

**Copyright and Terms of Use Statement**

**© Australian Curriculum, Assessment and Reporting Authority 2024**

The material published in this work is subject to copyright pursuant to the Copyright Act 1968 (Cth) and is owned by the Australian Curriculum, Assessment and Reporting Authority (ACARA) (except to the extent that copyright is held by another party, as indicated).

The viewing, downloading, displaying, printing, reproducing (such as by making photocopies) and distributing of these materials is permitted only to the extent permitted by, and is subject to the conditions imposed by, the terms and conditions of using the ACARA website (see, especially, clauses 2, 3 and 4 of those terms and conditions). The terms and conditions can be viewed at [https://www.acara.edu.au/contact-us/copyright](https://aus01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.acara.edu.au%2Fcontact-us%2Fcopyright&data=04%7C01%7CSharon.Foster%40acara.edu.au%7C9931e11fa7684c603e6308d98331bbfb%7C6cf76a3aa824427092003d71673ec678%7C0%7C0%7C637685071906340874%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=U5O4Vlbpf271IGmGiMh7fDwU4pLzzAiHpCQFylkp6s4%3D&reserved=0)

**FRAMEWORK for Classical Languages**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Years 7–8 (Year 7 entry) | | | | |
| Achievement standard | | | | |
| Version 9.0 | | Version 8.4 | | |
| By the end of Year 8, students use their knowledge of [Classical Language] to interpret texts and sources, and respond to information about ancient [Country/City] society. They develop strategies to translate [Classical Language] texts into English, identifying familiar vocabulary and language structures and features to interpret meaning.  Students apply [Classical Language] sound–script relationships and use restored pronunciation when reading familiar texts aloud. They demonstrate understanding that [Classical Language] has conventions and rules for spoken and written communication. They understand that [Classical Language] has influenced English vocabulary and comment on language structures and features, using metalanguage. They demonstrate awareness that language, texts and artefacts from Ancient [Country/City] are connected with culture and identity, and explore the relationships between language(s), culture(s) and identity. | | N/A | | |
|  | | | | |
| Version 9.0 | Action taken | | | Version 8.4 |
| Strand: Engaging with the ancient [Country/City] world through texts | Refined | | | Strand: Engaging with texts |
| Sub-strand: Accessing and responding to [Classical Language] texts | Combined  Refined | | | Sub-strand: Accessing the ancient world through (language) texts |
| Sub-strand: Responding to texts |
| Content descriptions | | | | |
| access and interpret [Classical Language] texts to explore the ancient [Country/City] world  ACL9LCLF8E01 | New | | |  |
| respond to texts and convey information in [Classical Language] or English, as appropriate  ACL9LCLF8E02 | New | |  | |
| Sub-strand: Translating | No change | | | Sub-strand: Translating |
| develop and apply strategies to interpret and translate [Classical Language] texts to convey meaning in English  ACL9CLF8E03 | New | |  | |

|  |  |  |
| --- | --- | --- |
|  | | |
| Version 9.0 | Action taken | Version 8.4 |
| Strand: Understanding language and culture | Refined | Strand: Understanding |
| Sub-strand: Understanding systems of language | Refined | Sub-strand: Systems of language |
| **Content descriptions** | | |
| understand and begin to apply the phonological and orthographic systems of [Classical Language]  ACL9LCLF8U01 | New |  |
| develop knowledge of the vocabulary and structures and features of [Classical Language] grammatical systems to understand, translate and respond to texts  ACL9LCLF8U02 | New |  |
| compare [Classical Language] vocabulary and language structures and features with English, using metalanguage  ACL9LCLF8U03 | New |  |
| Sub-strand: Understanding the interrelationship of language and culture | Combined  Merged  Refined | Sub-strand: The powerful influence of language and culture |
| Sub-strand: Role of language and culture |
| recognise that language, texts and artefacts provide insights into culture and identity  ACL9LCLF8U04 | New |  |
|  | Removed | Sub-strand: Reflecting |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Years 9–10 (Year 7 entry) | | | | |
| Achievement standard | | | | |
| Version 9.0 | | Version 8.4 | | |
| By the end of Year 10, students use their knowledge of [Classical Language] to interpret and analyse information from a range of texts and sources about ancient [Country/City] society and culture. They apply strategies to translate and interpret [Classical Language] texts into English and demonstrate understanding of how language conveys cultural meaning.  Students apply [Classical Language] sound-script relationships and use restored pronunciation, when reading familiar and unfamiliar texts aloud. They select and apply [Classical Language] grammatical conventions and rules when translating and responding to texts. They explain how [Classical Language] has influenced English vocabulary and analyse language structures and features, using metalanguage. They demonstrate understanding that the language, texts and artefacts from Ancient [Country/City] are connected with culture and identity and reflect on the interrelationship of language(s), culture(s) and identity. | | N/A | | |
|  | | | | |
| Version 9.0 | Action taken | | Version 8.4 | |
| Strand: Engaging with the ancient [Country/City] world through texts | Refined | | Strand: Engaging with texts | |
| Sub-strand: Accessing and responding to [Classical Language] texts | Combined  Refined | | | Sub-strand: Accessing the ancient world through (language) texts |
| Sub-strand: Responding to texts |
| Content descriptions | | | | |
| interpret [Classical Language] texts to analyse the society and culture of the ancient [Country/City] world  ACL9CLF10E01 | New | |  | |
| respond to texts and discuss ideas about ancient [Country/City] society in [Classical Language] or English, as appropriate  ACL9CLF10E02 | New | |  | |
| Sub-strand: Translating | No change | | | Sub-strand: Translating |
| apply strategies to interpret and translate [Classical Language] texts to convey meaning and demonstrate understanding of context, purpose and audience  ACL9CLF10E03 | New | |  | |

|  |  |  |
| --- | --- | --- |
|  | | |
| Version 9.0 | Action taken | Version 8.4 |
| Strand: Understanding language and culture | Refined | Strand: Understanding |
| Sub-strand: Understanding systems of language | Refined | Sub-strand: Systems of language |
| **Content descriptions** | | |
| apply the phonological and orthographic systems of [Classical Language] in a range of contexts  ACL9CLF10U01 | New |  |
| select and use vocabulary, grammatical structures and linguistic features of [Classical Language] to interpret, translate and respond to texts  ACL9CLF10U02 | New |  |
| explain how [Classical Language] vocabulary, structures and features extend understanding of English, using metalanguage  ACL9CLF10U03 | New |  |
| Sub-strand: Understanding the interrelationship of language and culture | Combined  Merged  Refined | Sub-strand: The powerful influence of language and culture |
| Sub-strand: Role of language and culture |
| reflect on and explain how language, texts and artefacts provide understanding of culture and identity  ACL9CLF10U04 | New |  |
|  | Removed | Sub-strand: Reflecting |