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Years 7­–10 AUSTRALIAN CURRICULUM: LANGUAGES – LATIN

CURRICULUM ELEMENTS

Years 7–8 (Year 7 entry)

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| **Band level description** |
| In Years 7 and 8, students are beginning their learning of Latin, and this will be influenced by prior learning and experiences of language learning. Students access a range of texts in Latin and English to understand and explore the ancient Roman world. They interact and collaborate with teachers and peers when engaged in activities involving listening, reading aloud, reading, viewing, translating and writing, supported by modelling, scaffolding and feedback. They access authentic and purpose-developed artefacts, spoken, written and multimodal resources which may include cartoons, stories, video clips, textbooks and modified or authentic extracts of literature.  Students use their English literacy knowledge of metalanguage to reflect on similarities and differences between Latin and English vocabulary, pronunciation, and grammatical structures and features. They comment on the impact of ancient Roman culture on the modern world. They recognise that language reflects social and cultural identity, beliefs and values. |
| **Achievement standard** |
| By the end of Year 8, students use their knowledge of Latin to interpret texts and sources, and respond to information about ancient Roman society. They develop strategies to translate Latin texts into English, identifying familiar vocabulary and language structures and features to interpret meaning.  Students apply Latin sound-script relationships and use restored pronunciation when reading familiar texts aloud. They demonstrate understanding that Latin has conventions and rules for spoken and written communication. They understand that Latin has influenced English vocabulary and comment on language structures and features, using metalanguage. They demonstrate awareness that language, texts and artefacts from Ancient Rome are connected with culture and identity, and explore the relationships between language(s), culture(s) and identity. |

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| **Strand: Engaging with the ancient Roman world through texts** | | **Years 7–8 (Year 7 entry)** |
| **Sub-strand: Accessing and responding to Latin texts** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| access and interpret Latin texts to explore the ancient Roman world  ACL9LL8E01 | * using a map of the ancient world to locate the Roman Empire and places where Latin was spoken in antiquity and recognising the connection between the spread of Roman culture and the spread and evolution of the Latin language * reading Latin texts and examining artefacts to learn about Roman daily life, for example, the family, daily routines, food, occupations, schooling, public entertainment and ceremonies, politics and leisure pursuits * examining artefacts, images, inscriptions and writings to learn about important aspects of a Roman town, for example, the forum, temples, theatres, shops and roads, and what these can reveal about daily life * exploring the importance of storytelling in capturing language, heritage and history, and recognising that stories connect societies across time and place * reading a range of sources to research the purpose and function of the forum during elections and in the campaigning and voting process for candidates, for example, Pompeii * comparing details from different sources such as historical records, speeches and inscriptions, about Roman social structure such as citizenship and slavery, and discussing what they reveal about varying attitudes in the Roman period * reading historical accounts and interpreting the information about significant events in Roman history, for example, Pliny’s eyewitness account of the eruption of Vesuvius * gathering information from texts about Roman religious beliefs and practices, for example, the Olympian deities, *Lares et Penates*, special festivals such as the *Liberalia, Saturnalia* and the *Vestalia* * listening to and/or reading Roman myths and legends in English and discussing what these stories reveal about Roman attitudes and values * reading English translations or modified Latin texts of the works of authors of the ancient world, such as Virgil, Homer, Horace and Ovid, for example, stories or plays based on the Trojan War, mythology and epic heroes * identifying influences from Latin literature on popular culture and music, for example, Harry Potter, Romeo and Juliet, superheroes such as Superman and Hercules, Bastille’s Pompeii, musical instruments such as horns, pipes and the lyre * discussing the meaning of simple Latin mottos used by modern institutions, such as school mottos or the Olympic motto *Citius, Altius, Fortius* | |
