ πράττεις; ἐλθὲ δεῦρο, φεῦ, οἴμοι, εὖγε, εὖ ποιεῖς, σὺν ἀλλήλοις* - practising vocabulary knowledge, for example, by using electronic resources - using print and electronic dictionaries to locate the appropriate meanings of words - understanding that one Classical Greek word may correspond to several different English words, and selecting the most appropriate meaning of a word in its context - developing strategies for vocabulary building by applying knowledge of roots and derivatives, for example, *ἄγγελος* (*angel/archangel/evangelist*), *περί* (*periscope/perimeter/periphery*), *μόνος/η/ον* (*monotony, monologue, monopoly*) - building vocabulary by recognising Classical Greek words commonly used in English, for example, *idea, aroma, drama, synthesis, analysis, antithesis, hyperbole*

| Identify the structure and features of a range of texts in Classical Greek, such as narratives and short plays
[Key concepts: text structure, purpose; Key processes: identifying, explaining and comparing]

(ACLCLU010)
▤ | • identifying elements of different types of text, for example, stories, dialogues and speeches, and explaining the relationship between the language and structure used and the purpose of the text
• distinguishing and comparing features of a story and a play, such as narrative voice, characterisation, impact of direct speech
• making connections and comparisons between a new text and familiar texts of the same type
• using metalanguage to explain the effect of particular language features in texts on intended audiences, for example, the use of euphemisms in an attempt to substitute a mild expression for one considered improper, such as ἀριστερός (better) for 'left', Εὐμενίδες (the kindly ones) for the Furies, Εὔξεινος Πόντος (hospitable sea) for the Black Sea |

| **The powerful influence of language and culture** | **Elaborations** |

Understand that Greek spread with the expansion of the ancient Greek world, and developed over time, influencing English and other languages
[Key concepts: linguistic evolution, time (the past in the present), interconnection across concepts, influence; Key processes: comparing, analysing, applying]

(ACLCLU011)

- recognising that Greek is a member of the Indo-European family of languages, related to other ancient languages, such as Latin, Sanskrit and Old Persian
- recognising that Greek has been spoken in various forms uninterruptedly from the 3rd millennium BCE to the present day and has been documented in writing since about 1450 BCE
- recognising that Classical Greek is a specific form of the language, evolved from earlier forms such as Mycenaean Greek and the Archaic Greek used in the epics of Homer
- identifying Classical Greek as the Attic/Ionic dialect of the language spoken in the 5th and 4th centuries BCE in Athens, many Aegean islands and the coast of Asia Minor
- recognising that Classical Greek was the form of the language used by significant ancient Greek authors, such as Thucydides, Sophocles, Plato, Lysias
- locating on a map the places where Greek was spoken in antiquity around the Mediterranean basin from Spain to the coast of Turkey and across the Black Sea
- investigating how the geography of mainland Greece influenced the development of independent city-states such as Athens, Sparta, Corinth and Thebes
- exploring the spread of Greek colonies across the Mediterranean and Black Sea coastlines, such as Syracuse (Sicily), Naples (Italy), Marseilles (France), Cyrene (Libya), Miletus (Turkey), Emporion (Spain)
- identifying and using Classical Greek derivatives to expand own English vocabulary, for example, *sceptic, cynic, antithesis*
- recognising connections between the spelling of Classical Greek and English words and applying understanding to improve own spelling in English, for example, *psychology, rhythm, seismology*
- identifying expressions in Classical Greek that are commonly used in English, for example, *hoi polloi, eureka*
- identifying words of Classical Greek origin that are used as school subjects, for example, mathematics, history, geography, music, drama, biology, chemistry, physics, philosophy, psychology, economics
- identifying and collecting word families in which the same Classical Greek root is used with different prefixes or suffixes, for example, *calligraphy, biography, biology, technology, paralysis, analysis, Palaeolithic, palaeontology*
- applying knowledge of Classical Greek to understand words and expressions in Modern Greek, such as signs in shops and public places, for example *ΚΙΝΔΥΝΟΣ, ΠΡΟΣΟΧΗ, ΙΧΘΥΟΠΩΛΕΙΟΝ, ΦΑΡΜΑΚΕΙΟΝ, έν τάξει, κλειστόν*
- identifying similarities between Classical Greek and other Indo-European languages by comparing cognate words, such as ἕξ: *sex* (Latin), *sechs* (German), *six*; πατήρ: *pater* (Latin), *Vater* (German), *father*

Examine the enduring influence of ancient Greek culture on the modern world, by discussing the ancient origins of modern values, pursuits, citizenship, literature, the arts and architecture

[Key concepts: aesthetics, time (the past in the present), modernity; Key processes: connecting, explaining and comparing]

(ACLCLU012)

- recognising the ancient origins of national values such as democracy, equity and justice, freedom of speech and independent thought
- comparing the concept of citizenship, rights and responsibilities in ancient Greece and the modern world
- identifying references to ancient Greek mythology and literature in visual and performing arts and literature from antiquity to the present
- exploring ancient connections with daily routines in modern society, such as sport, theatre and schooling
- identifying literary influences from the Classical Greek period on popular culture, such as brand names, cartoons, adventure films, for example, *Clash of the Titans, Troy, Hercules*
- exploring connections between ancient and modern music, for example, musical instruments such as the guitar, which is descended from the cithara or lyre
- recognising the use of Greek as the language of the New Testament and as the original language of well-known texts such as the Lord's Prayer
- researching elements of Greek engineering and architecture seen in public buildings in Australia and across the world, for example, the use of Doric, Ionic and Corinthian columns
- observing and discussing ancient Greek architectural structures and influences in Roman, Renaissance, Neoclassical and New Classical architecture

Role of language and culture	Elaborations

Recognise that the language of the ancient Greeks provides insights into their daily lives, ideas, feelings and attitudes [Key concepts: language, culture, interdependence; Key processes: connecting, conceptualising, explaining] (ACLCLU013)	• investigating connections between language and significant cultural attitudes, for example, discussing how the terms *ἐκκλησία, βουλή, πρυτάνεις, ψήφισμα* and the expressions *τὶς ἀγορεύειν βούλεται* and *ἔδοξε τῇ βουλῇ καὶ τῷ δήμῳ* relate to the concept of citizenship in ancient Athens • understanding the factors, such as language, religion and culture, that unified the *Ἕλληνες* (Greeks) and set them apart from the *βάρβαροι* (non-Greeks) • exploring and discussing language use that reflects the social structure of the *πόλις* of Athens, encompassing both city and countryside, for example, citizen classes, metics, slaves, women • exploring and discussing references in texts to social structure in Sparta, including the Spartans, perioikoi and helots • comparing and contrasting references in texts to family life, social practices and education in Athens and Sparta • understanding the importance of religion in ancient Greek society, and its links to festivals and ceremonies, for example, by examining references in texts to worship of the Olympian gods and local heroes, the panhellenic festivals of the Olympic and Pythian Games, or the dramatic performances of the Dionysia in Athens • comparing language that reflects the status of men, youths, women and girls in domestic affairs and public life in ancient Athens and Sparta, such as the significance of the terms *ἀνδρεία, κύριος, κηδεμών, παρθένος* • exploring the colloquial language that ancient Greeks used for greetings, or answering questions about daily life, such as *χαῖρε/χαίρετε, πῶς ἔχεις/ἔχετε; τὶ ἔστιν;*

Reflecting	Elaborations
Reflect on own and others' reactions to and assumptions about the language and culture of ancient Greek society, considering similarities and differences to own language and culture [Key concepts: identity, interconnection across concepts; Key processes: comparing, connecting, empathising, reflecting] (ACLCLU014)	• considering own and others' cultural assumptions about home and leisure and how these may have been different in the ancient Greek context • reviewing and responding to aspects of cultural practices in Classical Greek texts and ancient Greek artefacts, and discussing the reactions of peers to these • developing an understanding of life in ancient Athens or Sparta, and reflecting on similarities and differences to own lifestyle in multicultural Australia • describing own life at home and school and making comparisons with that of young people in ancient Greece • discussing how young people in ancient Greece may have viewed the lives of young people in the modern world

Reflect on self as a language learner, considering how learning Classical Greek influences ways of learning and enhances understanding of own heritage, values and culture [Key concepts: identity, interconnection across concepts, influence; Key processes: connecting, reflecting]

(ACLCLU015)

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- exploring own sense of identity, considering own and others' assumptions about family, language(s) spoken, traditions, values and attitudes
- considering how learning about the ancient world offers different ways of interpreting the modern world and representing experience
- keeping a journal of experiences (humorous, satisfying or challenging) associated with learning and using Classical Greek, noting personal reactions and reflections over time
- considering how learning Classical Greek has impacted on own approaches to learning across subjects, such as setting realistic timeframes, computational thinking
- reflecting on the experience of learning Classical Greek, considering how it might add a further dimension to own sense of identity
- reflecting and reporting on how learning Classical Greek gives insights into the relationship between language and culture in general, and how own way of thinking about language, culture and identity may change through the experience

Years 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 Classical Greek texts, such as narratives, about the daily life and attitudes of the ancient Greeks. They interpret grammatical structures such as inflected forms; identify linguistic features such as striking word choice, for example, *θηρίον δεινόν, Ἀθήνη γλαυκῶπις*; infer meaning from textual cues such as headings, images or captions; and describe social and cultural practices embedded in Classical Greek words, such as *γυμνάσιον, πανήγυρις, σπονδή, πομπή*. They convey information and ideas about ancient Greek society and culture, in oral, written or digital forms, using Classical Greek as appropriate, for example, a news report in English about a historical event such as the Battle of Marathon, or a digital poster about family life in ancient Greece with annotations in Classical Greek, such as *πατήρ, μήτηρ, υἱός, θυγάτηρ*. They share their responses to Classical Greek 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 Classical Greek texts, such as stories, dialogues, poems or speeches, or perform texts in Classical Greek, such as short plays, to entertain an audience, conveying meaning effectively by using appropriate phrasing and voice inflection. Students translate Classical Greek texts accurately into Standard English, applying their knowledge of vocabulary, including roots and derivatives, linguistic cues, culture, and accidence and syntax, including number, gender and case of nouns, pronouns and adjectives, for example, *οὐδὲν κακὸν ἀμιγὲς καλοῦ*, conjugation and tense, such as present and future tenses of verbs, for example, *γράφω/γράψω, βάλλω/βαλῶ, δέχομαι/δέξομαι*, 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 Classical Greek sound–script relationships and use restored pronunciation when reading aloud, such as for diphthongs, double consonants and aspirated consonants, for example, *εἴσοδος, ξένος, χάρις*. They identify the structure and features of different texts in Classical Greek, such as narratives or short plays, and explain how these elements contribute to an audience's response to the text. They describe how the Greek language spread with the expansion of the ancient Greek world, and influenced other languages during the Classical period. They explain how Classical Greek has influenced and continues to influence English vocabulary, by identifying derivatives, for example, *theory, dilemma, category, paragraph*, and words that are used in modern English, for example, *nemesis, catharsis, criterion, anathema*. Students give examples of how particular language use reflects the lifestyles, ideas, feelings and attitudes of Greeks in the Classical period, and identify connections between ancient and modern values, pursuits, citizenship, literature, the arts and architecture. They share their reactions to and assumptions about the language and culture of ancient Greek society, identifying similarities or differences to their own language and culture. They describe how learning Classical Greek impacts on their own approaches to learning and on their understanding of their own heritage, values and culture.

