

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 the Middle East during the period 753 BCE – 476 CE.

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.

Readers of Latin today have firsthand access not only to the great Classical writers such as Virgil, Horace and Cicero, and early Christian writers such as Augustine (354–430 CE), but to documents like *Magna Carta* (1215), mediaeval philosophers like Thomas Aquinas (1225–1274), Renaissance statesmen like 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* 1758) 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*, *am*, *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 indeed 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 acquired 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 method proved popular: Latin not only survived, but in many schools grew and flourished.

In 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, 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 absorb 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. 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 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, behaving 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.

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 ancient Roman history and culture. Many will have learnt a different language in primary school, while some will have proficiency in different home languages and bring existing language learning experiences and intercultural awareness to the new experience of learning Latin. Students' textual knowledge developed through English literacy and the development of literacy in Latin are mutually supportive. Through their reading, analysis and translation of texts, students of Latin develop their thinking processes, such as close attention to detail, 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.

Latin language learning and use

Learners engage with people in the ancient world through language, texts and artefacts that reveal aspects of their daily lives. They gain direct access to daily life in ancient Rome through listening to and reading a range of Latin texts, and present information and ideas in spoken, written and digital forms, using Latin as appropriate. They listen to, view and read Latin texts set in the ancient world, such as stories, myths and plays, and discuss characters, events, actions, settings and key ideas. They read aloud, recite and perform Latin texts, such as stories, dialogues, songs or speeches, to entertain others. They translate Latin texts into Standard English, applying their knowledge of vocabulary, accident and syntax, linguistic cues and culture. They compare the features and relative merits of different translations of Latin texts to determine the features of a successful translation. They focus on the different systems that structure the Latin language (grammar, vocabulary, sounds, the written alphabet) and gradually build a vocabulary and grammatical base that allows them to access a variety of Latin texts, such as narratives and plays. Learners explore the relationship between language and culture by making comparisons between language use in ancient and modern cultural contexts. They understand the origins and geography of Latin and its role in the development of the Romance languages, and explore the influence of Latin on English. They understand the historical and cultural background of the ancient Roman world related to texts being studied. They discuss the ancient origins of modern values, customs, religion, literature and architecture, reflecting on the enduring influence of the ancient 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 ancient 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 language knowledge and resources to plan and manage shared activities, problem-solve, 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, webquests and apps. Synthetic, adapted and modified 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 sounds of Latin, including pronunciation, rhythm and stress. They use appropriate pronunciation, phrasing and voice inflection when reading aloud, reciting and performing Latin texts such as stories, dialogues, songs or plays, and develop their understanding of the Latin alphabet. When translating Latin texts, students apply their knowledge of Latin grammar such as number, gender, case, person, for example, *muri magno fragore cadunt*; regular and irregular verb conjugations, for example, *hic pernoctare non vult*; conjunctions used to link ideas, for example, *et, sed*; and conventions of word order, for example, *puella canem amico dedit*. They explore influences of Latin on English and the Romance languages, focusing on derivatives, such as 'circumnavigate' from *circum + navigare*, and the contemporary use of Latin words and expressions, for example, *incognito* or *modus operandi*. They make connections between texts and cultural contexts, identifying how cultural values and perspectives are embedded in language and how language choices determine ways in which people and their ways of living and behaving 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 texts studied, in synthetic, adapted and modified forms. Latin is also used for reading aloud, reciting and presenting simple texts, and simple interactions in the classroom, such as greetings. English is used for translation, analysis, explanation, discussion, evaluation and reflection.

Communication

Years 7–8 content descriptions	Content elaborations
<p>Engaging with the ancient world</p> <p>Engage with people of the ancient Roman world through language, texts and artefacts that reveal aspects of their daily lives</p> <p>[Key concepts: experience, past; Key processes: connecting, interacting]</p>	<ul style="list-style-type: none"> exploring the colloquial language that ancient Romans used for greetings, or answering questions about daily life, such as <i>salvete, gratum, sol lucet</i> reading stories about the daily lives of ancient Romans, sharing thoughts with peers and making comparisons with own experiences role-playing everyday experiences of ancient Romans, for example, meal times with the family or school routines examining artefacts from the ancient Roman period, such as those from Pompeii, using a range of ICT, and discussing what they reveal about the everyday lives of Romans considering where different Roman people lived, such as in flats, tenements and villas or on farms, for example, through drawings or dioramas, and discussing what they reveal about different lifestyles in the Classical period
<p>Accessing information</p> <p>Elicit meaning from Latin texts, using vocabulary and grammar, and textual cues</p> <p>[Key concepts: information; Key processes: reading, listening, obtaining, interpreting]</p>	<ul style="list-style-type: none"> developing an initial sense of the structure and content of reading 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 <i>ecce; olim; cur; ubi; euge; eheu; venitne</i> determining the general sense of Latin texts through initial holistic reading, by identifying familiar people, vocabulary, places or topics, recognising modern editors' use of punctuation to guide readers inferring meaning by analysing sentences, identifying and explaining the function of inflected forms, for example, <i>puella canem vocat</i> (subject + object + verb) or <i>puella est laeta</i> (subject + verb + complement) identifying and discussing linguistic features in narratives, such as word order, use of interrogative particles, striking word choice, for example, <i>media in via; ululavit; iratissimus</i> 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 <i>in atrium volat</i> rather than <i>in atrium intrat</i> explaining social, contextual and cultural references embedded in texts, for example, <i>servi dominum timent</i> discussing cultural information implicit in Latin vocabulary, for example, <i>patronus, cliens; civis; patria</i>