| respond to texts and convey information in Latin or English, as appropriate  ACL9LL8E02 | * creating posters or digital displays with annotations in English or words and simple phrases in Latin to share information about daily routine such as family life, education, food, entertainment, exercise, bathing and hygiene in the Roman world * reading stories about the daily lives of the people of Ancient Rome and recreating their everyday experiences, for example, through role-play, diary entries or an imaginative animated cartoon * creating maps, plans and diagrams using labels in Latin or English to demonstrate the purpose and function of Roman structures and institutions, for example, the Roman forum, houses, baths, roads and aqueducts * acting out stories such as Romulus and Remus, Horatius guarding the bridge, or the Labours of Hercules to convey Roman attitudes and values * presenting short Latin texts orally, such as stories, plays, dialogues or songs, for example, singing songs such as *gaudeamus igitur; duc, duc navem duc* * responding to prompts to communicate in simple spoken and written Latin, for example, answering questions based on a text or creating short sentences in Latin * producing news reports, blogs or documentaries about significant events in Roman history, for example, the eruption of Mount Vesuvius, the fire of Rome, the reign of an emperor * discussing influence of Roman culture on modern novels, poetry, drama and film, and creating a visual display highlighting significant elements * discussing how characters and plot in Latin texts are used to create humour, suspense and other effects on the audience, for example, the use of comic episodes and plot twists. | |
| **Sub-strand: Translating** | | |
| develop and apply strategies to interpret and translate Latin texts to convey meaning in English  ACL9LL8E03 | * developing skills to infer meaning from textual cues, for example, titles, headings, images and captions * determining the general sense of texts through initial holistic reading by identifying familiar people, vocabulary, places or topics, to contextualise new vocabulary * using knowledge of high-frequency words in familiar and unfamiliar contexts and knowledge of Latin-derived English words to deduce the meaning of unknown Latin words, for example, *clamor, exclamare; puer in cubiculo dormit* * reading sentences in Latin and using visual cues to infer meaning, such as Latin word order, capitalisation of proper nouns, modern punctuation and conjunctions * listening to simple sentences in Latin and using aural cues to identify meaning, such as tone, inflection, emphasis and signpost words, for example, *ecce, olim, cur; ubi, euge, eheu* * identifying and explaining the function of inflected forms, for example, *puella canem vocat* (subject+object+verb) and recognising irregular forms such as *est, sunt* * translating Latin into fluent and idiomatic English, for example, by including the definite or indefinite article in the translation and determining appropriate word order in English * discussing effective strategies to translate and the merits of different translations of the same text, for example, *clamabat* (she was shouting, she used to shout, she began to shout) * developing skills in using dictionaries and electronic translation tools to consider multiple meanings of vocabulary and make appropriate selections according to context, for example, *peti,; ago, de* * discussing social, contextual and cultural references embedded in texts and how they should be translated, for example, *dominus, servus* * collaborating with peers to interpret and build meaning in texts, and develop and edit joint translations, using a range of digital tools * using methods to build knowledge of vocabulary, such as the use of ICT, developing lists of unfamiliar words, mnemonics * developing own and class lists of frequently used vocabulary related to texts and topics, such as daily life in Ancient Rome, for example, *tandem, tamen; thermae, caldarium; magister, ludus* | |

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| **Strand: Understanding language and culture** | | **Years 7–8 (Year 7 entry)** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| understand and begin to apply the phonological and orthographic systems of Latin  ACL9LL8U01 | * understanding that the written alphabet used by the Romans is the basis for the modern English alphabet * discussing Roman numerals and naming conventions, such as the use of capital letters for names and abbreviated forms, for example, the use of M for Marcus * matching script to sound using the restored pronunciation, for example, pronouncing long and short vowels, diphthongs, the consonants *u/v, c* and *h*, and distinguishing *i* as a vowel and as a consonant, for example, *intrat, ianua* * listening to and reproducing familiar and unfamiliar words, phrases and simple texts in Latin * using the spoken stress of Latin, and dramatic expression appropriate to the tone and purpose of a text, for example, *furcifer, eheu, euge, ita vero, cachinnans* * reading aloud or reciting, individually or in a class group, for example, performing a short play in Latin | |