Years 9 and 10

The nature of the learners

Students have prior experience of learning Classical Greek 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 reading material, they may progress to some authentic Classical Greek texts, encountering selections from famous works of poetry and prose. Through their reading, analysis and translation of texts, students of Classical Greek 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 Classical Greek may feature in these.

Classical Greek language learning and use

Learners gain direct access to life in the ancient Greek world through reading, analysing and interpreting Classical Greek texts that reveal the language use and social and cultural practices of the ancient Greeks. They use vocabulary, grammar and textual cues to analyse and interpret language use and cultural references in Classical Greek texts, such as historiography, drama or philosophy, and convey their interpretations of information and ideas about ancient Greek society and culture, in oral, written or digital forms, using Classical Greek as appropriate. They respond to Classical Greek 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 Classical Greek texts, such as oratory, history, drama or poetry, to entertain an audience, using phrasing and voice inflection to convey meaning and emotion. They translate a range of 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 Classical Greek texts, and apply an extended knowledge of vocabulary, accidence and syntax to analysing how Classical Greek is used in complex sentences. They analyse the structure and organisation of different text types in Classical Greek, exploring how they relate to context, purpose and audience. Learners identify ancient Greek values, attitudes and beliefs implicit in Classical Greek texts, reflecting respectfully on the interdependence of language and culture. They investigate the enduring linguistic and cultural legacy of the ancient Greek world in the modern world. They question and explain their own and others' reactions to and assumptions about the language, culture and values of ancient Greek society, discussing how these relate to their own. They reflect on the power of language, and the impact of learning Classical Greek 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 Classical Greek. 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 ancient Greek 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 Classical Greek language use

Learners apply the principles of pronunciation for the reading of Classical Greek texts, for example, using accentuation, crasis and elision to maintain speech flow. They apply an extended knowledge of accidence and syntax, including parts of speech, case, gender, number, person, declension, for example, *τῆς γυναικὸς ὀργιζομένης ὁ ἀνὴρ ἀπέδραμε*, and conjugation, for example, contract verbs in *–οω* and *–μι*, agreement, tense, mood, voice, participles and infinitives, 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 Classical Greek on English, through the transfer of specialist vocabulary and abstract concepts, for example, *sympathy*, *theorem, chaos*, and the coining of vocabulary for new technology and new discoveries, such as in science and medicine, for example, *phenotype, glycolysis* and *neurosis*. 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

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

Years 9 and 10 Content Descriptions

Engaging with texts	
Accessing the ancient Greek world through Classical Greek texts	**Elaborations**

Read, analyse and interpret Classical Greek texts, using vocabulary, grammar and textual cues, to engage with the ancient Greek world

[Key concepts: language, culture, meaning, experience; Key processes: reading, analysing, connecting]

(ACLCLE016)

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- predicting the context and content of Classical Greek texts through initial holistic reading, by identifying key words and phrases, for example, *οἱ βάρβαροι μάλα φοβούμενοι*
- inferring meaning using knowledge of the text type and the author's purpose and technique, for example, *νῦν οὖν ἀτεχνῶς ἥκω παρασκευασμένος/βοᾶν, ὑποκρούειν, λοιδορεῖν τοὺς ῥήτορας/ἐάν τις ἄλλο πλὴν περὶ εἰρήνης λέγῃ.* (Aristophanes' Acharnians)
- investigating and explaining the effect of word order in Classical Greek in producing emphasis and tone, for example, indignation, anger, suspense
- examining and interpreting complex sentence structures, such as the use of the optative mood in indirect statements, for example, *ὁ στρατηγὸς εἶπεν ὅτι οἱ σύμμαχοι δ' ὀλίγου νικήσοιεν*
- reflecting on the particular use of tenses in Classical Greek and making comparisons with English, such as use of aspect, vivid use of the present in indirect speech, or use of the aorist in gnomic statements, for example, *παθὼν δέ τε νήπιος ἔγνω*
- explaining how the coherence of complex texts relies on devices that signal text structure and guide readers, for example, *οὖν, γάρ. μέντοι, δήπου*
- discussing conventions of Classical Greek texts, such as the inclusion of speeches in historiography
- investigating how different conjunctions are used in complex sentences to extend, elaborate and explain ideas, for example, *εἴχομεν ἡμεῖς Πύδναν καὶ Μεθώνην καὶ πάντα τὸν τόπον τοῦτον*
- explaining allusions to historical or mythological characters who exemplify Greek virtues, such as Achilles, Hector, Theseus, Solon, Socrates
- recognising positive and negative connotations implicit in Classical Greek words, for example, *τύραννος, δαίμων*
- examining cultural assumptions that influence ways in which meanings are expressed or interpreted, for example, the use of pompous or tragic language for comic effect in Aristophanes' plays
- discussing the function and power of cultural representations such as symbols, for example, *the gorgon/aegis, the omphalos, Asclepius' wand, the owl*
- justifying interpretations of texts, using examples or quotations from or references to the text, such as line numbers or a paraphrase of a longer section of text
- constructing, editing and presenting interpretations of and responses to literary Classical Greek, using ICT collaboratively

Convey interpretations of information and ideas about ancient Greek society and culture, in oral, written and digital forms, using Classical Greek as appropriate [Key concepts: information, culture; Key processes: interpreting, explaining, presenting] (ACLCLE017)	• discussing how cultural attitudes are conveyed in Classical Greek texts, such as attitudes to slaves or women, cleanliness, food, for example, conducting a role-play, forum on salient issues, 'Q & A' session • investigating legal rights and obligations of citizens, social classes or property rights, for example, building a digital representation of social strata • researching ancient Greek urban planning and architecture through the study of an archaeological site, and presenting findings, for example, by creating a virtual tour of the Agora or the Acropolis of Athens, with written or oral text in English or simple sentences in Classical Greek • examining architectural remains of ancient Greece, such as places of entertainment and worship, and discussing what they reveal about the values and attitudes of ancient Greeks • gathering and collating information about ancient Greek art, including sculpture, jewellery and painting, for example, producing and presenting an online exhibition catalogue • researching references in Classical Greek texts to historical or mythological characters, such as Themistocles or Achilles • exploring Classical Greek inscriptions to elicit and present information about ancient Greek society, for example, vases, funerary stelae, ostraka, and creating own examples in English or Classical Greek

Responding to texts	**Elaborations**

Respond to Classical Greek 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] (ACLCLE018)	- reading texts in Classical Greek and responding to questions in English to demonstrate understanding of content, context, purpose and technique - discussing how language is used to reveal character, values and key messages in texts such as narratives, dialogues, plays, poems, letters or speeches, for example, Pericles' funeral oration - discussing epic plots and characters, such as the depiction of Croesus in Herodotus' *Histories*, Dicaeopolis in Aristophanes' *Acharnians*, for example, debating significant events and the author's purpose - analysing plot development in texts such as plays and stories, discussing features, for example, use of comic episode, plot twist, climax, resolution - interpreting how particular stylistic effects are created, such as emphasis, doubt, irony or supposition, for example, through the use of particles *πῶς γὰρ οὔ; καὶ γάρ, ἆρα οὐ/ἆρα μή* - analysing how writers use language features to achieve particular aesthetic, humorous or persuasive purposes and effects, such as hyperbole, for example, *μύριοι*, or irony, for example, Socratic dialogue or dramatic irony - evaluating the effectiveness of texts, by considering the use of techniques, for example, simile, metaphor, personification or pathos, for particular purposes, such as to entertain or persuade
Read aloud, recite or perform Classical Greek texts to entertain others, using strategies such as phrasing and voice inflection to convey meaning and emotion [Key concepts: performance, expression, emotion; Key processes: reading, presenting] (ACLCLE019)	- reading aloud passages or extracts from different genres of Classical Greek literature, such as Socratic dialogue, oratory, historiography, drama or poetry, with appropriate expression, phrasing, stress and tone to convey meaning - reciting or presenting extracts from Classical Greek texts to the class or school community, using expression and movement to illustrate meaning and to entertain, for example, excerpts from Homer's *Iliad*, Pindar's victory odes - performing extracts from Classical Greek plays for the appreciation of an audience, for example, from Sophocles' *Antigone* or Euripides' *Medea*
Translating	**Elaborations**

Translate a range of texts that incorporate complex sentence structures and extensive vocabulary from Classical Greek into Standard English, representing the style and purpose of the texts

[Key concepts: equivalence, meaning; Key processes: analysing, translating]

(ACLCLE020)