Years 7–8 content descriptions	Content elaborations
	<p><i>potestas</i></p> <ul style="list-style-type: none"> identifying cultural elements implicit in expressions such as <i>pede dextro, cum manu/sine manu</i> identifying cultural representations such as symbols, for example, <i>bulla, toga praetexta</i> interpreting stated and implied meanings in texts and supporting an opinion with evidence from the Latin, for example, <i>ancilla servum delectat</i>
<p>Obtain specific information from Latin texts about the daily life and thought of the ancient Romans, and communicate information and ideas in spoken, written and digital forms, using Latin as appropriate</p> <p>[Key concepts: information, culture; Key processes: composing, presenting, informing]</p>	<ul style="list-style-type: none"> gathering, collating and presenting information about daily routine in ancient Rome, such as digital posters about family life, education, food, hygiene, exercise, with annotations in English or words and simple phrases in Latin comparing details from different sources about aspects of ancient Rome, such as housing, for example, <i>domus, villa</i>, for a PowerPoint presentation, using labels in English and Latin collating and sharing information about Roman engineering and infrastructure, such as roads, aqueducts, <i>cloaca maxima</i>, using OneNote, blogs, webquests identifying and using references in texts to Graeco-Roman myths and legends, for example, acting out the story of Romulus and Remus, or Hercules' labours gathering and creating a class bank of information from texts about Roman religious beliefs and practices, for example, Olympian deities, <i>Lares et Penates</i>, special festivals such as the <i>Liberalia</i>, the <i>Vestalia</i> 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 own news report, making comparisons between Pliny's account and an online reconstruction of the eruption
<p>Responding to and performing texts</p> <p>Listen to, view and read Latin texts set in the ancient world, such as stories, myths and plays; share reactions and make connections with characters, events, actions, settings and key ideas</p> <p>[Key concepts: imagination, experience, character; Key processes: responding, connecting, describing]</p>	<ul style="list-style-type: none"> listening to and reading Latin 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 to interpret the development of narrative, for example, the domineering master and the insolent slave, Pompeii, Vesuvius, school life 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 fables analysing texts constructed for different purposes, such as to entertain or inform, and discussing language features that encourage the audience to respond in particular ways, for example, the use of

Years 7–8 content descriptions	Content elaborations
	<p>repetition, alliteration, assonance, onomatopoeia</p> <ul style="list-style-type: none"> 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, <i>omnes pueri rident sed Publius non ridet</i>.
<p>Read aloud, recite and perform Latin texts, using accurate pronunciation, phrasing and voice inflection to convey meaning and to entertain</p> <p>[Key concepts: performance, emotion; Key processes: presenting]</p>	<ul style="list-style-type: none"> listening to and reproducing familiar and unfamiliar words, phrases and simple texts in Latin to convey meaning, using restored pronunciation and appropriate phrasing and expression, for example, <i>cachinnare; clamare; vituperare; furcifer; monstrum horribile</i> presenting orally short texts in Latin, such as stories, dialogues, songs or speeches, to peers or the class, for example, singing songs such as <i>gaudeamus igitur; duc, duc navem duc</i> performing synthetic Latin plays, or writing and performing Latin plays in collaboration with peers and teacher reading aloud extracts from original Latin literature, such as the initial lines of Virgil's <i>The Aeneid</i>
<p>Translating</p> <p>Translate Latin texts accurately into Standard English, by applying a range of strategies, such as knowledge of vocabulary, accidence and syntax, linguistic cues and culture</p> <p>[Key concepts: equivalence, representation; Key processes: interpreting, translating]</p>	<ul style="list-style-type: none"> reading simple Latin texts to gain a sense of holistic meaning, and identifying cues, such as text type, familiar vocabulary and 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, <i>petit, ago, de</i> identifying known vocabulary and deducing the meaning of new words from context and related words in Latin or English, for example, <i>puer in cubiculo dormit</i> (dormitory); <i>clamor > exclamare</i> identifying meanings of words by recognising change of form, such as third declension nouns and irregular verbs, for example, <i>nomen, nominis; est, sunt</i> making meaning by identifying parts of speech and their function in context, for example, <i>in forum currit, in foro manet, cibus est in mensa</i> determining the specific function of inflected forms to convey intended meaning, for example, <i>puella canem vocat</i> (subject + object + verb) or <i>puella est laeta</i> (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, <i>nomen, cives</i> exploring the effect of using the variety of English translations for the present and imperfect tense and making selections according to context, for example, <i>clamabat</i> – ‘she was shouting’, ‘she used to

Years 7–8 content descriptions	Content elaborations
	<p>shout', 'she would shout', 'she began to shout', 'she tried to shout'</p> <ul style="list-style-type: none"> • selecting appropriate English meanings, identifying words and expressions that do not translate easily, for example, <i>res, virgo, vir, consul spectaculum dat</i> • determining appropriate word order in English to retain meaning and emphasis, for example, <i>agricolam in agro taurus petit</i> • translating Latin idiomatically into English, for example, <i>ego et tu</i> compared with English 'you and I' • discussing how cultural references may be represented in English translations, for example, <i>servus</i> ('slave' rather than 'servant') • using problem-solving skills to resolve perceived issues and anomalies encountered in the translation process, for example, confusion of genitive and nominative forms such as <i>domini</i> • 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 simple unseen texts in Latin into appropriate English
<p>Compare different translations of Latin texts, identify different interpretations, and use metalanguage to explain their relative effectiveness and the features of a successful translation</p> <p>[Key concepts: translation; Key processes: evaluating, explaining and comparing, intertextualising]</p>	<ul style="list-style-type: none"> • 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 used to create appropriate translations, and using these strategies to review and polish own translations

Understanding

Years 7–8 content descriptions	Content elaborations
<p>Systems of language</p> <p>Understand the phonological and orthographic systems of Latin, including restored pronunciation and the written alphabet</p> <p>[Key concepts: sound system, writing system; Key processes: recognising, imitating, copying]</p>	<ul style="list-style-type: none"> • recognising that the written alphabet used by the Romans is the modern English alphabet omitting, <i>w</i> and <i>k</i>, pronounced differently in some instances, for example <i>u/v</i>; <i>c</i> and <i>g</i> • mimicking or copying correct 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 <i>m</i>, diphthongs, <i>h</i> and aspirated <i>h</i>, consonant combinations/clusters as in <i>ingens</i>, <i>magnus</i>, <i>urbs</i> • distinguishing between the vowel and consonantal <i>i</i>, for example, <i>intra</i>; <i>ianua</i> • using the spoken stress of Latin, and dramatic expression appropriate to the tone and purpose of a text • recognising the absence of punctuation in Latin in comparison with English • recognising conventions of punctuation used by editors of Latin texts and how they assist interpretation
<p>Understand grammatical elements of Latin, including number, gender, case, person, noun–adjective agreement, present and imperfect tenses, indicative active voice and imperative active mood</p> <p>[Key concepts: grammatical system, case, conjugation; Key processes: identifying, recognising]</p>	<ul style="list-style-type: none"> • identifying parts of speech and their functions in simple texts, such as 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: <ul style="list-style-type: none"> ○ case: nominative, vocative, accusative, genitive, dative, ablative, for example, <i>Marcus</i>, <i>Marce</i>, <i>Marcum</i>, <i>Marci</i>, <i>Marco</i>, <i>Marco</i> ○ number: <i>villa</i>, <i>villae</i> ○ gender: masculine <i>dominus</i>, feminine <i>domina</i>, neuter <i>cubiculum</i>, common <i>dux</i> • noticing the lack of articles such as ‘the’, ‘a’ in Latin • recognising personal pronouns and pronominal adjectives, and identifying number, gender and case, for example, <i>ego</i>, <i>tu</i>, <i>nos</i>, <i>vos</i>; <i>meus</i>, <i>tuus</i> • recognising interrogative pronouns, for example, <i>quis</i>, <i>quis</i>, <i>quid</i> • recognising demonstrative pronouns, for example, <i>hic</i>, <i>haec</i>, <i>hoc</i>, <i>ille</i>, <i>iste</i>