| develop knowledge of the vocabulary, structures and features of Latin grammatical systems to understand, translate and respond to texts  ACL9LL8U02 | * identifying parts of speech such as nouns, verbs, adjectives and adverbs, and their functions in texts, to determine meaning by completing a quiz, for example, identifying which noun is the subject of the verb * recognising noun inflections for case and number in first, second and third declensions by completing tables, for example, *amicus, amicum; villa, villae*,and exploring the use of cases to convey meaning * recognising that nouns in Latin have gender, for example, *dominus* is masculine, *villa* is feminine, *atrium* is neuter * exploring the concepts of verb number, person and tense, and identifying the endings of regular verbs in different persons and tenses, by highlighting appropriate part of words, for example, *clamat, clamant; portavi, portavit* * recognising other forms of verbs, such as present infinitives and imperatives, for example*, portare; clama, clamate!* * identifying endings of irregular verbs in different tenses and forms, for example, *sum, possum, volo, nolo* * identifying first, second and third declension adjectives by developing charts and mind maps, for example, *laeta/laetus; tristis,* and exploring the concept of noun-adjective agreement * recognising the comparative and superlative degree of regular adjectives, for example, *iratus, iratior, iratissimus* * recognising prepositional phrases, including different forms and meanings, for example, *e villa, ex urbe, in villa, in villam* * identifying the forms of pronouns, such as personal, relative and demonstrative * using Latin word order to deduce meaning in texts and interpret compound sentences using conjunctions by completing information gap activities, for example, *canis intrat sed non latrat* * identifying cardinal 1–20 and ordinal numbers, for example, *unus, primus*,and Roman numerals*,* for example*, I, V, X, L, C, M* * using appropriate metalanguage to describe structures and features of Latin grammatical systems, for example, declension, conjugation | |
| compare Latin vocabulary and language structures and features with English, using metalanguage  ACL9LL8U03 | * identifying connections between the spelling of Latin and English words and applying understanding to improve spelling in English, for example, *portat* (portable), *audit* (audible) * identifying and using Latin derivatives to expand English vocabulary, for example, maternal, nominate, puerile, agriculture, commerce, science * identifying word families in which the same Latin root is used with different prefixes or suffixes, for example, the use of the root verb *duco* in reduce, introduce, deduce, conduct, produce * discussing expressions and abbreviations in Latin that are incorporated into English, for example, postmortem, in loco parentis, etc. e.g., i.e., am, pm * understanding conventions of word order in both Latin and English sentences, such as adjectives generally follow after the noun in Latin and before the noun in English, for example, *puella laeta*/happy girl, puer laetus/happy boy * exploring how use of language techniques in narratives, such as exclamation, repetition, alliteration and onomatopoeia can encourage the audience to respond in particular ways in both Latin and English, for example, *veni, vidi, vici; ululavit* | |

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| **Sub-strand: Understanding the interrelationship of language and culture** | |
| recognise that language, texts and artefacts provide insights into culture and identity  ACL9LL8U04 | * recognising that Latin has influenced many modern languages and applying knowledge of Latin to understand words and expressions in Romance languages, for example, *deux, tempo, liberté, égalité, fraternité, amigo; la dolce vita* * recognising that the Roman Empire encompassed regional and ethnic diversity, and considering how cultural diversity has continued to be an integral feature of society since ancient times * exploring mottos and inscriptions, such as *per ardua ad astra*, *e pluribus unum,* and discussing their relevance in expressing belonging and/or identity in both the ancient and modern world * exploring First Nations Australians material culture such as instruments, jewellery, music, art, painting and dance, recognising how they provide insights into beliefs, cultural practices and social values, and making connections with those of Ancient Rome * researching language use that reflects social structures, for example, *pater familias, libertus, servus, matrona* and discussing what these may reveal about cultural attitudes in Ancient Rome * exploring the colloquial language that Romans used for greetings, or answering questions about daily life, such as *salvete, quid agis?* * considering how learning about the ancient world through texts and artefacts offers different ways of interpreting the modern world * discussing the impact of Roman infrastructure on people throughout the empire, for example, aqueducts, roads, safe trade routes, standardised currency and weights and measures, and reflecting on infrastructure in the modern world * reflecting on how learning Latin provides insights into the relationship between language and culture, and how this may have influenced the way they think about their own language(s), culture(s) and identity |

Years 9–10 (Year 7 entry)

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| **Band level description** |
| In Years 9 and 10, Latin language learning builds on each student’s prior learning and experiences. Students access and translate a range of texts in Latin and English to interpret and analyse the society and culture of Ancient Rome. They communicate their ideas and opinions about the ancient world. They continue to receive guidance, modelling, feedback and support from teachers and peers. They use authentic and purpose-developed resources and artefacts, and a range of spoken, written and multimodal texts which may include extracts from authentic literature, textbooks, audio and video clips, magazines and feature articles.  Students use metalanguage to analyse structures and features of Latin and explain their influence on English. They evaluate the impact of ancient Roman culture on the modern world. They reflect on how language and social and cultural identity can shape behaviours, beliefs and values. |