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- reading holistically to deduce the context and content of Classical Greek texts, by identifying key words and phrases
- applying expanded knowledge of vocabulary, grammar and problem-solving skills to translate compound sentences and complex sentences with nested clauses
- conveying shades of meaning of a range of subtle vocabulary, for example, inferring the different connotations of a word in a particular context, such as *δίκη*
- inferring the meaning of new words and expressions, using knowledge of the text type and the author's purpose and technique, for example, *ὁ λόγος* (word, speech, argument, reasoning, story, computation)
- expanding the variety of English translations for verb tenses or moods, for example, to express aspect in a command, *παύου* (general/ongoing) compared to *παῦσαι* (once)
- deducing the meaning of new words, by drawing on prior knowledge, derivatives and connections with familiar words, for example, *σαρκοφάγος, κακοδαίμων*
- recreating mood, tone and dramatic impact in English translations by selecting appropriate vocabulary, comparing and contrasting potential choices, for example, *τύχη* (chance, luck, fortune), *συμφορά* (event, circumstance, mishap, misfortune)
- refining translations by exploring print and online Classical Greek and English dictionaries and thesauruses to consider a variety of meanings and synonyms
- conveying emphasis and tone, such as indignation, anger or suspense, embedded in Classical Greek word order, for example, *χρυσόν τε καὶ ἄργυρον φέρει ὁ Ὀδυσσεύς ἐν τῷ ἀσκῷ*
- translating complex sentence structures, such as subordinate clauses and indirect speech, for example, causal, purpose, result, indirect questions, commands, conditionals
- rendering the precise meaning of tenses in Classical Greek into idiomatic English, for example, *ἐλάμβανον/ἔλαβον*
- conveying the meaning of idiomatic expressions and culturally specific terms, for example, *ἀρετή, δαίμων/δαιμόνιον/εὐδαιμονία, τα πρόβατα θόρυβον ποιεῖ, γλαύκ᾽Ἀθήναζε/γλαύκας εἰς Ἀθήνας*, by choosing appropriate English terms and expressions
- constructing and editing translations collaboratively with peers, using a range of ICT
- correcting own translations to increase accuracy and better reflect register, tone and relationships
- translating, independently or in collaboration with peers, unseen texts with compound or complex sentences, drawing on familiarity with the style and language of texts already studied

Evaluate different translations and interpretations of Classical Greek texts, using metalanguage to discuss their effectiveness, and develop strategies for successful translations [Key concepts: translation; Key processes: evaluating, explaining and comparing, intertextualising] (ACLCLE021) 📄 🌐 👥	• evaluating the effectiveness of translations, using criteria such as selection of appropriate vocabulary, grammatical accuracy, fluency, conciseness, clarity, idiomatic expression • discussing how closely and effectively translations convey the author's meaning and intent • critically analysing the merits of different translations of the same text, presenting and justifying opinions, and recognising skills of others • discussing strategies used to convey complex ideas and structures, such as subordinate clauses, rendering of mood and the use of correlatives, for example, *τόσος/ ὅσος, τοῖος/οἷος* • evaluating strategies used to create fluent, accurate and idiomatic translations • applying identified strategies to the translation of seen and unseen texts

Understanding

Systems of language	Elaborations
Understand and apply the principles of pronunciation for the reading of Classical Greek texts [Key concepts: sound system, fluency; Key processes: reading, applying] (ACLCLU022) 📄	• developing fluency in recognising sound and spelling changes, for example, those that occur when stops (*β/π/ φ, τ/δ/θ/ζ, κ/γ/χ*) are followed by sigma, as in *σπεύδω/ ἔσπευσα, πέμπω/ἔπεμψα, διώκω/ἐδίωξα* • using diacritical marks for accentuation, to distinguish between words with the same spelling, for example, interrogative and indefinite adverbs and pronouns, such as *τις* and *τίς*, or verbs, such as *πονεῖ* and *πόνει* • recognising the component parts of compound words involving transfer of aspirates, for example, *κατά + ἵστημι = καθίστημι* • recognising non-Attic versions of common words, for example, *θάλασσα (θάλαττα), πονέω (πονῶ), ἐς (εἰς), μάτηρ (μήτηρ)* • understanding the function of crasis and elision when reading aloud, for example, *κἀγαθοί = καὶ ἀγαθοί, τἄλλα = τὰ ἄλλα* • noting that iota subscript is given in the upper case when reading Classical Greek inscriptions

Understand concepts of accidence and syntax used in complex sentences in Classical Greek, including subordinate clauses, pronoun forms, mood, voice, and conventions of complex sentence structure

[Key concepts: grammatical system, case, conjugation, mood, voice; Key processes: identifying, explaining]

(ACLCLU023)

- using the indefinite adjective *τις* with nouns to supply the meaning of the indefinite article in English, for example, *κακόν τι πάσχει, νῆσόν τινα*
- conjugating *-ω* verbs in perfect and pluperfect tenses, active and middle, indicative, imperative and infinitive forms, for example, *εἴρηκα/εἴρημαι, ἑόρακα/ἑώραμαι*
- conjugating *-ω* verbs in the passive voice in all applicable tenses including first and second aorist and future, for example, *ἐλύθην/λυθήσομαι, ἐφάνην/φανήσομαι*
- conjugating contract verbs in all tenses and voices, including verbs in *–οω*, for example, *δηλῶ, ἐλευθερῶ*
- conjugating *-μι* verbs, including *δίδωμι, τίθημι, ἵστημι, ἵημι, δείκνυμι, φημί*
- conjugating common irregular verbs, for example, *οἶδα, ἔοικα*
- forming the comparative and superlative degrees of common irregular adjectives, for example:
  - *ἀγαθός/ἀμείνων/ἄριστος, ἀγαθός/βελτίων/βέλτιστος, ἀγαθός/κρείττων/κράτιστος*
  - *κακός/κακίων/κάκιστος, κακός/χείρων/χείριστος*
  - *καλός/καλλίων/κάλλιστος*
  - *μέγας/μείζων/μέγιστος*
  - *πολύς/πλείων/πλεῖστος*
- identifying the use of participles with the genitive absolute and the accusative absolute, for example, *ἡμέρας γενομένης, ἔδοξεν ταῖς κόραις πρὸς τὸν κρήνην βαίνειν* and *δέον τὴν πόλιν ἀμύνεσθαι, οἱ ἄνδρες τὰ ὅπλα ἔφερον*
- recognising the forms and uses of the subjunctive mood, for example, *ταχέως ἴωμεν* (exhortation), *τί ποιῶμεν;* (deliberation), *μὴ δέξησθε τὰ δῶρα* (prohibition), *οἱ στρατιῶται φεύγουσιν ἵνα μὴ ὑπὸ τῶν πολεμίων ληφθῶσιν* (purpose clause), *φοβοῦμαι μὴ ὁ δεσπότης οὐκ ἐθέλῃ παῦσαι τὸν πόνον* (clause of fearing)
- recognising the forms and uses of the optative mood, for example, *εἴθε τὴν πατρίδα σώζοιμεν* (wish), *βουλοίμεθα ἄν τοῦ ἀοιδοῦ ἀκούειν* (potential optative)
- understanding the structure and use of indirect statements with *ὅτι*, the infinitive or the participle, for example, *ὁ ἄγγελος εἶπεν ὅτι οἱ πολέμιοι ἤδη προσχωροῦσιν/ὁ πάτηρ ἔφη ἀνάγκην εἶναι οἴκαδε ἐπανιέναι/οἱ παῖδες εἶδον λύκον μέγαν πρὸς τὴν οἰκίαν προσιόντα*
- understanding the structure and use of conditional clauses, for example, *ἐὰν τῷ δημαγωγῷ πιστεύῃς, μῶρος εἶ/ἐὰν τὸν δοῦλον καλέσῃς, βραδέως ἀφίξεται/εἰ ὁ παῖς τοῦτο ἐποίησεν, ἐδέξατο ἄν τον ἔπαινον*
- understanding the structure and use of indefinite clauses, for example, *ὅστις ἄν ἔξω τῶν τῆς πόλεως ὁρῶν εὑρεθῇ, ἐν κινδύνῳ μεγάλῳ ἔσται/ἐπειδὰν γένηται ἡ πανήγυρις, πάντες οἱ Ἀθηναῖοι εἰς τὴν ἀγορὰν σπεύδουσιν*
- identifying the articular infinitive, for example, *ἀγαθὸς εἰς τὸ λέγειν τε καὶ πράττειν*
- identifying the verbal adjective in *–τέος*, for example, *οὐ*

λεκτέοι εἰσὶν οἱ λόγοι

- identifying verbs that take supplementary participles, for example, *ἔτυχον παροῦσαι αἱ γυναῖκες/οἱ Ἀθηναῖοι ἐφαίνοντο οὐ βουλόμενοι ἀγορεύειν*
- understanding the sequence of tenses and moods in complex sentences (primary and secondary sequences), for example, *λέγει ὅτι εἰ ὁ ἀνὴρ τοῦτο εἶπεν, ἐψεύδετο/εἶπεν ὅτι εἰ ὁ ἀνὴρ τοῦτο εἴποι, ψεύδοιτο ἄν*
- recognising creative variations in Classical Greek word order to focus on action, or to create suspense by delaying a key word, phrase or clause
- elaborating strategies for building on prior knowledge and learning new grammar, for example, mnemonic devices, paradigms, drill exercises, online learning tools

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] (ACLCLU024) 📄 Ⓖ	- developing vocabulary lists pertinent to particular reading, for example, philosophical words, poetic words and military words, such as *στρατός, στρατηγός, στρατιώτης, στρατόπεδον* - using a dictionary to investigate how vocabulary choices in Classical Greek and English can express shades of meaning, *ὑπεροράω* ('look down on', 'overlook', 'despise') - extrapolating knowledge of word origins, roots and cognates to interpret unfamiliar vocabulary, for example, *δίκη/δίκαιος, λάμπω/λαμπρός, φοβοῦμαι/φοβερός* - extending vocabulary through word-building from Classical Greek roots, for example, *τιμῶ/τιμή, ἔργον/ἐργάζομαι, πόλις/πολίτης/πολιτικός/πολιτεία* - identifying and interpreting compound words, for example, *προσβάλλω/καταβάλλω/ἐκβάλλω* - recognising common patterns of vowel change to identify words from the same root, for example, *γίγνομαι/γένεσις, λέγω/λόγος* - expanding vocabulary by using connections between conceptually related words, for example, chronology, chronic, anachronism