Years 7–8 content descriptions	Content elaborations
	<ul style="list-style-type: none"> • identifying cardinal numbers <i>unus</i> to <i>centum</i> and ordinal numbers <i>primus</i> to <i>decimus</i> • naming months of the Roman calendar • recognising prepositional phrases and the different forms of prepositions, for example, <i>e villa, ex urbe</i> • distinguishing between the meanings of prepositions when governing different cases, for example, <i>in villam, in villa</i> • exploring the concepts of verb number, person, tense, mood and the metalanguage used to describe verbs • identifying endings of verbs in the four conjugations, regular and irregular verbs in the present and imperfect tenses, active voice • identifying the use of the imperative mood, for example, <i>duc, duc, navem duc!</i> • identifying first/second and third declension adjectives, for example, <i>laeta/laetus; tristis</i> • recognising agreement between adjectives and nouns in number, gender and case, for example, <i>puella tristis, frater magnus</i>, and how word order may differ from English • interpreting compound sentences using conjunctions, for example, <i>canis intrat et latrat</i> • interpreting complex sentences using conjunctions, for example, <i>canis, postquam intrat, latrat</i> • recognising impersonal expressions, for example, <i>mihi placet</i> • recognising adverbs, adverbial phrases and prepositional phrases, for example, <i>servus diligenter laborat</i> or <i>magna voce clamat</i> • understanding conventions of Latin word order, such as subject + direct object + indirect object + verb, for example, <i>puella librum fratri legit</i>, and how they can be used to anticipate the development of a sentence • learning strategies for building on prior knowledge and learning new grammar, for example, mnemonic devices, paradigms, drill exercises, online learning tools
<p>Acquire and build vocabulary, by using roots, derivatives, word lists and dictionaries to select appropriate meanings of Latin words in the context of topics studied</p> <p>[Key concepts: vocabulary, connections; Key</p>	<ul style="list-style-type: none"> • developing own and class lists of vocabulary related to topics covered, such as daily life in ancient Rome, legends, myths, historical events • creating a class bank of words frequently found in Latin, for example, <i>tamen; alii ... alii ...; eheu!</i>, and common expressions used in everyday activities, for example, <i>salvete; ludere volo; licetne mihi</i>

Years 7–8 content descriptions	Content elaborations
<p><i>processes: exploring, selecting]</i></p>	<ul style="list-style-type: none"> • using electronic tools, for example, drills for practising vocabulary knowledge • learning to use print and electronic dictionaries to locate the appropriate meanings of words • understanding that one Latin word may correspond to several different English words and distinguishing the most appropriate meaning of a word in its context • identifying strategies for vocabulary building, for example, by applying knowledge of roots and derivatives, for example, <i>ager/agricola</i>; agriculture • building vocabulary by recognising Latin words commonly used in English, for example, exit, video, et cetera • identifying culturally connected vocabulary, for example, <i>servus, dominus; thermae, caldarium; magister, ludus</i>
<p>Identify the structure, features and purpose of a range of modified or synthetic texts in Latin, such as narratives and plays</p> <p><i>[Key concepts: text structure, purpose; Key processes: identifying, comparing, analysing, explaining]</i></p>	<ul style="list-style-type: none"> • 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 • examining the language features and structure of different samples of a particular type of text, such as a narrative or play, and discussing similarities and differences in how information and ideas are presented • using metalanguage to explain the effect of particular language features in texts on intended audiences, for example, exclamations, interjections, such as <i>o me miserum, euge, eheu</i>
<p><i>The dynamic and powerful nature of language</i></p> <p>Understand the origins of Latin, its geography, and how it both influenced and was influenced by other languages in the ancient world</p> <p><i>[Key concepts: language, evolution; Key processes: identifying, connecting, explaining]</i></p>	<ul style="list-style-type: none"> • identifying that Latin is an important 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 other languages of ancient peoples of the Italian peninsula, such as Etruscan and Classical Greek • locating on a map the places where Latin was spoken across the area of Roman influence, from Britain to West Asia • identifying the period for the study of Latin as 1st century BCE to 1st century CE, recognising that the best literature extant was written during that period
<p>Understand the role of Latin in the development of the</p>	<ul style="list-style-type: none"> • expanding own English vocabulary by identifying and using Latin derivatives, for example,

Years 7–8 content descriptions	Content elaborations
<p>Romance languages and appreciate its influence on English, by identifying Latin derivatives and the contemporary use of Latin words and expressions</p> <p>[Key concepts: time (the past in the present), interconnection, influence; Key processes: comparing, analysing, applying]</p>	<p><i>maternal/paternal, nominate, puerile</i></p> <ul style="list-style-type: none"> 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 <i>circumstant</i> – English ‘circumstance’ identifying expressions and abbreviations in Latin that are commonly used in English, for example, <i>post-mortem, in loco parentis, e.g., i.e., am, pm, etc.</i> compiling and sharing with peers words of Latin origin that are used in school subjects, for example, <i>data, agriculture, equilateral, tablet</i> identifying and collecting word families in which the same Latin root is used with different prefixes or suffixes, for example, <i>reduce, introduce, deduce, conduct, produce</i> exploring and discussing the meaning of simple Latin mottoes used by modern institutions, such as the Olympic motto <i>citius, altius, fortius</i> researching how Latin evolved into its modern descendants, the Romance languages applying knowledge of Latin to understand words and expressions in Romance languages, for example, <i>tempo; liberte, egalite, fraternite; la dolce vita</i> identifying similarities between Latin and Romance languages, by comparing numbers, <i>duo</i> (Latin) – <i>deux</i> (French) – <i>due</i> (Italian) – <i>dos</i> (Spanish) – <i>doi</i> (Romanian) – <i>dois</i> (Portuguese) or words such as ‘hand’ or ‘friend’ across languages
<p>Role of language and culture</p> <p>Recognise the relationship between language and culture, making comparisons between ancient and modern contexts</p> <p>[Key concepts: language, culture, interdependence; Key processes: identifying, connecting, interpreting]</p>	<ul style="list-style-type: none"> comparing definitions of ‘language’ and ‘culture’ and explaining how they relate to each other exploring how the language of Latin reflects the thoughts, feelings and needs of Romans in the ancient period investigating connections between language and significant cultural values, for example, discussing how the terms <i>civis, miles, agricola</i> relate to the concept of citizenship in ancient Rome, and making comparisons with the meaning of citizenship in modern Australia understanding how language and culture influence each other, for example, by comparing language that reflects the status of women and girls in ancient Rome, such as <i>matrona, Julia = daughter of Julius</i>, with the modern world, such as ‘mother’, ‘Mrs/Miss/Ms’ developing language for thinking and talking about the language–culture relationship, using terms such as ‘meaning’, ‘point of view’, ‘values’, ‘expectations’, ‘difference’ and ‘similarity’, ‘respect’

