Framework for Classical Languages

Victorian Curriculum F–10 Version 2.0

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# Contents

[Introduction 1](#_Toc164264129)

[Rationale 1](#_Toc164264130)

[Aims 1](#_Toc164264130)

[Structure 1](#_Toc164264131)

[Learning in [Classical Language] 3](#_Toc164264130)

[Curriculum](#_Toc164264132) 5

[Levels 7 and 8](#_Toc164264133) 5

[Levels 9 and 10](#_Toc164264134) 10

The Victorian Curriculum and Assessment Authority has developed a Framework for Classical Languages. This framework supports Victorian schools to offer programs in Classical languages for which there is no language-specific curriculum available in the Victorian Curriculum F–10 Version 2.0.

Information provided in the square brackets can be customised for the target language. The elaborations are generic in nature. This enables teachers to select or adapt the elaborations that are relevant for the target language.

# Introduction

## Rationale

[The rationale establishes why the Classical language is a valuable and important area of learning. It includes the Classical language’s distinctiveness and how students will benefit from its study.]

Classical languages are languages of the ancient world with an independent literary tradition.

[Classical Language] has been taught in Victoria since [Year]. [Insert the history of teaching and learning in Victoria.] By accessing and translating texts and engaging with artefacts, students make connections with ancient worlds that have shaped contemporary life and societies. Learning [Classical Language] enhances students’ understanding and knowledge of [insert significance of the Classical language to English and/or other languages]. This knowledge promotes understanding of diverse languages, cultures, attitudes, beliefs, values and traditions.

## Aims

The 3 interrelated aims of the [Classical Language] curriculum are to develop knowledge, understanding and skills to ensure students:

* engage with the language, history and culture of the [Country/City] world through interaction with texts
* understand language, culture and learning and their relationship, through the medium of [Classical Language] texts and artefacts, and thereby develop intercultural understanding
* understand how their own experience of learning [Classical Language] extends their ways of viewing, engaging in and interpreting the contemporary world.

## Structure

[Classical Language] has been developed as a Second Language Learner Pathway, which caters for students learning [Classical Language] as a second or additional language in Years 7 to 10.

The Second Language Learner Pathway includes one sequence:

* 7–10 Sequence, for students who begin to learn the language in Year 7 and continue to Year 10.

Teachers can use the curriculum to cater for the range of learners by making appropriate adjustments to differentiate learning experiences.

### Strands and sub-strands

Content in [Classical Language] is organised under 2 interrelated strands, each with 2 sub-strands (as shown in Table 1).

Table 1: Strands and sub-strands within the [Classical Language] curriculum

| Strand | Engaging with the Ancient [Country/City] World through Texts | Understanding Language and Culture |
| --- | --- | --- |
| Sub-strands | Accessing and responding to [Classical Language] textsTranslating | Understanding systems of languageUnderstanding the interrelationship of language and culture |

#### Engaging with the Ancient [Country/City] World through Texts

This strand involves students engaging with the language, culture and history of the ancient [Country/City] world through the interpretation, analysis and translation of [Classical Language] texts. There are 2 sub-strands.

##### Accessing and responding to [Classical Language] texts

Engaging with and responding to the ideas and people of the ancient [Country/City] world, through texts that reveal language use and social and cultural practices.

##### Translating

Translating [Classical Language] texts into English, comparing and explaining different interpretations of the same text.

#### Understanding Language and Culture

This strand involves students learning to analyse language and culture as resources for understanding meaning. There are 2 sub-strands.

##### Understanding systems of language

Understanding the linguistic features of [Classical Language], including sound, writing, grammatical and textual conventions.

##### Understanding the interrelationship of language and culture

Analysing and reflecting on the role of language and culture in shaping meaning and identity.

### Achievement standards

Achievement standards describe what students are typically able to understand and do, and they are the basis for reporting student achievement.

In [Classical Language], students progress along a learning continuum. The first achievement standard is provided at Level 8 and then at Level 10.

### Content descriptions

In [Classical Language], content descriptions sequence and describe the knowledge, understanding and skills that teachers need to teach and students are expected to learn.