Analyse the structure and features of different text types in Classical Greek, exploring how they relate to context, purpose and audience [Key concepts: text organisation, genre; Key processes: analysing, explaining and comparing, intertextualising] (ACLCLU025) 📄 Ⓖ	• identifying the purpose and specific features of prose and verse texts, such as in the structure of Classical Greek plays, for example, *πρόλογος, πάροδος, ἐπεισόδια, στάσιμα, ἔξοδος* • making connections and comparisons between a new text and familiar texts of the same type • analysing texts to understand how different points of view are expressed, for example, the response of several characters to a dramatic decision, such as the recall of military generals to Athens to stand trial after the Athenian victory at Arginusae in 406 BCE • recognising different ways of presenting the same story, for example, from the viewpoint of different characters or in the form of a flashback • analysing language features used to influence the intended audience, such as imagery, rhetorical devices

The powerful influence of language and culture	**Elaborations**

Understand that Greek became the dominant language of the ancient Mediterranean world and facilitated the spread of Greek civilisation and culture, and that Classical Greek 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]

(ACLCLU026)

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- recognising that, from the Hellenistic period onwards, Koine Greek developed from Classical Greek to become the lingua franca of Eastern Mediterranean lands and the language of the New Testament
- discussing the spread of Greek influence across the Mediterranean and Black Sea, including the use of Greek as the common language for government, trade, commerce, education and law
- investigating how the Greek language allowed the spread of innovative Greek ideas in the areas of science, medicine, mathematics, historiography, geography and philosophy, for example, *μαθηματικά, γεωγραφία, ίστορία, φιλοσοφία*
- recognising that there were many dialects of Greek spoken in antiquity, such as Doric, Aeolic, Arcado–Cypriot
- exploring famous centres of Greek learning and culture such as Alexandria, Antioch and Ephesus
- recognising the spread of Greek ideas in the Roman world, shown by the use of borrowed Greek vocabulary in Latin to denote such concepts as *stadium, palaestra, rhetor theatrum, comedia, stoica, philosophia*
- exploring abstract concepts derived from Classical Greek, such as philanthropy, idol, autonomy, paradox, aesthetics, nostalgia, agony
- exploring and discussing the meaning of Classical Greek sayings used in literature, such as *μηδὲν ἄγαν, γνῶθι σαυτόν, μολὼν λαβέ*
- recognising words in English that are a hybrid of Classical Greek and Latin, for example, metalanguage, quantum physics, teleconference, television, automobile
- discussing Classical Greek derivatives that are used in fields such as business and education, for example, macroeconomics, monopoly, pedagogy, syllabus
- examining the Classical Greek roots of English words in subjects across the school curriculum, such as theorem, metaphor, photosynthesis, chlorine, atom, planet, geophysical, ecosystem, orchestra, music, scene, dialogue, chorus, athletics
- identifying Classical Greek roots in English scientific, technical and medical terminology, for example, catalyst, aerodynamic, pathogen, bacteria, atherosclerosis, acne, asthma, chromatography, symmetry, thermometer, seismic
- exploring how Classical Greek is used to coin terms for new technology and new discoveries in science and medicine in the modern world, such as gigabyte, nanotechnology, antioxidant, polymer, genotype, triglyceride
- applying knowledge of Classical Greek to form plurals of borrowed English words, for example, criterion/criteria, phenomenon/phenomena, crisis/crises, thesis/theses, stigma/stigmata
- discussing the enduring use of Classical Greek in religious contexts, for example, *κύριε ἐλέησον, Χριστός,*

ἐκκλησία, βάπτισμα, συναγωγή, κλῆρος, ἄγγελος, πρεσβύτερος, ὕμνος, βίβλος, εὐαγγέλιον

Discuss how the ancient Greek world has influenced the modern world, in its social, political and legal structures; philosophy; literature; arts; and medical and scientific practices [Key concepts: ancient/modern, aesthetics, time (the past in the present); Key processes: analysing, connecting, conceptualising] (ACLCLU027) 📄 👥 🕳 ℅	• discussing the ancient origins of modern political and legal structures and concepts, such as jury service, elections, trials • exploring modern social issues, such as class, the role of women and civil rights, and making comparisons with the Classical Greek period • researching the influence of leading Greek intellectuals, such as Socrates, Plato, Aristotle, on modern Western philosophy • discussing influences of Classical Greek literature on modern novels, poetry, drama and film, such as World War I poetry, David Malouf's *Ransom*, Anouilh's *Antigone*, *A Dream of Passion* (Medea) • recognising the importance of literary genres such as epic, tragedy, comedy, epigram, ode, history, myth • viewing artworks to investigate the incorporation of classical techniques and themes by later artists, for example, Botticelli, Michelangelo, Bernini • investigating ancient practices in medicine and science still relevant in the modern world, such as the theories of Hippocrates, Democritus, Pythagoras, Archimedes, Eratosthenes, Aristarchus

Role of language and culture	Elaborations
Identify how cultural values, attitudes and beliefs of the ancient Greeks are embedded in their language [Key concepts: language, culture, interdependence, values; Key processes: analysing, explaining and comparing, conceptualising] (ACLCLU028) 📄 🕳 ℅	• discussing ancient Greek values that are embedded in terms such as such as *σοφία* and *ξενία* and considering their significance in the modern world • understanding how language and cultural practices are interconnected, for example, by explaining religious origins or connotations associated with words and expressions such as *ἱερόν/τέμενος/ἡρῷον/ἄβατον/ μυστήρια/εὐσέβεια* • investigating the use of dialects to denote differences in ethnicity and social status in ancient Greece, for example, Aristophanes' use of Doric to ridicule a Spartan character • exploring the formal language that ancient Greeks used for greetings, or responding to the challenges of public life, such as *ἔρρωσθε καὶ ἐδαιμονεῖτε, ἀσπάζομαι, ὦ ἄνδρες Ἀθηναῖοι, ὦ δικασταί*, and making comparisons with own language use in formal contexts • reflecting on how language, texts and artefacts provide a means of understanding the social and cultural practices of ancient Greeks and how they conceptualised their world

Reflecting	Elaborations

Question and explain own and others' reactions to and assumptions about the language, culture and values of ancient Greek society, discussing how these relate to own language and culture [Key concepts: attitude, value and belief; identity; Key processes: reflecting, decentring, empathising, mediating, explaining] (ACLCLU029)	• discussing how values, attitudes and practices of people living in ancient Athens or Sparta are similar to or different from their own • exploring how cultural identity was manifested in the ancient world, and making comparisons with own cultural identity in modern Australia • exploring the identity and loyalty of the ancient Greeks as members of separate city-states and members of a broader Greek world and relating this to their own identity as a member of a local community, a state/territory/nation and as a global citizen • describing and comparing own public and private lives with those of people in ancient Greece • considering how cultural diversity has continued to be an integral feature of society since ancient times • exploring the process of decentring from own linguistic and cultural standpoint and considering how own ways of behaving and communicating may have been perceived by people of the past
Reflect on self as a language learner, explaining how the study of Classical Greek influences own communicative behaviours, ways of thinking and viewing the world [Key concepts: identity, interconnection across concepts, influence; Key processes: connecting, reflecting, explaining] (ACLCLU030)	• exploring own sense of identity, challenging own and others' assumptions about family and civic responsibilities, traditions, values and attitudes • drawing on knowledge of ancient society to examine and interpret own world, including aspects such as ancestry, values, traditions, social status, family and national pride • reflecting, such as in discussions, blogs and journals, on experiences in the course of learning Classical Greek and their impact on perceptions of own cultural experience and ways of communicating • identifying challenges and achievements associated with learning Classical Greek, for example, learning to 'read between the lines' to identify thought implicit in the use of language • reinterpreting own experience of learning Classical Greek, listening to others' perspectives and comparing these with own experience • discussing how learning Classical Greek impacts on own ways of thinking and viewing the world

Years 9 and 10 Achievement Standard

By the end of Year 10, students analyse a range of Classical Greek texts to obtain information and ideas about ancient Greek society and culture. They use vocabulary, grammar and textual cues to analyse and interpret language use and cultural references in Classical Greek texts, such as poetry, plays or narratives, for example, by deducing the meaning of complex sentence structures, such as those with subordinate clauses or indirect speech, for example, *ὁ ἄγγελος λέγει ὅτι οἱ πολέμιοι προσέρχονται*, and explaining the impact of word order on emphasis and tone, for example, *ὁ δὲ ἀνεξέταστος βίος οὐ βιωτὸς ἀνθρώπῳ, ἓν οἶδα ὅτι οὐδὲν οἶδα, πρῶτον μὲν γάρ*, and implicit values, concepts and assumptions embedded in language use, for example, *ἀριστεία, μίασμα*. They convey their interpretations of information and ideas about ancient Greek society and culture, in oral, written or digital forms, such as role-plays or debates in English about how cultural attitudes are conveyed in Classical Greek texts, or a digital presentation of an archaeological site, using simple sentences in Classical Greek, for example, *τὸ μαντεῖον τῶν Δελφῶν*. They share their responses to Classical Greek 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 Classical Greek texts, such as oratory, history, drama or poetry, to entertain different audiences, conveying meaning and emotion effectively by using appropriate phrasing and voice inflection. Students translate a range of texts that incorporate complex sentence structures and extensive vocabulary, from Classical Greek into Standard English that represents the style and purpose of the texts, applying their knowledge of roots, cognates 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, including subordinate clauses, non-finite verb forms, pronoun forms, mood and voice, such as case usage of nouns, pronouns and adjectives, for example, *τούτων τῶν ἀνθρώπων, τὰ μείζονα κακά*, perfect and pluperfect conjugations, for example, *λέλοιπα/ ἐλελοίπη*, subjunctive and optative moods, for example, *μὴ κρύψῃς τὴν μάστιγα ὦ δοῦλε, ὁ δεσπότης ἠρώτησε τὶς λύσειε τοὺς βοῦς*, and passive voice, for example, *ὁ ἵππος ἐλύθη, τῷ οἰστῷ βληθείς*. They evaluate the effectiveness of different translations of the same Classical Greek text, and identify strategies for successful translations.