Years 7–8 content descriptions	Content elaborations
<p><i>The ancient Roman context and its legacy</i></p> <p>Understand the social, cultural and historical background of the ancient Roman world related to Latin texts being read</p> <p><i>[Key concepts: nation, culture, past; Key processes: conceptualising, explaining]</i></p>	<ul style="list-style-type: none"> • exploring and discussing social structure in ancient Rome, for example, class, rank, slavery and freedmen, <i>pater familias</i>, patron and client relationships • discussing significant historical events in Rome in times of war and peace, such as Hannibal at the gates, and the impact of the subsequent influx of large numbers of slaves into Rome • discussing the importance of family and social life to the Romans, such as life at home, daily bathing, dining and entertainment, for example, public spectacles • identifying the nature and use of private spaces, such as <i>domus</i>, <i>villa</i>, <i>atrium</i>, <i>hortus</i>, <i>insula</i> • understanding the importance of religion and festivals in Roman society, such as the worship of the Olympian gods, the festival of <i>Saturnalia</i> • discussing the influence of myths and legends on literature and visual arts such as sculpture and mosaics, for example, Romulus and Remus, Aeneas, Hercules • considering the impact of major early Roman heroes on the formation and transmission of Roman values, such as Horatius guarding the bridge • investigating the development of Rome from monarchy to republic to empire
<p>Examine the enduring influence of ancient Rome on the modern world, by discussing the ancient origins of modern values, customs, religion, literature and architecture</p> <p><i>[Key concepts: aesthetics, time (the past in the present), modernity; Key processes: connecting, explaining and comparing]</i></p>	<ul style="list-style-type: none"> • recognising the ancient origins of national values such as democracy, citizenship, equity and justice • exploring ancient connections with daily routines in modern society, such as family life, schooling, calendar, and games such as dice, <i>noces</i>, board games • tracing ancient customs still used in modern ceremonies, such as weddings and funerals • identifying influences from the Classical period 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 <i>Pompeii</i> with Latin lyrics • recognising the Roman influence on Christian tradition • observing and discussing classical architectural structures in modern buildings, for example, arches, columns, domes

Years 7–8 content descriptions	Content elaborations
<p>Reflecting</p> <p>Reflect on own and others' reactions to and assumptions about the language and culture of ancient Roman society, considering similarities and differences to own language and culture</p> <p>[Key concepts: identity, interconnection; Key processes: comparing, connecting, reflecting]</p>	<ul style="list-style-type: none"> • considering own and others' cultural assumptions about home and leisure and how these were different or similar in the ancient Roman context • reviewing and responding to aspects of cultural practices represented in Latin texts and 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 ancient Rome • 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
<p>Reflect on self as a language learner, identifying how learning Latin influences ways of learning and enhances understanding of own heritage, values and culture</p> <p>[Key concepts: identity, interconnection, influence; Key processes: connecting, reflecting]</p>	<ul style="list-style-type: none"> • 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 learning Latin has impacted on own approaches to learning across subjects • 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

Year 7 to 8 Achievement Standard

By the end of Year 8, students identify key points and specific information about the daily life and thought of the ancient Romans in Latin texts, such as narratives. They use their knowledge of vocabulary, grammar and textual cues to interpret information in Latin texts, for example, by analysing grammatical structures such as inflected forms to elicit meaning; identifying linguistic features such as striking word choice, for example, *laetissimus*, or use of imagery, for example, *dies est calidus rivus est frigidus*; inferring meaning from headings, images or maps; or describing social and cultural practices embedded in Latin words and expressions, such as *puer patrem timet*. They convey information and ideas from Latin texts in spoken, written and 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 ancient 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 set in the ancient world, such as short plays, dialogues, myths or fables, by expressing their feelings and ideas about characters, events, actions, settings and themes. They read aloud and recite Latin texts, such as stories, dialogues, songs or speeches, and perform synthetic texts in Latin, such as plays, to entertain different audiences, conveying meaning effectively by using accurate pronunciation, and appropriate phrasing and voice inflection. Students translate Latin texts accurately into Standard English, applying their knowledge of vocabulary, roots and derivatives, and grammar, such as number, gender and case of nouns in first, second and third declensions, agreement of nouns and adjectives, for example, *mater nostra*, regular and irregular verbs in the present and imperfect tenses, for example, *audit, audiebat; potest, poterat*, and indicative active voice and imperative active mood, for example, *paratis, parate!*, adverbs, for example, *laete, fortiter*, prepositional phrases, for example, *in foro*, and conventions of word order. 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 the restored pronunciation when reading aloud, such as for single consonants, long and short vowels, diphthongs, double consonants and consonant clusters, for example, *aestate, puella, observare*. They identify the structure and features of different modified or synthetic texts in Latin, such as narratives or plays, and explain how these elements contribute to textual purpose. They identify changes to the Latin language over time and place due to contact with other languages. They give examples of Latin derivatives in English vocabulary, such as ‘itinerary’ from Latin *iter*, and Latin words and expressions that are used in modern English, such as *ipso facto*, and identify examples of Latin evolving into its modern descendants, the Romance languages, such as *gloria* (Latin), *la gloire* (French), *la gloria* (Italian, Spanish). Students describe the social, cultural and historical background of the ancient Roman world related to Latin texts being read, and identify connections between ancient and modern values, customs, religion, literature and architecture. They share their reactions to and assumptions about the language and culture of ancient Roman society, identifying similarities or differences to their own language and culture. They describe how learning Latin 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 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 more complex synthetic reading material, they progress to authentic Latin texts, encountering selections from famous works of poetry and 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 engage with people in the ancient world through language, texts and artefacts that reveal their beliefs, values and attitudes. They gain direct access to life in ancient Rome through obtaining and deducing information, ideas and opinions from a range of texts, such as Pliny's letters or Martial's epigrams; they use a range of strategies to interpret layers of meaning in Latin texts, and present their interpretations in spoken, written and digital forms, using Latin as appropriate. They respond to Latin texts set in the ancient world, by analysing themes, values and literary features, such as plot development and characterisation, and sharing and justifying opinions. They read aloud, recite and perform synthetic, adapted and authentic Latin texts, such as oratory, historiography, drama or poetry, to entertain an audience. They interpret and translate a range of Latin texts into English, representing the author's style and intent. They evaluate the effectiveness of different English translations of the same text, discussing shades of meaning and the author's intent, and identifying strategies to apply to seen and unseen translations. Learners apply the principles of pronunciation to the reading of original texts in Latin. They identify the structure and organisation of different text types and how special effects are created, and apply an extended knowledge of vocabulary, accident and syntax to analysing how the language works in complex sentences. They analyse implicit values, attitudes and beliefs in texts, reflecting on the interdependence of language and culture. They understand the significance of Latin as the language of communication across the expanding and increasingly powerful Roman Empire. They discuss the enduring linguistic and cultural legacy of the ancient 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 ancient 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 communicative behaviours, ways of thinking and viewing the world.