### Elaborations

Elaborations are examples that provide guidance on how the curriculum may be transformed into a classroom activity or learning opportunity. They are provided as advisory material only.

## Learning in [Classical Language]

[Classical Language] is pitched to second and additional language learners in Years 7 to 10. For most students, it will be their first experience of learning [Classical Language].

### [Classical Language] language

[Classical Language] was the official language of ancient [Country/City]. [Insert period of time, spread and influence of the Classical language and provide important information about the history of the language and the significance of the language and the ancient country/city in and of its time, and influences today.]

### The nature of learning [Classical Language]

[Insert information about the alphabet/script and some brief points about the grammar.]

### Texts

Students use a wide range of texts designed for language learning, such as textbooks, teacher-generated materials and online resources. Learning is enriched by exposure to a range of synthetic, adapted and/or authentic [Classical Language] texts.

Synthetic texts are purposely designed texts written in the modern era to assist students with their learning of the language. They provide graduated levels of grammar and vocabulary to cater for the different levels across the curriculum.

Adapted texts are versions of original texts from ancient [Country/City] that have been altered in the modern era to make them more accessible to students. These alterations may include changes in word order, substituting less common vocabulary for more familiar words, and simplification of grammatical structures.

Authentic texts are original texts written in antiquity that have not been modified. Teachers may use extracts from authentic texts as an enrichment activity and to introduce students to the language of the ancient authors.

Texts provide important opportunities for learning about languages and cultures. Purposeful activities can be organised around texts to meet the needs of the students in the classroom.

Teachers are best placed to guide the selection of texts for students. The texts and resources will become increasingly sophisticated and varied as students progress through their schooling.

### Intercultural understanding

In the Languages curriculum area, the focus is on both language and culture, as students move across linguistic and cultural systems, as well as different contexts. This process involves reflection and analysis, as students move between [Classical Language], English and/or their own existing language(s). It is a reciprocal and dynamic process that develops language use and intercultural awareness and understanding.

### The use of [Classical Language] and English

Students engage with [Classical Language] texts and use English to translate, reflect on, explore and discuss ideas, and to use metalanguage to talk about and compare languages and cultures.

# Curriculum

## Levels 7 and 8

### Band description

In Levels 7 and 8, students are beginning their learning of [Classical Language], and this will be influenced by their prior experiences of language learning. Students access texts in [Classical Language] and English to understand and explore the ancient [Country/City] world. They interact and collaborate with the teacher and their peers when engaged in activities involving reading and translating simple [Classical Language] texts, supported by modelling, scaffolding and feedback. They access synthetic and adapted texts.

Students use their English literacy knowledge of metalanguage to reflect on similarities and differences between [Classical Language] and English vocabulary, pronunciation and grammatical structures and features. They comment on the impact of ancient [Country/City] culture on the contemporary world. They recognise that language reflects social and cultural identity, beliefs and values.

### Achievement standard

By the end of Level 8, students use their knowledge of [Classical Language] to interpret texts 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 simple texts. They demonstrate understanding that [Classical Language] has conventions and rules for written texts. 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 to culture and identity, and explore the relationships between language(s), culture(s) and identity.