Students apply the principles of pronunciation for the reading of Classical Greek texts. They identify the structure and organisation of different text types in Classical Greek, such as prose and verse, and explain how they relate to context, purpose and audience. They explain the role of Classical Greek in facilitating the spread of Greek civilisation and culture across the Mediterranean world, and the contribution of Classical Greek to the enrichment of English through the transfer of specialist vocabulary, for example, *antithesis, ellipsis, euphemism, hyperbole*, abstract concepts, for example, *enthusiasm, patriotism, democracy, idiosyncrasy*, and the coining of vocabulary for new technology and new discoveries, for example, *thermodynamics, epigenomics*. Students describe ancient Greek values, attitudes and beliefs that are embedded in particular language use, such as *μέτρον* and *κλέος*. They explain how the ancient Greek world has influenced social, political and legal structures, philosophy, literature, the arts, and medical and scientific practices in the modern world. They share reactions to and assumptions about the language, culture and values of ancient Greek 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 Classical Greek influences their own ways of thinking and viewing the world.

The Australian Curriculum
Languages - Framework for Classical Languages
Latin - Years 7–10 (Year 7 Entry) Sequence

Years 7 and 8

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, accidence 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.

Years 7 and 8 Content Descriptions

Engaging with texts	
Accessing the Roman world through Latin texts	**Elaborations**

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]

(ACLCLE031)

- developing an initial sense of the structure and content of texts by inferring meaning from textual cues, for example, titles, headings, images or captions to images, maps
- listening to simple sentences in Latin to infer meaning, using aural cues such as *ecce; olim; cur; ubi; euge; eheu*
- determining the general sense of texts through initial holistic reading, by identifying familiar people, vocabulary, places or topics, and recognising modern editors' use of punctuation to guide readers
- analysing sentences, identifying and explaining the function of inflected forms, for example, *puella canem vocat* (subject + object + verb) or *Aemilia est soror mea* (subject + verb + complement)
- identifying and discussing linguistic features in narratives, such as word order, use of the interrogative particle, striking word choice, for example, *media in via; venitne; ululavit; iratissimus*
- interpreting and commenting on language choices, such as patterns and length of simple and compound sentences, use of direct speech or imagery, for example, the writer's choice of a dramatic verb to make an action more vivid, as in *in atrium volat* rather than *in atrium intrat*
- exploring social, contextual and cultural references embedded in texts, for example, *patronus, cliens; civis; patria potestas; bulla; toga praetexta; mehercle!*
- interpreting stated and implied meanings in texts and supporting an opinion with evidence from the Latin, such as relationships between characters, for example, *servi dominum timent; ancilla servum delectat*

| 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]

(ACLCLE032) | • gathering, collating and presenting information about daily routine in the Roman world, such as posters or digital displays about family life, education, food, hygiene, exercise, with annotations in English or words and simple phrases in Latin
• reading stories about the daily lives of ancient Romans, and recreating their everyday experiences, for example, through role play or an imaginative animated cartoon
• comparing details from different sources about where Roman people lived, such as in tenements or houses, or on country estates, for example, through dioramas or drawings, with labels in English or Latin, and discussing what they reveal about different lifestyles in the Classical period
• researching the purpose and function of spaces in a Roman home, such as in a *domus* or a *villa*, for an oral or digital presentation, using labels in English and Latin, for example, *vestibulum*, *atrium*, *triclinium*, *cubicula, peristylium*
• examining artefacts from the Roman period, such as those from Pompeii, and discussing what they reveal about the everyday lives of Romans
• collating and sharing information online about Roman engineering and infrastructure, such as roads, aqueducts, *cloaca maxima*
• researching the attitudes of Romans revealed in Graeco-Roman myths and legends and acting out stories, such as Romulus and Remus, or Hercules' labours, to convey these attitudes
• gathering and creating a class bank of information from texts about Roman religious beliefs and practices, for example, Olympian deities, *Lares et Penates*, special festivals such as the *Liberalia* and the *Vestalia*
• reading accounts of historical events, such as Pliny's eyewitness account of the eruption of Vesuvius, and presenting information in new ways, for example, creating and recording own news report or documentary, making comparisons between Pliny's account and an online reconstruction of the eruption |

Responding to texts	**Elaborations**

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] (ACLCLE033)	• listening to and reading texts, such as stories about daily life in the city/country or public entertainment, and responding to questions in English relating to content and context • recognising recurring characters, settings and themes in texts, drawing on previous knowledge and experiences to make connections with the narrative, for example, the domineering master or the insolent slave; Pompeii; Vesuvius • discussing how scenes and characters are depicted in texts, for example, in short plays, dialogues, retelling of well-known myths and legends, through devices such as imagery or conversations • discussing language features that encourage the audience to respond in particular ways, for example, the use of repetition, alliteration, assonance, onomatopoeia • recognising that writers use different text structures and formats for specific purposes and effects, for example, change of focus, a story within a story, plot tension • identifying and discussing the techniques writers use to achieve specific effects, such as the use of antithesis to create humour or surprise, for example, *omnes pueri rident sed Publius non ridet.*
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] (ACLCLE034)	• listening to and reproducing familiar and unfamiliar words, phrases and simple texts in Latin to convey meaning, using appropriate phrasing and expression, and the restored pronunciation, for example, *cachinnare; clamare; vituperare; furcifer; monstrum horribile* • presenting short texts orally in Latin, such as stories, dialogues or songs, to peers or the class, for example, singing songs such as *gaudeamus igitur; duc, duc navem duc* • performing short Latin plays or dialogues in collaboration with others, using strategies to convey the emotions of the characters • reading aloud or reciting, individually or in a class group, extracts from Latin literature, such as the initial lines of Virgil's *Aeneid* or an epigram
Translating	**Elaborations**

Translate Latin texts into Standard English, by applying knowledge of vocabulary, accidence and syntax, and linguistic and cultural cues

[Key concepts: equivalence, representation; Key processes: interpreting, translating]

(ACLCLE035)

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- reading texts to gain a sense of holistic meaning, and identifying cues, such as text type, familiar vocabulary, grammar and cultural references
- considering multiple meanings of vocabulary, for example, by using dictionaries and electronic translation tools, and making appropriate selections according to context, for example, *petit; ago; de*
- using known vocabulary, in Latin or English, and context to deduce the meaning of unknown words, for example, *clamor*, *exclamare; puer in cubiculo dormit* (dormitory)
- identifying meanings of words by recognising change of form, such as third declension nouns and irregular verbs, for example, *nomen, nominis; est, sunt*
- identifying parts of speech and their function in context to determine meaning, for example, identifying which noun is the subject of the verb
- identifying the specific function of inflected forms to determine meaning, for example, *puella canem videt* (subject + object + verb) or *puella est laeta* (subject + verb + complement)
- applying knowledge of grammar to recognise in context the specific function of words which may have multiple applications, such as whether *nomen* or *cives* is subject or object
- developing problem-solving skills to resolve perceived issues and anomalies encountered in the translation process, for example, confusion of genitive and nominative forms such as *domini*
- exploring the effect of using the variety of English translations for tenses and making selections according to context, for example, *clamat* – 'she is shouting', 'she shouts', 'she does shout'
- selecting appropriate English meanings, identifying words and expressions that do not translate easily, for example, *res; virgo; vir; consul spectaculum dat*
- discussing how words that refer to aspects of Roman culture should be translated, for example, *servus* ('slave' rather than 'servant')
- determining appropriate word order in English to retain meaning and emphasis, for example, *agricolam in agro taurus petit*
- translating Latin into idiomatic English, for example, by translating *ego et tu* as 'you and I'
- discussing and correcting or improving own translations to increase accuracy and reflect register, tone and relationships between characters
- collaborating with peers to interpret meaning in texts and develop and edit joint translations, using a range of ICT
- applying appropriate strategies to translate, independently, unseen Latin texts

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] (ACLCLE036)	• identifying the characteristics of a successful translation, such as grammatical accuracy • examining translations to determine how effectively Latin is conveyed in English idiom, such as the use of articles • comparing and discussing the merits of different translations of the same text, identifying differences and recognising that they may be equally valid • giving and justifying opinions about the effectiveness of own and others' translations • identifying and discussing effective strategies to create appropriate translations, such as skimming through the text and identifying familiar words and phrases, contextualising new vocabulary, and using these strategies to review and polish own translations

Understanding

Systems of language	Elaborations
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] (ACLCLU037)	• recognising that the written alphabet used by the Romans is the basis for the modern English alphabet, although some letters are pronounced differently, for example, *u/v*; *i*, *c* and *g* • mimicking or copying the restored pronunciation of Latin words, individually or with peers • matching script to sound, using the restored pronunciation, for example, single consonants, long and short vowels, vowels before final *m*, diphthongs, *h* and aspirated *h*, consonant combinations/clusters as in *ingens, magnus, urbs* • distinguishing *i* as a vowel and as a consonant, for example, *intrat*; *ianua* • using the spoken stress of Latin, and dramatic expression appropriate to the tone and purpose of a text • acknowledging the absence of punctuation in Latin in comparison with English, for example, by working with a sentence spelt out with no pauses between words • recognising conventions of punctuation used by editors of Latin texts to assist comprehension

Understand concepts of accidence 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]

(ACLCLU038)