| **Achievement standard** |
| By the end of Year 10, students use their knowledge of Latin to interpret and analyse information from a range of texts and sources about ancient Roman society and culture. They apply strategies to translate and interpret Latin texts into English and demonstrate understanding of how language conveys cultural meaning.  Students apply Latin sound-script relationships and use restored pronunciation when reading familiar and unfamiliar texts aloud. They select and apply Latin grammatical conventions and rules when translating and responding to texts. They explain how Latin has influenced English vocabulary and analyse language structures and features, using metalanguage. They demonstrate understanding that the language, texts and artefacts from Ancient Rome are connected with culture and identity, and reflect on the interrelationship of language(s), culture(s) and identity. |

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| **Strand: Engaging with the ancient Roman world through texts** | | **Years 9–10 (Year 7 entry)** |
| **Sub-strand: Accessing and responding to Latin texts** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| interpret Latin texts to analyse the society and culture of the ancient Roman world  ACL9LL10E01 | * investigating Roman political institutions and concepts such as republic and principate, the senate, the *cursus honorum* and political offices * researching information from a variety of sources about personal legal rights and citizenship in Rome * examining how cultural attitudes are conveyed in Latin texts, such as attitudes to civil rights, imperialism, slavery and women, and comparing these with modern social issues * investigating the importance of storytelling in capturing language, heritage and history, and discussing how stories connect societies across time and place * investigating the ancient origins of modern structures and concepts, for example, social classes, property rights and divorce * studying research from archaeological sites to learn about Roman urban planning, architecture and engineering * investigating what the location and role of places of entertainment and worship reveal about the values and attitudes of the Romans * researching references in Latin texts to foreign religions, for example, Mithraism, Isis worship and Christianity, and discussing the extent of their influence in Rome * investigating ancient practices such as Roman military practices or practices in medicine and science, for example, Galen’s surgical procedures and Pliny the Elder’s classification of animals and plants * listening to and/or reading extracts from original Latin texts by poets such as Martial, Horace, Catullus and Ovid, and analysing how they convey the attitudes of Roman society * examining Latin inscriptions, curses or graffiti to elicit information about Roman society, for example, *defixiones* from Bath and graffiti at the Colosseum or in Pompeii, and creating examples in Latin or English * gathering and collating information about Roman art, including, jewellery, painting and sculpture, and investigating famous modern artists’ incorporation of classical themes and methods | |
| respond to texts and discuss ideas about ancient Roman society in Latin or English, as appropriate  ACL9LL10E02 | * discussing the importance of entertainment in the Roman world by researching references in texts to theatres, amphitheatres and the *Circus Maximus* * using language from a range of texts to create a virtual tour of the Colosseum, with accompanying text in Latin or English * exploring language that reveals the importance of public spaces and buildings in Ancient Rome, for example, forum, temples and theatres, to create a model, plan or digital representation of the Roman urban environment * researching language that reveals information about Roman government and administration, such as *res publica*, *senatus, comitia,* consul, dictator and *princeps,* and discussing how they reveal Roman attitudes towards politics * explaining the importance of religion to the Romans, with reference to concepts such as *Lares et Penates,* the worship of local gods throughout the empire, vestal virgins and cult of the Emperor, and comparing these with modern religions * discussing the significance of historical or mythological characters or events which exemplify Roman values and attitudes, such as Romulus and Remus, Lucretia, Horatius and Cloelia * exploring how language is used to reveal character, key messages, purpose and values in texts such as narratives, plays and poems, for example, by performing Latin plays or creating theatrical interpretations of Latin stories such as extracts from *Cena Trimalchionis,* the plays of Plautus and *Odi et amo* * analysing Latin texts and responding to questions in English to demonstrate understanding of content, context, purpose and technique, for example, the author’s use of literary devices such as asyndeton, to create effect * communicating in spoken or written Latin, for example, creating complex sentences in Latin or answering questions based on a text * discussing the influence of visual arts in Roman society, such as paintings, mosaics and sculpture, and producing artwork inspired by these or developing an online exhibition catalogue | |