### Content descriptions and elaborations

#### Strand: Engaging with the Ancient [Country/City] World through Texts

##### Sub-strand: Accessing and responding to [Classical Language] texts

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| access and interpret texts to explore the ancient [Country/City] worldVC2LCLF8E01 | * using a map of the ancient world to locate places where [Classical Language] was used in antiquity and recognising the connection between the spread of the [Classical] culture and the spread and evolution of [Classical Language]
* reading [Classical Language] texts to learn about aspects of daily life in ancient [Country/City], such as the family, daily routines, food, clothing, occupations, education, public entertainment and ceremonies, politics, leisure pursuits
* researching the purpose and function of spaces in ancient [Country/City] homes
* examining artefacts from ancient [Country/City] to see what they reveal about the everyday lives of people of ancient [Country/City]
* exploring the importance of texts in capturing language and culture
* reading historical accounts and interpreting the information about significant events in ancient [Country/City] history
* gathering information from texts about ancient [Country/City] religious beliefs and practices
* recognising the ancient origins of national values such as equity and justice, gender roles and access to education
 |
| respond to texts and convey information in [Classical Language] or English, as appropriateVC2LCLF8E02 | * gathering and collating information about daily routines (e.g. routines related to family life, education, food, hygiene, exercise) in the ancient [Country/City] world, and presenting the information in posters or digital displays, with annotations in English or words and simple phrases in [Classical Language]
* researching artefacts and explaining what they tell us about daily life and cultural practices in ancient [Country/City]
* reading accounts of historical events and presenting the information in a new format such as a news report
* researching language that reveals information about ancient [Country/City] government and administration
* discussing how characters and storylines in [Classical Language] texts are used to create irony, suspense and other effects on the audience, for example, the use of asides and narrated voice
* discussing the influence of ancient [Country/City] culture on contemporary life, and creating a visual display highlighting significant elements
 |

##### Sub-strand: Translating

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| develop and apply strategies to interpret and translate simple [Classical Language] texts to demonstrate understanding in EnglishVC2LCLF8E03 | * considering multiple meanings of vocabulary, for example, using dictionaries and online translation tools and making appropriate selections according to context
* using context and known vocabulary, in [Classical Language] or English, to deduce the meaning of unknown words
* using knowledge of [Classical Language]-derived English words to deduce the meaning of [Classical Language] words
* understanding that [Classical Language] word order is different from English and determining appropriate word order in English to retain meaning
* recognising the punctuation system of [Classical Language] and applying it to translating texts
* exploring the effect of using a variety of English translations for verb tenses (where relevant)
* determining the general sense of texts through initial holistic reading, by identifying familiar people, vocabulary, places or topics to contextualise new vocabulary
* collaborating with peers to edit joint translations and to compare and discuss the merits of different translations of the same text
 |

#### Strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| understand and begin to apply the phonological and orthographic systems of [Classical Language]VC2LCLF8U01 | * learning the [Classical Language] alphabet/script, and matching letters or script to sound
* exploring the change in phonology of certain letters in [Classical Language] over time
* learning the standard system of transliteration of [Classical Language] into English letters
* listening to and reproducing familiar and unfamiliar words, phrases and simple texts in [Classical Language]
* using the spoken stress of [Classical Language] and applying dramatic expression appropriate to the tone and purpose of a text
* writing simple sentences in [Classical Language] to consolidate knowledge of script
* listening to and reproducing familiar and unfamiliar words and phrases, and reciting simple texts in [Classical Language] to convey meaning, using restored pronunciation and appropriate phrasing and expression
* reading aloud or reciting texts, individually or in a class group, for example, performing a short play in [Classical Language], or reading from liturgy
 |
| develop knowledge of the vocabulary, structures and features of [Classical Language] grammatical systems to understand, translate and respond to simple textsVC2LCLF8U02 | * identifying parts of speech (e.g. nouns, verbs, adjectives, adverbs) and their functions in texts to determine meaning by completing a quiz
* learning lists of commonly found verb roots, nouns and other words and completing cumulative quizzes
* recognising the concepts of gender and number in nouns (where relevant) by categorising nouns or highlighting the appropriate parts of the nouns
* identifying the construct state in nouns and how they change based on gender and number (where relevant)
* recognising agreement between adjectives and nouns in number, gender and case (where relevant) by highlighting the appropriate parts of the words
* identifying pronouns as subjective, objective or possessive and identifying how they appear as affixes (where relevant)
* identifying affixes of regular verb roots in different tenses and active forms by completing tables of verb forms
* recognising the comparative and superlative degrees of regular adjectives and adverbs (where relevant)
* exploring the concepts of number, person and tense in verbs, and identifying the affixes of regular verb agreements in sentences
* recognising the definite article, prepositions and prepositional prefixes, including different forms and meanings
* using [Classical Language] word order to deduce meaning in texts, and interpreting compound sentences with conjunctions by completing fill-the-gap activities
* using methods to build knowledge of vocabulary, for example, using online tools to develop lists of unfamiliar words, using mnemonics
 |
| compare [Classical Language] vocabulary and language structures and features with English, using metalanguageVC2LCLF8U03 | * understanding conventions of word order in [Classical Language] and how they may be similar to or different from English
* using terms relating to parts of speech to compare basic sentence structures in [Classical Language] and English
* identifying and using [Classical Language] derivatives to expand their own English vocabulary
* identifying and collecting word families in which the same [Classical Language] root is used with different prefixes or suffixes
* understanding that one [Classical Language] word may correspond to several different English words, and selecting the most appropriate meaning for a word in its context
* exploring how the use of language techniques in narratives (e.g. exclamation, repetition, alliteration, onomatopoeia) can encourage the audience to respond in particular ways in both [Classical Language] and English
 |