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- identifying parts of speech and their functions in texts, such as in statements, direct speech, commands and questions
- exploring the concepts of number, gender, case and the metalanguage used to describe nouns
- understanding noun inflections and their usage in first, second and third declensions:
    - case: nominative, vocative, accusative, genitive, dative, ablative, for example, *amicus, amice, amicum, amici, amico, amico*
    - number: *villa, villae*
    - gender: masculine *dominus*, feminine *domina*, neuter *atrium*, common *canis, parens*
- recognising personal pronouns and pronominal adjectives, and identifying number, gender and case, for example, *ego, tu, nos, vos; meus, tuus*
- recognising interrogative pronouns, for example, *quis, quis, quid*
- recognising demonstrative pronouns, for example, *hic, haec, hoc; ille, iste*
- identifying cardinal numbers *unus* to *viginti* and ordinal numbers *primus* to *decimus*
- recognising prepositional phrases and the different forms of prepositions, for example, *e villa, ex urbe*
- distinguishing between the meanings of prepositions when governing different cases, for example, *in villam, in villa*
- exploring the concepts of verb number, person and tense, the metalanguage used to describe verbs
- identifying endings of verbs in the four conjugations, and regular and irregular verbs in the present tense, active voice
- identifying the use of the imperative, for example, *tacete vos omnes*
- identifying first/second and third declension adjectives, for example, *laeta/laetus; tristis*
- recognising agreement of adjectives and nouns in number, gender and case, for example, *puella tristis*, *frater magnus*, and how word order may differ from English
- interpreting compound sentences using conjunctions, for example, *canis intrat sed non latrat*
- recognising adverbs, for example, *servus diligenter laborat*
- understanding conventions of word order in Latin sentences, such as subject + direct object + indirect object + verb, for example, *puella librum fratri legit*, and how those conventions can be used to anticipate the development of a sentence
- developing strategies for building on prior knowledge and learning new grammar, for example, mnemonic devices, paradigms, drill exercises, online learning tools

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] (ACLCLU039)	• developing own and class lists of vocabulary related to texts and topics, such as daily life in ancient Rome, for example, *thermae, caldarium; magister, ludus* • creating a class bank of words that are frequently used, for example, *tamen*; *alii … alii …; eheu!,* and common expressions used in everyday activities, for example, *salvete; ludere volo* • practising vocabulary knowledge, for example, by using online tools such as drills • using print and electronic dictionaries to locate the appropriate meanings of words • understanding that one Latin word may correspond to several different English words and selecting the most appropriate meaning of a word in its context • developing strategies for vocabulary building by applying knowledge of roots, for example, *ager/agricola* and derivatives, for example, agriculture • building vocabulary by recognising Latin words commonly used in English, for example, exit, video, arena
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] (ACLCLU040)	• identifying elements of different types of text, for example, stories, dialogues and plays, and explaining the relationship between the language and structure used and the purpose of the text • distinguishing and comparing features of a story and a play, such as narrative voice, characterisation, impact of direct speech • making connections and comparisons between a new text and familiar texts of the same type • using metalanguage to explain the effect of particular language features on intended audiences, for example, exclamations, interjections, such as *o me miserum; euge; eheu*
The powerful influence of language and culture	**Elaborations**

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]

(ACLCLU041)

- recognising that Latin is a member of the Indo-European family of languages, related to other ancient languages, such as Classical Greek, Sanskrit and Old Persian
- recognising that Latin was influenced by languages of other ancient peoples, such as Greek
- locating on a map the places where Latin was spoken across the area of Roman influence, from Britain to West Asia
- researching how Latin evolved into its modern descendants, the Romance languages, and comparing words, such as numbers, *duo* (Latin) – *deux* (French) – *due* (Italian) – *dos* (Spanish) – *doi* (Romanian) – *dois* (Portuguese), or words such as 'hand' or 'friend' across languages
- applying knowledge of Latin to understand words and expressions in Romance languages, for example, *tempo*; *liberté*, *égalité*, *fraternité*; *amigo*; *la dolce vita*
- identifying and using Latin derivatives to expand own English vocabulary, for example, maternal/paternal, nominate, puerile
- recognising connections between spelling of Latin and English words and applying understanding to improve own spelling in English, for example, first conjugation verb such as *portat* – English 'portable', compared with fourth conjugation verb *audit* – audible
- identifying expressions and abbreviations in Latin that are commonly used in English, for example, *post mortem, in loco parentis*; e.g., i.e., am, pm, etc.
- identifying words of Latin origin that are used in subjects across the school curriculum, for example, data, agriculture, commerce, equilateral, formula, mesa, tablet
- identifying and collecting word families in which the same Latin root is used with different prefixes or suffixes, for example, reduce, introduce, deduce, conduct, produce
- exploring and discussing the meaning of simple Latin mottoes used by modern institutions, such as the Olympic motto *citius, altius, fortius*

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]

(ACLCLU042)

- recognising the ancient origins of national values such as citizenship, liberty, equity and justice
- exploring ancient connections with daily routines in modern society, such as family life, occupations, schooling, the calendar, and leisure pursuits such as dice, board games
- tracing Roman customs still used in modern ceremonies, such as weddings and funerals
- identifying influences from Latin literature on popular culture, for example, Harry Potter, Romeo and Juliet, Percy Jackson, superheroes such as Superman and Hercules
- exploring connections between ancient and modern music, for example, musical instruments such as the cithara, flutes, drums and contemporary songs composed in Latin, such as Bastille's *Pompeii* with Latin lyrics
- recognising the Roman influence on religion, such as Christian traditions
- researching elements of Roman engineering and architecture in bridges, aqueducts, amphitheatres, drainage systems and public buildings in Australia and across the world

Role of language and culture	Elaborations

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]

(ACLCLU043)

- investigating connections between language and significant cultural attitudes, for example, discussing how the terms *civis, libertus*, *servus* relate to rights of citizens
- exploring and discussing language use that reflects social structure in ancient Rome, for example, *pater familias*, *patronus/cliens* relationships, *matrona*; Julia = daughter of Julius
- exploring references in texts to life at home, daily bathing, dining and entertainment, such as public spectacles, and discussing the importance of family and social life to the Romans
- recognising language that reflects the nature and use of private spaces, such as *domus, villa, atrium, hortus, insula*
- understanding the importance of religion and festivals in Roman society, for example, by examining references in texts to worship of the Olympian gods, or festivals such as *Saturnalia*
- considering the impact of stories about major early Roman heroes on the formation and transmission of Roman values, for example, Cloelia helping the kidnapped girls to escape, Horatius guarding the bridge
- discussing the influence on Romans of myths and legends, as represented in their literature and visual arts such as sculpture and mosaics, for example, Romulus and Remus, Aeneas, Hercules
- exploring the colloquial language that Romans used, such as *salvete; gratum; licet*

Reflecting	Elaborations
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] (ACLCLU044)	- considering own and others' cultural assumptions about home and leisure and how these were different or similar in the Roman context - reviewing and responding to aspects of cultural practices in Latin texts and Roman artefacts, and discussing the reactions of peers to these - describing own life at home and school and making comparisons with that of young people in the Roman world - developing an understanding of life in multicultural Rome, and reflecting on similarities and differences to own lifestyle in multicultural Australia - discussing how young people in ancient Rome may have viewed the lives of young people in the modern world
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] (ACLCLU045)	- exploring own sense of identity, considering own and others' assumptions about family, language(s) spoken, traditions, values and attitudes - considering how learning about the ancient world offers different ways of interpreting the modern world and representing experience - keeping a journal of experiences (humorous, satisfying or challenging) associated with learning and using Latin, noting personal reactions and reflections over time - considering how the strategies adopted while learning Latin have impacted on own approaches to learning across subjects, such as setting realistic timeframes, computational thinking - reflecting on the experience of learning Latin, considering how it might add a further dimension to own sense of identity - reflecting and reporting on how learning Latin gives insights into the relationship between language and culture in general, and how own way of thinking about language, culture and identity may change through the experience

Years 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 accidence 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.

Years 9 and 10

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, accidence 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 accidence 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.

Years 9 and 10 Content Descriptions

Engaging with texts

Accessing the Roman world through Latin texts	Elaborations

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]

(ACLCLE046)

- predicting the context and content of Latin texts through initial holistic reading, by identifying key words and phrases, for example, *Romani Carthaginienses valde timebant*
- inferring the meaning of new words, using knowledge of the text type and the author's purpose and technique, for example, *res, gero, rem gerere*
- investigating and explaining the effect of word order in Latin in producing emphasis and tone, such as indignation, anger, suspense, for example, *qualis vir? conclamant omnes; miser Catulle*
- examining and interpreting complex sentence structures, such as conditional sentences, indirect speech and subordinate clauses, for example, adjectival, causal, purpose or result clauses, indirect questions or commands
- reflecting on the precise use of tenses in Latin and making comparisons with English, for example, *cotidie ibat; si veneris*
- explaining how the coherence of complex texts relies on devices that signal text structure and guide readers, for example, *paulisper … dum … interea …; primo … deinde … tandem; non solum … verum etiam*
- investigating how different conjunctions are used in complex sentences to extend, elaborate and explain ideas, for example, in periodic sentences using *quod, quamquam, cum*
- explaining allusions to historical or mythological characters which exemplify Roman values and attitudes, such as Romulus and Remus, Lucretia, Horatius, Cloelia
- discussing conventions of Latin texts, such as letter format, for example, *Marcus Quinto SPD … cura ut valeas*, or metre in poetry, for example, acknowledging quantities
- recognising positive and negative cultural connotations of concepts implicit in Latin vocabulary, for example, *rex, imperium*
- analysing cultural values and attitudes embedded in language use, for example, vocabulary and expressions particular to festivals and ceremonies such as *Io triumphe; ave Caesar*
- discussing the function and power of cultural representations such as symbols, for example, *SPQR, aquila, fasces*
- justifying interpretations of texts, using examples or quotations from or references to the text, such as line numbers or a paraphrase of a longer section of text
- constructing, editing and presenting interpretations of and responses to literary Latin, using ICT collaboratively

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] (ACLCLE047)	• examining how cultural attitudes are conveyed in Latin texts, such as attitudes to slaves or women, cleanliness, food, Romanisation, for example, by conducting a role-play, a forum on salient issues, a 'Q & A' session regarding the appropriateness of giving farming advice in verse • investigating legal rights and obligations, such as citizenship, social classes, property rights, divorce, for example, building a digital representation of social strata through a pyramid • researching Roman urban planning and architecture through the study of an archaeological site, and presenting findings, for example, by creating a virtual tour of the Colosseum, with written or oral text in English or incorporating Latin terms as appropriate, such as *harena, vomitoria* • examining Roman architectural remains by electronic means, such as places of entertainment and worship, and exploring what they reveal about the values and attitudes of Romans • gathering and collating information about Roman art, including sculpture, jewellery and painting, for example, producing an online exhibition catalogue • researching references in Latin texts to foreign religions, for example, Mithraism, Isis worship and Christianity, and the extent of their influence in Rome • examining Latin inscriptions, curses or graffiti to elicit information about Roman society, for example, *defixiones* from Bath, graffiti at the Colosseum or in Pompeii, and creating own examples in English or Latin