| **Sub-strand: Translating** | | |
| apply strategies to interpret and translate Latin texts to convey meaning and demonstrate understanding of context, purpose and audience  ACL9LL10E03 | * inferring the meaning of new words, using knowledge of the text type and the author’s purpose and technique, for example, *res, gero, rem gerere* * predicting the context and content of Latin texts through initial holistic reading by identifying key words and phrases, for example, *Romani Carthaginienses valde timebant* * deducing the meaning of new words by drawing on prior knowledge, derivatives and connections with familiar words, for example, *dormire, obdormire; ferre, inferre, offerre* * applying knowledge of word origins and word building to interpret unfamiliar vocabulary, such as vowel changes, for example, *aedificium: aedifico; capere: cip (recipere)* and compound words, for example, *prae* + *factum* (prefect) * listening to complex sentences in Latin and using aural cues and literary devices to infer meaning such as correlatives, for example, *quantum.tantum* and anaphora, for example, *nihil ... nihil ... nihil ...* * applying knowledge of grammar, sentence structure and word inflections to deduce meaning * translating, independently or in collaboration with peers, unseen texts with compound or complex sentences, drawing on familiarity with the style and language of texts already studied, for example, variation in word order * applying strategies to create fluent and idiomatic translations, such as rendering the precise meaning of tenses, for example, *cotidie ibat, si veneris* * refining translations to convey subtle shades of meaning in a range of vocabulary, for example, exploring dictionaries and electronic translation tools to infer the different connotations of a word in a particular context, such as *virtus, causa, gero, ago* * selecting appropriate vocabulary and phrasing in English to convey the author’s meaning in Latin, such as reflecting tone and translating idiomatic and culturally specific terms in Latin, for example, *flocci non facio* (I could not care less) * constructing and editing translations collaboratively with peers, using a range of ICT and justifying opinions for the selection of specific words and phrases * evaluating the effectiveness of translations, using criteria such as the selection of appropriate vocabulary, grammatical accuracy, fluency, conciseness and clarity | |

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| **Strand: Understanding language and culture** | | **Years 9–10 (Year 7 entry)** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| apply the phonological and orthographic systems of Latin in a range of contexts  ACL9LL10U01 | * discussing conventions of Latin texts, such as metre in poetry, for example, the division of a line of poetry into feet, the use of scansion to identify vowels as short or long, and recognising elisions between words, such as *mult*(*um*) *ill*(*e*) *et terris iactatus* * understanding the writing conventions for original Latin text, inscriptions and epistles, for example, acknowledging the absence of punctuation by Roman writers and modern editors’ use of punctuation to guide readers * understanding conventions for reading Latin aloud, such the significance of elision when reading verse aloud, for example, *od(i) et amo* * applying knowledge of the phonological systems of Latin to read familiar and unfamiliar words aloud * reading Latin passages and applying stress, rhythm and tone to convey meaning, for example, reciting or presenting extracts from Latin texts to the class or school community * reading aloud extracts from different genres of Latin literature with appropriate expression, such as the epigrams of Martial, poetry of Virgil and the speeches of Cicero | |
| select and use vocabulary, grammatical structures and linguistic features of Latin to interpret, translate and respond to texts  ACL9LL10U02 | * using a range of methods to deduce the meaning of unknown Latin words, such as by recognising the construction of compound words, for example, *felix, infelix; loquor, colloquor* * applying understanding of parts of speech such as nouns, verbs, adjectives and adverbs and their functions in texts to determine meaning by completing information gap activities, for example, recognising noun and adjective agreement * using metalanguage to describe structures and features of Latin grammatical systems, for example, mood, voice and tense * applying knowledge of noun inflections for case and number in the first to fifth declensions, and analysing case usage of nouns in all 5 declensions, by developing charts and mind maps, for example, partitive genitive *quid novi?