Contexts of interaction

Task characteristics and conditions at this level are complex and challenging, providing opportunities for independent as well as collaborative language planning 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, drama productions and visits to museums and galleries. These experiences give learners a sense of connectedness and purpose, and make use of and extend 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 range of synthetic and authentic 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 to the reading of original texts in Latin, recognising the importance of stress, liaison and elision to maintaining speech flow. They

apply an extended knowledge of accidence and syntax to the analysis and translation of complex sentences, identifying case usage of nouns and pronouns, such as *eo ipso tempore*, and all verb moods and tenses, for example, *cum tres dies navigavissemus*. They analyse texts more critically, identifying how language choices reflect perspectives and shades of meaning in a range of texts, and explaining the relationship between context, purpose and audience and the use and effect of stylistic devices. 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 journalling, 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, in both synthetic and original forms, such as drama, poetry, historiography and oratory. Latin is also used for reading aloud, reciting and presenting original texts. English is used for translation, analysis, explanation, discussion, evaluation and reflection.

Communication

Years 9–10 content descriptions	Content elaborations
<p>Engaging with the ancient world</p> <p>Engage with the beliefs, values and attitudes of people of the ancient Roman world through language, texts and artefacts</p> <p>[Key concepts: experience, past; Key processes: interacting, interpreting, explaining]</p>	<ul style="list-style-type: none"> exploring the formal language that ancient Romans used for greetings, or responding to the challenges of public life, such as <i>ave, plurimas gratias, di immortales</i> engaging with texts and artefacts to explore how people living in ancient Roman times conceptualised their world exploring inscriptions, curses or graffiti and discussing what they reveal about the beliefs, values and attitudes of ancient Romans discussing the beliefs, values and practices revealed in ancient Roman texts and artefacts, and sharing ideas about how culture ‘works’ discussing what the architectural remains of ancient Rome reveal about the values and attitudes of Romans, including places of entertainment and worship
<p>Accessing information</p> <p>Analyse Latin texts, applying knowledge of grammar and text structure to interpret layers of meaning</p> <p>[Key concepts: meaning, representation; Key processes: analysing, interpreting]</p>	<ul style="list-style-type: none"> predicting the context and content of Latin texts through initial holistic reading, by identifying key words and phrases, for example, <i>Romani Carthaginenses valde timebant.</i> listening to complex texts in Latin to infer meaning, using aural and contextual cues, such as <i>num/nonne; vae; vah; audite homines; veni vidi vici</i> inferring the meaning of new words, using knowledge of the text type and the author’s purpose and technique, for example, <i>res, gero, rem gerere</i> investigating and explaining the effect of word order in Latin in producing emphasis and tone, such as indignation, anger, suspense, for example, <i>qualis vir? conclamant omnes; miser Catulle</i> examining and interpreting complex sentence structures, such as subordinate clauses and indirect speech, for example, causal, purpose or result clauses, indirect questions or commands, conditional sentences reflecting on the precise use of tenses in Latin and making comparisons with English, for example, <i>cotidie ibat; si veneris</i> explaining how the coherence of complex texts relies on devices that signal text structure and guide readers, for example, <i>paulisper ... dum ... interea ...; primo ... deinde ... tandem; non solum ... verum etiam</i> discussing the conventions of Latin texts, such as letter format, for example, <i>Marcus Quinto SPD ...</i>

Years 9–10 content descriptions	Content elaborations
	<p><i>cura ut valeas</i>, and meter in poetry, for example, acknowledging quantities</p> <ul style="list-style-type: none"> • investigating how different conjunctions are used in complex sentences to extend, elaborate and explain ideas, for example, in periodic sentences using <i>quod, quamquam, cum</i> • explaining allusions to historical or mythological characters which exemplify Roman values and attitudes, such as Romulus and Remus, Lucretia, Horatius, Cloelia • recognising positive and negative cultural connotations of concepts implicit in Latin vocabulary, for example, <i>rex, imperium</i> • analysing cultural values and attitudes embedded in language use, for example, vocabulary and expressions particular to festivals and ceremonies such as <i>lo triumphe; ave Caesar</i> • identifying and comparing the function and power of cultural representations such as symbols, for example, SPQR, <i>aquila, fasces</i> • 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
<p>Obtain and deduce information, ideas and opinions from Latin texts about ancient Roman culture, and convey interpretations in spoken, written and digital forms, using Latin as appropriate</p> <p>[Key concepts: representation, audience; Key processes: interpreting, explaining, presenting]</p>	<ul style="list-style-type: none"> • discussing how cultural attitudes are conveyed in texts, such as attitudes to slaves or women, cleanliness, food, Romanisation, for example, conducting a role-play, forum on salient issues, 'Q & A' session • investigating references in texts to legal rights and obligations, such as citizenship, social classes, property rights, divorce, for example, building a representation of social strata through a digital 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 simple sentences in Latin • gathering and collating information in texts about Roman art, including sculpture, jewellery and painting, for example, producing an online exhibition catalogue • researching references in texts to foreign religions, for example, Mithras, Isis and Christianity, and debating the extent of their influence in ancient Rome • examining inscriptions, curses or graffiti to elicit information about ancient society, for example, defixio