Responding to texts	**Elaborations**

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] (ACLCLE048)	• reading Latin texts and responding to questions in English to demonstrate understanding of content, context, purpose and technique • exploring how language is used to reveal character, values and key messages in texts such as narratives, dialogues, plays, poems and letters, for example, *Cena Trimalchionis; odi et amo* • discussing epic plots and characters, such as the *Aeneid*, for example, debating significant events and the author's purpose • analysing plot development in texts such as plays and stories, discussing literary features, for example, use of comic episode, plot twist, climax, resolution • interpreting how particular stylistic effects are created, such as emphasis, doubt, irony or supposition, for example, *sine dubio, satis constat, ut mihi videtur* • analysing how writers use language features to achieve particular aesthetic, humorous or persuasive purposes and effects, for example, diminutives such as *puellula* or *homuncule* • evaluating the effectiveness of texts, by considering the use of stylistic features, for example, simile, metaphor, personification or pathos, for particular purposes, such as to entertain or persuade
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] (ACLCLE049)	• reading aloud, as Romans were accustomed to do, extracts from different genres of Latin literature, such as oratory, history, drama or poetry, with appropriate expression, phrasing, stress, rhythm and tone to convey meaning, for example, selections from the epigrams of Martial, or the letters of Pliny • reciting or presenting extracts from Latin texts to the class or school community, using expression and movement to illustrate meaning and to entertain, for example, part of one of Cicero's speeches or excerpts from Virgil's *Aeneid* • performing in theatrical presentations of Latin poetry or plays, such as the poetry of Ovid or Virgil, extracts from the plays of Plautus
Translating	**Elaborations**

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]

(ACLCLE050)

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- reading holistically to deduce the context and content of Latin texts, by identifying key words and phrases
- applying expanded knowledge of vocabulary, grammar and problem-solving skills to translate compound sentences and complex sentences with nested clauses
- conveying shades of meaning of a range of subtle vocabulary, for example, inferring the different connotations of a word in a particular context, such as *virtus; causa; gero; ago*
- inferring the meaning of words and expressions, using knowledge of the text type and the author's purpose and style, for example, *res publica; rem gerere; se gerere*
- deducing the meaning of new words by drawing on prior knowledge, derivatives and connections with familiar words, for example, *actores in scaena fabulam Graecam hilare agebant; dormire, obdormire; ferre, inferre, offerre*
- expanding the variety of English translations for verb tenses, for example, to express indignation, *clamavit* as 'she did shout', compared to 'she shouted' or 'she has shouted'
- recreating mood, tone and dramatic impact in English translations by selecting appropriate vocabulary, comparing and contrasting potential choices, for example, *o tempora! o mores!*
- refining translations by exploring print and online Latin and English dictionaries and thesauruses to consider a variety of meanings, for example, *manus*, and synonyms, for example, *contentus, felix, laetus*
- conveying emphasis and tone, such as indignation, anger, suspense, embedded in Latin word order, for example, *effugere conati sunt, sed frustra*
- rendering the precise meaning of tenses in Latin into idiomatic English, for example, *cotidie ibat; si veneris*
- expressing the meaning of idiomatic expressions and culturally specific terms by choosing appropriate English expressions and terms, for example, *flocci non facio* (I could care less); *orationem habere* (deliver a speech)
- constructing and editing translations collaboratively with peers, using a range of ICT
- improving own translations to increase accuracy and better reflect register, tone and characterisation
- translating, independently or in collaboration with peers, unseen texts with compound or complex sentences, drawing on familiarity with the style and language of texts already studied

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] (ACLCLE051)	• evaluating the effectiveness of translations, using criteria such as selection of appropriate vocabulary, grammatical accuracy, fluency, conciseness, clarity, idiomatic expression • discussing how closely and effectively translations convey the author's meaning and intent • critically analysing the merits of different translations of the same text, presenting and justifying opinions, and recognising skills of others • discussing strategies used to convey complex ideas and structures, such as the use of correlatives and subordinate clauses, the rendering of mood • evaluating strategies used to create fluent, accurate and idiomatic translations • applying identified strategies to the translation of seen and unseen texts

Understanding

Systems of language	Elaborations
Understand and apply the principles of pronunciation for the reading of Latin texts [Key concepts: sound system, fluency; Key processes: reading, applying] (ACLCLU052)	• isolating syllables and learning the rules for correctly marking the stress, for example, *spec-tá-tor*, compared with *péc-tor-a* • distinguishing the change of stress required with an enclitic, for example, *éstis* compared with *estísne; cíbus* compared with *cibúsque* • distinguishing between the primary and secondary stress in polysyllabic words, for example, *spèctatóribus* • understanding the significance of elision when reading verse aloud, for example, *od(i) et amo*

Understand concepts of accidence 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]

(ACLCLU053)

- identifying the endings of fourth and fifth declension nouns, for example, *exercitus, cornua; dies, fides*
- acknowledging that nouns may have unexpected genders, for example, first declension *agricola* (m), second declension *pirus* (f)
- recognising relative, emphatic and indefinite pronouns, for example, *qui, quae, quod; ipse; quisquis; quidam*
- recognising reflexive pronouns and adjectives, for example, *se; suus*
- analysing case usage of nouns in all five declensions, for example, partitive genitive *quid novi*?
- identifying and understanding the use of the locative case, for example, *Romae, Pompeiis*
- identifying and understanding words used in apposition in all cases, for example, *Venus, dea, est pulchra*
- explaining case usage of pronouns, for example, personal *ego, tu, nos, vos*; demonstrative *hic, ille*; interrogative *quis, quis, quid*; relative *qui, quae, quod*; emphatic *ipse, ipsa, ipsum*; reflexive *me, te, nos, vos, se*
- distinguishing the use of different moods
- extending identification of indicative endings of regular and irregular verbs to different tenses
- understanding the concept of the principal parts for verbs in all conjugations, for example, *voco, vocare, vocavi, vocatum; sum, esse, fui*
- identifying and understanding the use of infinitives for all four conjugations and irregular verbs, for example, a prolative infinitive with *amat*, such as *natare amat*
- recognising impersonal expressions, for example, *mihi difficile est dormire*
- understanding the use of present, future and perfect participles, for example, *clamans, moriturus, vocatus*
- recognising passive voice forms and the forms of deponent verbs and distinguishing their meanings, for example, *laudata est* – she has been praised; *collapsa est* – she collapsed
- distinguishing in complex sentences between principal and subordinate clauses, for example, relative, causal, temporal, concessive, conditional, such as *si/nisi* with the indicative
- recognising comparison of adjectives and adverbs, regular and irregular, for example, *stulta, stultior, stultissima; malus, peior, pessimus*
- recognising *quam* + superlative, for example, *quam celerrime*
- understanding conventions of the use of numbers to express distance, capacity, time and price, for example, *duo milia passuum, quinquaginta denariis*
- understanding the conventions of the Roman calendar, for example, *a.d. XIV Kal Jul*
- recognising creative variations in Latin word order, for example, delay of a key word or clause to create suspense, ordering of clauses to increase impact,

bracketing/nesting, juxtaposition

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] (ACLCLU054)	• developing vocabulary lists pertinent to particular reading, for example, military words, philosophical words, poetic words • using a dictionary to investigate how vocabulary choices in Latin and English can express shades of meaning • extrapolating knowledge of word origins and roots to interpret unfamiliar vocabulary, for example, *aedificium: aedifico; rex, regis: regulus* • extending vocabulary through word-building from Latin roots, for example, *caelum + colo: caelicolae,* and from derivatives, for example, celestial • building vocabulary by recognising English words derived from supines, for example, 'mission' from *missum* • identifying and interpreting compound words, for example, 'prefect' from *prae + factum* • recognising common patterns of vowel change to identify words from the same root, for example, *capere: -cip (recipere)* • expanding vocabulary by using connections between conceptually related words, for example, *pius, impius, pietas*
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] (ACLCLU055)	• examining textual features used to influence an audience, such as the contrast of short and periodic sentences to persuade, or the use of repetition and humour to entertain • making connections and comparisons between a new text and familiar texts of the same type • analysing different texts, such as a story, historical account or speech, to understand how a version of an event can be expressed in different ways • recognising different ways of presenting the same story, for example, from the viewpoint of different characters or in the form of a flashback • analysing language features used to influence the intended audience, such as imagery or rhetorical devices
The powerful influence of language and culture	**Elaborations**

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]

(ACLCLU056)

- recognising that, as the Roman world expanded, Latin became the language of communication, trade, administration, education and law throughout its sphere of influence
- exploring the role of Latin in the process of Romanisation, and its influence on local languages
- discussing the impact on people and their lives in Roman provinces, with Latin as the common language, and Roman infrastructure such as aqueducts, sewers, roads and shipping, safe trade routes, standardised currency and weights and measures
- recognising the spread of ancient Greek ideas through Latin, such as the use of Greek vocabulary and concepts in literature and philosophy, for example, *stadium, rhetor, theatrum, poeta, stoica, philosophia*
- exploring abstract concepts derived from Latin, such as justice, liberty, republic, fraternity, charity, genius, piety
- recognising terms in English that are hybrids of Classical Greek and Latin, for example, metalanguage, quantum physics, teleconference
- discussing Latin words and expressions that are used in fields such as law, business and education, for example, *de facto, non sequitur, agenda, forum, curriculum*
- examining the Latin roots of English words in subjects across the school curriculum, for example, technical vocabulary related to reporting research, such as *ibid* and *stet*
- identifying Latin roots in English scientific, technical and medical terminology, for example, genus, species; computer, data, accumulator, super conductor, cellular differentiation, quantum teleportation; cancer, cannula, defibrillator, incision, amputation
- exploring how Latin is used to coin terms for new technology and new discoveries in science and medicine in the modern world, such as internet, Trojan (horse), forum, virus
- applying knowledge of Latin to form and explain plurals of English words borrowed from Latin, for example, *indices, media, vertebrae, curricula, alumni*
- exploring mottoes and inscriptions, such as *per ardua ad astra* or *mens sana in corpore sano*, and discussing their relevance in the modern world
- investigating the enduring nature and use of Latin in academic and religious ceremonies, for example, *summa cum laude, honoris causa, gaudeamus igitur* or *pater noster*