* and the locative case * understanding the relationship between noun gender and declension, for example, most first declension nouns are feminine, and acknowledging that nouns may have unexpected genders, for example, first declension *agricola* (m), second declension *humus* (f) * applying understanding of verb number, person, tense, mood and voice by completing a quiz, for example, indicative, subjunctive and imperative moods, active and passive voice * understanding the use of different forms of verbs, such as principal parts, infinitives, participles, gerunds and gerundives, for example, *portavisse, clamans, amandum, delenda* * applying knowledge of the endings of irregular and deponent verbs in different tenses and forms by completing tables, for example, *eo, ire, ii/ivi; loquor, loqui, locutus sum* * applying understanding of the inflection of first, second and third declension adjectives, for example, *laeta/laetus* and *tristis*, and analysing noun-adjective agreement * applying knowledge of the degree of regular and irregular adjectives and adverbs, for example, *stulta, stultior, stultissima; malus, peior, pessimus* * applying understanding of prepositional phrases, including cases followed by prepositions and changes in word order, for example, *medio in mare* * applying knowledge of the forms and use of a range of pronouns such as reflexive, emphatic, indefinite and interrogative * understanding the range of subordinate clauses used in complex sentences to convey sophisticated ideas, for example, relative, causal and temporal, and recognising common conjunctions used, for example, *cum, ut* * using cardinal numbers 1–100 and ordinal numbers 1–20 * understanding conventions of the Roman calendar and the use of numbers to express distance, capacity, time and price, for example*, duo milia passuum, quinquaginta denariis* | |
| explain how Latin vocabulary, structures and features extend understanding of English, using metalanguage  ACL9LL10U03 | * recognising connections between grammatical structures and features in Latin and English, and applying knowledge to extend grammatical understanding of the English language, for example, use of participles and gerunds * identifying Latin roots in English medical, scientific and technical terminology, for example, genus, species, computer, data and super conductor, and exploring how Latin is used to coin terms for new technology and discoveries, such as internet, Trojan (horse), forum and virus * recognising terms in English that are hybrids of Latin and Classical Greek, for example, metalanguage, quantum physics and teleconference * examining Latin expressions, abbreviations and words that are used in fields such as law, business and education, for example, de facto, non sequitur, agenda, forum and curriculum * explaining how in both Latin and English, the coherence of complex texts relies on devices that signal text structure and guide readers, for example, *primo … deinde … tandem, non solum … verum etiam* * analysing how Latin and English use linguistic features and word order to influence the audience, such as the contrast of short and periodic sentences to persuade and the intentional use of word order to produce emphasis and tone, for example*, qualis vir? conclamant omnes, miser Catulle* | |
| **Sub-strand: Understanding the interrelationship of language and culture** | | |
| reflect on and explain how language, texts and artefacts provide understanding of culture and identity  ACL9LL10U04 | * explaining that Latin is a member of the Indo-European family of languages, related to and influenced by other ancient languages, such as the use of Classical Greek vocabulary and concepts in Roman literature and philosophy, for example, *stadium, rhetor, theatrum, poeta, stoica, philosophia* * reflecting on how Latin became the common language across the empire and investigating the enduring use of Latin in academia, law, medicine and religion, for example, *summa cum laude, modus operandi, ab initio, pater noster* * analysing cultural attitudes and values embedded in language and symbols, for example, *pietas, virtus, hospitium, SPQR, fasces* and making comparisons to their own language and culture * investigating First Nations Australians material culture such as instruments, jewellery, music, art, painting and dance, discussing how they provide an understanding of beliefs, cultural practices and social values and making connections with those of Ancient Rome * understanding how language and cultural practices are interconnected, for example, the use of cognates of the father’s name for sons and daughters, Julia as daughter of Julius, or religious connotations associated with words and expressions such as the polite command in the English RIP ‘rest in peace’ and the more prayerful subjunctive in the Latin *requiescat in pace* * investigating the importance of understanding Latin for personal status in the Roman world, and as a vehicle for social, economic and political advancement, for example, the education in Latin of the local elite in the provinces * considering how cultural diversity has continued to be an integral feature of society since ancient times * investigating how language, texts and artefacts provide a means of understanding the social values, attitudes and cultural practices of the Romans and making links and comparisons to their own language(s) and culture(s) * analysing how learning Latin provides insights into the language, culture and identity of people living in the Roman world and reflecting on students’ own relationship to language(s), culture(s) and identity in their community, state/territory or nation and as a global citizen | |