Years 9–10 content descriptions	Content elaborations
	<p>from Bath, graffiti at the Colosseum or in Pompeii, and creating own examples in English or Latin</p>
<p>Responding to and performing texts</p> <p>Respond to Latin texts set in the ancient world, by analysing themes, values and literary features such as plot development and characterisation, and sharing and justifying opinions</p> <p>[Key concepts: morality, characterisation, theme; Key processes: responding, analysing, discussing, explaining]</p>	<ul style="list-style-type: none"> • reading adapted or authentic texts in Latin 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 and letters, for example, <i>Cena Trimalchionis; odi et amo</i> • discussing epic plots and characters, such as <i>The Aeneid</i>, 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, <i>sine dubio, satis constat, ut mihi videtur</i> • analysing how writers use language features to achieve particular aesthetic, humorous or persuasive purposes and effects, for example, diminutives such as <i>puellula</i> or <i>homuncule</i> • 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
<p>Read aloud, recite and perform synthetic, adapted and authentic Latin texts to entertain others, using phrasing, voice inflection and metrical effects to convey meaning and emotion</p> <p>[Key concepts: performance, expression, emotion; Key processes: presenting, entertaining]</p>	<ul style="list-style-type: none"> • reading aloud a range of texts, including adapted passages or extracts from different genres of Latin literature, such as oratory, historiography, drama or poetry, with accurate pronunciation, and 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, school community or at state competitions, using expression and movement to illustrate meaning and to entertain, for example, part of one of Cicero's speeches or excerpts from Virgil's <i>The Aeneid</i> • performing in theatrical presentations of original Latin, such as the poetry of Ovid or Virgil, extracts from the plays of Plautus
<p>Translating</p> <p>Translate and interpret a range of texts that incorporate complex sentence structures and extensive vocabulary from Latin into idiomatic English,</p>	<ul style="list-style-type: none"> • reading holistically to deduce the context and content of Latin texts, by identifying key words and phrases • applying expanded knowledge of vocabulary and grammar to translate compound and long, complex sentences with nested clauses

Years 9–10 content descriptions	Content elaborations
<p>representing the author's style and intent</p> <p>[Key concepts: equivalence, meaning, culture; Key processes: analysing, translating]</p>	<ul style="list-style-type: none"> • conveying shades of meaning of an increasing range of subtle vocabulary, for example, inferring the different connotations of a word in a particular context, such as <i>virtus; causa; gero; ago</i> • inferring the meaning of words and expressions, using knowledge of the text type and the author's purpose and technique, for example, <i>res publica; rem gerere; se gerere</i> • deducing the meaning of new words, by drawing on prior knowledge, derivatives and connections with familiar words, for example, <i>actores in scaena fabulam Graecam hilare agebant; dormire, obdormire; ferre, inferre, offerre</i> • expanding the variety of English translations for verb tenses, for example, to express indignation, <i>clamavit</i> > '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, <i>o tempora! o mores!</i> • refining translations by exploring print and online Latin and English dictionaries and thesauruses to consider a variety of meanings, for example, <i>manus</i>, and synonyms, for example, <i>contentus, felix, laetus</i> • conveying emphasis and tone, such as indignation, anger, suspense, embedded in the Latin word order, for example, <i>conticuerunt omnes</i> • translating complex sentence structures, such as subordinate clauses and indirect speech, for example, causal, purpose or result clauses, indirect questions or commands, conditional sentences • rendering the precise meaning of tenses in Latin into idiomatic English, for example, <i>cotidie ibat; si veneris</i> • conveying the meaning of idiomatic expressions and culturally specific terms, for example, <i>flocci non facio; orationem habere</i>, 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 between characters • creating translations of unseen texts with long sentences, independently or in collaboration with peers, drawing on familiarity with the style and language of texts already studied
<p>Evaluate the effectiveness of different translations of Latin texts, using metalanguage to discuss how shades of meaning and the author's intent are</p>	<ul style="list-style-type: none"> • evaluating the effectiveness of translations, using criteria such as selection of appropriate vocabulary, grammatical accuracy, fluency, conciseness, clarity, idiomatic expression

Years 9–10 content descriptions	Content elaborations
<p>conveyed in translations, and identify strategies to apply to seen and unseen translations</p> <p><i>[Key concepts: translation; Key processes: evaluating, explaining and comparing, intertextualising, reflecting]</i></p>	<ul style="list-style-type: none"> • 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 • discussing and appraising strategies used to convey complex ideas and structures, for example, the use of correlatives and subordinate clauses, 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

Years 9–10 content descriptions	Content elaborations
<p>Systems of language</p> <p>Understand the principles of pronunciation for the reading of original texts in Latin, such as the use of stress, liaison and elision to maintain speech flow</p> <p>[Key concepts: sound system, fluency; Key processes: reading, applying]</p>	<ul style="list-style-type: none"> isolating syllables and learning the rules for correctly placing the stress accent, for example, <i>spec-ta-tor</i>, compared with <i>pec-tor-a</i> distinguishing the change of stress required with an enclitic, for example, <i>estis > estisne; cibus, cibusque</i> distinguishing between the primary and secondary stress in polysyllabic words, for example, <i>spéctatoribus</i> understanding the function of elision in maintaining speech flow when reading verse aloud, for example, <i>laeta est</i> exploring how the restored pronunciation of Latin in the Classical period is determined
<p>Understand how Latin works in complex sentences, by identifying case usage of nouns and pronouns, and all verb conjugations and tenses, including indicative, infinitive, imperative and subjunctive moods and passive voice</p> <p>[Key concepts: grammatical system, case, conjugation, mood, voice; Key processes: identifying, explaining]</p>	<ul style="list-style-type: none"> developing skills in using metalanguage for the purpose of text analysis identifying the endings of fourth and fifth declension nouns, for example, <i>exercitus, cornua; dies, fides</i> distinguishing nouns with unexpected genders, for example, first declension <i>agricola</i>, second declension <i>populus/malus</i> recognising relative, emphatic and indefinite pronouns, for example, <i>qui, quae, quod; ipse; quisquis, quidam</i> recognising reflexive pronouns and adjectives, for example, <i>se, suus</i> analysing case usage of nouns in all five declensions, including partitive genitive, for example, <i>quid novi?</i> identifying and understanding the use of the locative case, for example, <i>Romae, Pompeiis</i> identifying and understanding words used in apposition in all cases, for example, <i>Venus, dea, est pulchra</i> analysing case usage of pronouns, for example, personal <i>ego, tu, nos, vos</i>; demonstrative <i>hic, ille</i>; interrogative <i>quis, quis, quid</i>; relative <i>qui, quae, quod</i>; emphatic <i>ipse, ipsa, ipsum</i>; reflexive <i>me, te, nos, vos, se</i> distinguishing between the indicative, imperative and subjunctive moods extending identification of indicative endings of regular and irregular verbs to the future, perfect,