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]

(ACLCLU057)

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- exploring the ancient origins of modern political and legal structures and concepts, such as republic, balance of power, jurisprudence and judicial precedent, census and elections
- investigating modern social issues, such as class, the role of women and civil rights, and making comparisons with the Classical period
- discussing influences of Latin literature on modern novels, poetry, drama and film, such as Book IV of the *Aeneid* on *Miss Saigon*, Ovid on David Malouf's *An Imaginary Life*, Virgil on Ursula Le Guin's *Lavinia*
- recognising the transmission of literary genres, such as epic, satire, love poetry, epigram, ode
- investigating famous artists' incorporation of classical themes and subjects in postclassical sculpture, painting, music, opera, theatre
- investigating ancient practices in medicine and science still relevant in the modern world, such as Galen's surgical procedures and Pliny the Elder's classification of animals and plants

Role of language and culture	Elaborations

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] (ACLCLU058)	• discussing Roman values that are embedded in language, such as *pietas, virtus, hospitium, fides* • understanding how language and cultural practices are interconnected, for example, by explaining religious origins or connotations associated with words and expressions such as the polite command in the English RIP ('rest in peace') and the use of the more prayerful subjunctive in the Latin *requiescat in pace* • investigating the importance of Latin to personal status in the Roman world, as a means to social, economic and political advancement • examining language that reveals information about Roman government and administration, such as *res publica, senatus, comitia, consul, dictator, princeps*, *census*, and references in texts to public service, justice and the court system • discussing language that reveals the importance of public spaces and buildings in ancient Rome, for example, forum, temples, theatres • explaining references in texts to amphitheatres, gladiatorial combat, *Circus Maximus*, 'bread and circuses' and understanding the important place of entertainment in the Roman world • explaining the importance of religion to the Romans, with reference to concepts such as *Lares et Penates*, household *genius*, the worship of local gods at shrines, vestal virgins, cult of the Emperor • researching and discussing political and cultural influences in and on the works of leading writers, such as Cicero, Horace, Virgil, Livy, for example, *mos maiorum; pax Romana* • exploring the formal language that Romans used for greetings, or responding to the challenges of public life, such as *ave, plurimas gratias, di immortales*, and making comparisons with own language use in formal contexts • reflecting on how language, texts and artefacts provide a means of understanding the social and cultural practices of the Romans and how they conceptualised their world
Reflecting	**Elaborations**

| 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]

(ACLCLU059) | investigating the extent to which values, attitudes and practices of people of cosmopolitan Rome are similar to or different from their own exploring how cultural identity was manifested in the ancient world, and making comparisons with own cultural identity in modern Australia exploring the identity of people living in the Roman world and relating this to their own identity as a member of a local community, a state/territory/nation and as a global citizen describing own public and private lives and making comparisons with those of people in ancient Rome considering how cultural diversity has continued to be an integral feature of society since ancient times exploring the process of decentring from own linguistic and cultural standpoint and considering how own ways of behaving and communicating might be perceived by people of the past |
| 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]

(ACLCLU060) | exploring own sense of identity, challenging own and others' assumptions about family and civic responsibilities, traditions, values and attitudes drawing on knowledge of ancient society to examine and interpret own world, including aspects such as ancestry, values, traditions, social status, family and national pride reflecting, such as in discussions, blogs and journals, on experiences in the course of learning Latin and their impact on perceptions of own cultural experience and ways of communicating identifying challenges and achievements associated with learning Latin, for example, learning to 'read between the lines' to identify thought implicit in the use of language reinterpreting own experience of learning Latin, listening to others' perspectives and comparing these with own experience discussing how learning Latin impacts on own ways of thinking and viewing the world |

Years 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.

Glossary

Alliteration

The repetition of the same consonant sound especially at the beginning of words or syllables.

Artefact

Something made or shaped by humans for their use, such as a stone tool, metal sword or letter, usually of historical interest.

Assonance

Repetition, usually of the same vowel sound or diphthong in non-rhyming words that are found close together, for example, *longo sermone* (i.e. a correspondence of vowel sounds, but not of consonants).

Authentic text

Text in Classical Greek or Latin written in ancient times.

Case

A grammatical term that describes the inflected form of a noun, pronoun or adjective by which its function in a clause can be identified.

Conjugation

A group of verbs that inflect in the same way, often featuring a particular vowel.

Conjunction

A word that joins other words, phrases or clauses in logical relationships, for example, contrast, time, cause or comparison; conjunctions include coordinating conjunctions and subordinating conjunctions (for example, and, but, because, although, when, since).

Context

The general social, historical and cultural conditions in which an ancient text was written, or the wording surrounding an unfamiliar word that an audience uses to deduce meaning. Context may also refer to the setting of an extract of text within a literary narrative.

Contract verbs

Verbs with stems ending in a short vowel (α, ε, o). The vowel is absorbed in Attic Greek, but may be written in full in Homeric Greek and other dialects.

Crasis

A contraction in which two vowels merge into one, making one word out of two (Classical Greek).

Declension

A group of nouns, adjectives, or pronouns that share a variation of form by which their number and case can be identified.

Deponent verbs

Verbs which have passive forms but active meanings.

Diphthong

Two vowel sounds pronounced together in a single syllable to form a new vowel sound.

Ecphrasis

A graphic, often dramatic, description of a visual work of art, either real or imagined inserted into a narrative, particularly epic poetry (also known as ekphrasis).

Elision

The suppression of a vowel (and the letter *m* in Latin) at the end of a word when the following word begins with a vowel.

Enclitic

A particle attached to a preceding word.

Euphemism

The substitution of a mild expression for one thought to be harsh or offensive.

Evidence

What can be learnt from a historical source to help construct a historical narrative. In the Classical languages curriculum, 'evidence' also means the support from a written text provided for an opinion about its literary qualities.

Genres

The categories into which texts may be grouped (for example, epic, satire, love poetry, epigram, ode, oratory).

Gnomic statement

An observation or sentiment in the form of a proverbial saying (Classical Greek).

Hybrids of Greek and Latin

Words or expressions in English that combine elements of Classical Greek and Latin (for example, 'television').

Hyperbole

Extravagant exaggeration, not intended to be taken literally.

Inflection

A change that expresses one or more grammatical meanings through a prefix, suffix or infix, or some other internal variation, for example, a vowel change.

Juxtaposition

The placement of two or more concepts, characters, actions, settings, phrases, or words side by side for a particular purpose (for example, for rhetorical effect or to highlight contrast).

Literary features

The ways in which writers express their ideas to create an impact on their audiences, for example, to persuade or to entertain.

Metrical effects

The special effects created by poets through a choice of words that varies the light and heavy syllables in their verse.

Modified text

Text in Classical Greek or Latin written in ancient times, with omissions or parts rewritten to cater for the diversity of learners (ie abridged or adapted text).

Mood

There are two types of usage–

Grammatical: the form of a verb which shows whether it is indicative, imperative, subjunctive or optative (Classical Greek).

Literary: the emotional atmosphere or perspective created by a writer.

Mycenaean

Anything relating to ancient Mycenae or Mycenaean Greeks (15th – 13th century BCE).

Nested clause

A clause that interrupts another clause.

Oratory

The oral delivery of ideas in a persuasive style.

Paradigm

The listing of the inflected forms of noun, pronoun, adjective or verb; an example of a conjugation or declension showing a word in all its inflected forms.

Periodic sentence

A long sentence with several clauses designed to arouse interest or suspense by keeping the meaning unclear until its end especially by postponing the main verb.

Periods of Roman history

Roman history is conventionally divided into The Monarchy (753–509 BCE), the Republic (509–27 BCE) and the Empire (27 BCE – 510 CE).

Repetition

A word, phrase, part of a sentence or line of verse that is repeated to emphasise its significance. Repetition can be used as a rhetorical device.

Responding

Engaging with a literary text. 'Responding' involves identifying, selecting, describing, comprehending, imagining, interpreting, analysing and evaluating.

Restored pronunciation

Reconstruction, based on research, of the way in which Classical Greek or Latin is believed to have been spoken in ancient times.

Rhetorical device

Language designed deliberately to evoke emotion or persuade an audience (for example, imagery, metaphors, repetition, rhetorical questions).

Root

A word/word element that cannot be reduced to a smaller unit, and from which other words are formed, for example, *duc* in *reducere*.

Sentence

A group of words with a finite verb that can stand alone to make a statement, give a command or ask a question.

a **simple sentence** has only one finite verb;

a **compound sentence** has two or more main clauses of equal grammatical status, usually introduced by a coordinating conjunction such as 'and', 'but' or 'or';

a **complex sentence** has one or more subordinate clauses that are dependent on another clause, usually introduced by a subordinating conjunction such as 'when', 'because' or 'if'.

Supine

The fourth principal part of a Latin verb from which some other forms can be predicted, and from which many English words can be derived.

Synthetic text

Text in Classical Greek or Latin written in modern times to assist reading comprehension for a diversity of learners.

Tone

The attitude or feeling the writer expresses through choice of words and/or literary devices, for example, solemn, playful, defensive or sinister.

Transliteration

The conversion of a text from one script to another.

Voice

There are two forms–

Grammatical: the form of the verb that shows its relation to the subject i.e. active or passive voice.

Literary: the individual writing style of an author or a narrator.

Word order variation

The placement of a word or a significant concept in an unexpected position, such as at the beginning or end of a sentence or line of verse, to draw the audience's attention to it.