Years 9–10 content descriptions	Content elaborations
	<p>pluperfect and future perfect tenses</p> <ul style="list-style-type: none"> • identifying and understanding the endings of the subjunctive mood • identifying and understanding the use of infinitives for all four conjugations and irregular verbs • identifying the four principal parts of verbs in all conjugations, for example, <i>voco, vocare, vocavi, vocatum</i> • understanding the use of present, future and perfect participles, for example, <i>clamans, moriturus, vocatus</i> • recognising passive voice forms and the forms of deponent verbs and distinguishing their meanings, for example, <i>laudata est</i> – she has been praised; <i>collapsa est</i> – she collapsed • distinguishing in complex sentences between principal and subordinate clauses, for example, relative, causal, temporal, concessive, conditional, such as <i>si/nisi</i> with the indicative • recognising comparison of adjectives and adverbs, regular and irregular, for example, <i>stulta, stultior, stultissima; malus, peior, pessimus</i> • recognising <i>quam</i> + superlative, for example, <i>quam celerrime</i> • identifying cardinal numbers over 100 and <i>semel</i> • understanding the conventions of the use of numbers to express distance, capacity, time and price, for example, <i>duo milia passuum, decem denariis</i> • calculating Roman dates, using the conventions of the Roman calendar, for example, <i>a.d. XIV Kal Jul</i> • analysing impersonal expressions, for example, <i>mihi difficile est dormire</i> • recognising creative variations in Latin word order, for example, verb before subject to focus on action, delay of key word to create suspense, ordering of clauses to increase the impact of the initial clause, bracketing/nesting, juxtaposition • elaborating strategies for building on prior knowledge and learning new grammar, for example, mnemonic devices, paradigms, drill exercises, online learning tools
<p>Expand strategies for vocabulary building and acquisition, using knowledge of roots, cognates and derivatives to identify the meaning of unfamiliar vocabulary, and dictionaries to interpret shades of</p>	<ul style="list-style-type: none"> • developing vocabulary lists pertinent to particular reading, for example, military words, philosophical words, poetic words • investigating how vocabulary choices in Latin and English can express significance and shades of meaning

Years 9–10 content descriptions	Content elaborations
<p>meaning</p> <p>[Key concepts: vocabulary, connections; Key processes: analysing, interpreting, applying]</p>	<ul style="list-style-type: none"> extrapolating knowledge of word origins, roots and cognates to interpret unfamiliar vocabulary, for example, <i>aedificium</i> > <i>aedifico</i>; <i>rex, regis</i> > <i>regulus</i> extending vocabulary through word-building from Latin roots and derivatives, for example, <i>caelum</i> + <i>colo</i> > <i>caelicolae</i> > caelestial building vocabulary by recognising English words derived from supines, for example, ‘missile’ from <i>missum</i> identifying and interpreting compound words, for example, ‘prefect’ from <i>prae</i> + <i>factum</i> recognising common patterns of vowel change to identify words from the same root, for example, <i>caedo</i> – <i>cid</i> building vocabulary by using connections between conceptually related words, for example, <i>pius, impius, pietas</i>
<p>Examine the structure and organisation of different text types in Latin, explaining the relationship between context, purpose and audience, and how special effects are created</p> <p>[Key concepts: text organisation, genre; Key processes: analysing, explaining and comparing, intertextualising]</p>	<ul style="list-style-type: none"> identifying the purpose and specific features of prose and verse texts, such as the contrast of short and periodic sentences, meter in verse 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, for example, a dramatic event such as a murder, coup or riot explaining the effect of narrative structuring, such as flashback, ekphrasis analysing language features used to influence the intended audience, such as imagery, rhetorical devices
<p>The dynamic and powerful nature of language</p> <p>Explain how Latin became the lingua franca of the Roman empire and facilitated the spread of Roman civilisation and culture</p> <p>[Key concepts: language, evolution, power; Key processes: analysing, conceptualising, explaining]</p>	<ul style="list-style-type: none"> explaining how, as the Roman world expanded, Latin became the language of communication, trade, administration, education and law throughout its sphere of influence recognising that Latin, like all languages, changed and evolved over time and place exploring the role of Latin in the process of Romanisation, and its influence on local languages recognising the spread of ancient Greek ideas through Latin, such as the use of Greek vocabulary and concepts in literature and philosophy, for example, <i>stadium, rhetor, theatrum, poeta, stoica, philosophia</i>
<p>Understand that Latin enriches English through the</p>	<ul style="list-style-type: none"> applying metalanguage gained from study of Latin grammar to describe how English and other

Years 9–10 content descriptions	Content elaborations
<p>transfer of specialist vocabulary and abstract concepts embodied in the language, and how Latin continues to provide technical vocabulary for many fields</p> <p>[Key concepts: ancient/modern, interconnection, influence; Key processes: analysing, conceptualising, explaining and comparing]</p>	<p>languages function</p> <ul style="list-style-type: none"> • exploring abstract concepts derived from Latin, such as justice, liberty, republic, fraternity, charity, genius, piety • recognising words in English that are a hybrid of Classical Greek and Latin, for example, <i>metalanguage, quantum physics, teleconference</i> • interpreting and discussing Latin words and expressions that are used in fields such as law, business and education, for example, <i>de facto, non sequitur, agenda, forum, curriculum</i> • examining the Latin roots of English words across school subjects, for example, technical vocabulary related to research, such as <i>ibid, stet, op cit, passim</i> • identifying Latin roots in English scientific, technical and medical terminology, for example, <i>genus, species; computer, data, accumulator, terraforming, quantum teleportation; cancer, cannula, defibrillator, incision, amputation</i> • 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, <i>indices, media, vertebrae, curricula, alumni</i> • exploring ancient mottoes and inscriptions, such as <i>per ardua ad astra</i> or <i>mens sana in corpore sano</i>, discussing their relevance in the modern world • discussing the enduring nature and use of Latin in academic and religious ceremonies, for example, <i>Summa cum laude, Honoris causa, Gaudeamus igitur</i> or <i>Pater noster</i>
<p>Role of language and culture</p> <p>Understand the interdependence of language and culture, and how it reflects values, attitudes and beliefs</p> <p>[Key concepts: language, culture, interdependence, values; Key processes: analysing, explaining and comparing, conceptualising]</p>	<ul style="list-style-type: none"> • discussing Roman values that are embedded in language, such as <i>pietas, virtus, hospitium, fides</i>, 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 RIP ('rest in peace') as a polite command and the use of the gentler subjunctive in the Latin <i>requiescat in pace</i> • investigating the importance of Latin to personal status in the Roman world, as a means to social, economic and political advancement, and discussing the value of proficiency in English when interacting in the modern global context • reflecting on how the Latin language and Latin texts give a means of understanding the culture of

Years 9–10 content descriptions	Content elaborations
	<p>ancient Romans</p> <ul style="list-style-type: none"> developing language to analyse and explain the nature of cultural representation in language, for example, 'perspective', 'assumptions', 'incompatibility', 'Roman values', 'concepts', 'awareness', 'sensitivity', 'empathy'
<p><i>The ancient Roman context and its legacy</i></p> <p>Understand that ancient Rome was a major economic, cultural, political and military power in the Classical world, and discuss how this may have influenced Latin writers</p> <p><i>[Key concepts: power, nation; Key processes: analysing, conceptualising, explaining]</i></p>	<ul style="list-style-type: none"> examining Roman government and administration, such as <i>res publica</i>, <i>senatus</i>, <i>comitia</i>, <i>consul</i>, <i>dictator</i>, <i>princeps</i>, census, public service, justice and the court system exploring and discussing the development of Rome from agrarian society to military superpower and the <i>pax Romana</i> discussing the importance of public spaces and buildings, for example, forum, temples, theatres discussing the place of entertainment in the Roman world, including amphitheatres, gladiatorial combat, <i>Circus Maximus</i>, 'bread and circuses' explaining the importance of religion to the Romans, such as <i>mos maiorum</i>, <i>Lares et Penates</i>, household <i>genius</i>, the worship of local gods at shrines, vestal virgins, cult of the Emperor considering the economic growth and power of Rome during the expansion of the empire, through infrastructure such as aqueducts, sewers, roads and shipping, safe trade routes, standardised currency and weights and measures, and Latin as the common language investigating the achievements of Marius, Pompeius, Caesar and Augustus, as revealed in literature written during their political leadership researching and discussing political and cultural influences on the works of leading writers, such as Cicero, Horace, Virgil, Livy
<p>Discuss how the Roman world has influenced social, cultural, political and economic structures in the modern world, including influences on modern literature, artistic works, medical and scientific practices, government and infrastructure</p> <p><i>[Key concepts: ancient/modern, aesthetics, time (the past in the present); Key processes: analysing, connecting, conceptualising]</i></p>	<ul style="list-style-type: none"> discussing the ancient origins of modern political and legal structures and concepts, such as republic, balance of power, jurisprudence and judicial precedent, census and elections exploring modern social issues, such as class, the role of women and civil rights, and making comparisons with the Classical period researching and discussing influences of Classical literature on modern novels, poetry, drama and film, such as Book IV of <i>The Aeneid</i> on <i>Miss Saigon</i>, Ovid on David Malouf's <i>An Imaginary Life</i>, Virgil on Ursula Le Guin's <i>Lavinia</i> recognising the inheritance of literary genre, such as epic, satire, love poetry, epigram, ode investigating famous artists' incorporation of classical themes and subjects in postclassical sculpture,

Years 9–10 content descriptions	Content elaborations
	<p>painting, music, opera, theatre</p> <ul style="list-style-type: none"> 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 researching elements of Roman engineering and architecture in bridges, aqueducts, amphitheatres, drainage systems and public buildings in Australia and across the world
<p>Reflecting</p> <p>Question and explain own and others’ reactions to and assumptions about the language, culture and values of ancient Roman society, discussing how these relate to own language and culture</p> <p>[Key concepts: attitude, value and belief, identity; Key processes: reflecting, decentring, mediating, explaining]</p>	<ul style="list-style-type: none"> 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 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
<p>Reflect on self as a language learner, explaining how the study of Latin influences own communicative behaviours, ways of thinking and viewing the world</p> <p>[Key concepts: identity, interconnection across concepts, influence; Key processes: connecting, reflecting, explaining]</p>	<ul style="list-style-type: none"> 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 comparing challenges and achievements associated with learning Latin that can be thought of as cultural, for example, learning to ‘read between the lines’ to identify cultural information in 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, behaving and viewing the world

Year 9 to 10 Achievement Standard

By the end of Year 10, students analyse a range of Latin texts, such as poetry, letters or narratives, to obtain and deduce information, ideas and opinions about ancient Roman culture. They identify and interpret layers of meaning in Latin texts, for example, by explaining complex sentence structures with subordinate clauses or indirect speech, for example, *cras, ubi surgetis, puellae, clamorem audietis*, 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 present their interpretations of Latin texts in spoken, written and digital forms, such as role-plays or debates in English about how cultural attitudes are conveyed in texts, or a digital presentation of an archaeological site, for example, the site of the forum in Pompeii, correctly labelled with terms like *templum, basilica, macellum, mensa ponderaria*. They share their responses to Latin texts set in the ancient world, 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. They read aloud, recite and perform adapted and culturally authentic texts in Latin, such as oratory, history, drama or poetry, to entertain different audiences, conveying meaning and emotion effectively by using accurate pronunciation and appropriate phrasing, voice inflection and metrical effects. Students translate a range of texts that incorporate complex sentence structures and extensive vocabulary, from Latin into idiomatic English that represents the author's style and intent, applying their knowledge of roots, cognates and derivatives to infer the meaning of unfamiliar vocabulary, and dictionaries to interpret shades of meaning. They analyse how the language works in grammatically complex sentences, 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*, imperative, for example, *noli dominum excitare!*, and subjunctive moods, for example, *magister navis, cum valde timeret, suos vetuit nos adiuvere*, and passive voice, for example, *ab agricolis nihil agitur*. They evaluate the effectiveness of different translations of the same Latin text, comparing how shades of meaning and the author's intent are conveyed, and identify strategies to apply to seen and unseen translations.

Students apply the principles of pronunciation to the reading of original Latin texts, maintaining speech flow by using appropriate stress, liaison and elision. They identify the structure and organisation of different text types in Latin, such as prose and verse, explaining the relationship between context, purpose and audience and how special effects are created, for example, through the use of rhetorical devices or imagery. They explain the impact of Latin as a language of increasing power 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 the economic, cultural, political and military factors that contributed to the power of Rome, and identify influences on the works of Latin writers such as Cicero, Horace, Virgil or Livy. They explain how ancient Rome has influenced social structure, literature, artistic works, medical and scientific practices, government and infrastructure in the modern world. They share reactions to and assumptions about the language, culture and values of ancient Roman society, explaining how these relate to their own language and culture. They compare ways of communicating, living and behaving in the ancient world with the modern world, and explain how learning Latin influences their own ways of thinking and viewing the world.