##### Sub-strand: Understanding the interrelationship of language and culture

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| recognise that language, texts and artefacts provide insights into culture and identityVC2LCLF8U04 | * recognising that ancient [Country/City] encompassed regional and ethnic diversity, and considering how cultural diversity has continued to be an integral feature of society since ancient times
* exploring language use that reflects social structures and/or location, and discussing what this language may reveal about cultural attitudes in ancient [Country/City]
* exploring mottos and inscriptions, and discussing their relevance in expressing belonging and/or identity in both the ancient and contemporary world
* considering Aboriginal and Torres Strait Islander stories and/or artefacts 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 [Country/City]
* considering how learning about the ancient world through texts and artefacts offers different ways of interpreting the contemporary world
* reflecting on how learning [Classical Language] 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
 |

## Levels 9 and 10

### Band description

In Levels 9 and 10, [Classical Language] learning builds on each student’s prior learning and experiences. Students access and translate more complex [Classical Language] texts into English to interpret and analyse the society and culture of ancient [Country/City]. They communicate their ideas and opinions about the ancient world. They continue to receive guidance, modelling, feedback and support from the teacher and their peers. They use synthetic and adapted [Classical Language] texts and a range of resources, which may include extracts from authentic literature, textbooks, video clips and artefacts.

Students use metalanguage to analyse structures and features of [Classical Language] and explain their influence on English. They evaluate the impact of ancient [Country/City] culture on the contemporary world. They reflect on how language and social and cultural identity can shape behaviours, beliefs and values.

### Achievement standard

By the end of Level 10, students use their knowledge of [Classical Language] to interpret and analyse information from texts about ancient [Country/City] society and culture. They apply strategies to translate and interpret more complex [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. They select and apply appropriate vocabulary, grammatical conventions and rules when translating and responding to [Classical Language] 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 to culture and identity, and reflect on the interrelationship of language(s), culture(s) and identity.

### Content descriptions and elaborations

#### Strand: Engaging with the Ancient [Country/City] World through Texts

##### Sub-strand: Accessing and responding to [Classical Language] texts

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| interpret texts to analyse the society and culture of the ancient [Country/City] worldVC2LCLF10E01 | * examining how cultural attitudes are conveyed in [Classical Language] texts, such as attitudes to civil rights, women, social classes, political freedom and legal rights and obligations of citizens, and comparing these with contemporary social issues
* reading extracts from original [Classical Language] texts and analysing how they convey the attitudes of ancient [Country/City] society
* researching architectural remains of ancient [Country/City] through the study of an archaeological site, and discussing what they reveal about the values and attitudes of people of ancient [Country/City]
* investigating the importance of storytelling in capturing language, heritage and history, and discussing how stories connect societies across time and place
* researching the influence of leading intellectuals, politicians or orators from ancient [Country/City]
* exploring the ancient origins of contemporary structures and concepts, for example, social classes, property rights, divorce
 |
| respond to texts in [Classical Language] or English as appropriate and discuss ideas about ancient [Country/City] societyVC2LCLF10E02 | * reading texts in [Classical Language] and responding to questions in [Classical Language] or English to demonstrate understanding of content, context, purpose and technique
* gathering and collating information about ancient [Country/City] art, including sculpture, jewellery and painting, and producing an online exhibition catalogue
* researching inscriptions or graffiti and analysing what they reveal about the society of ancient [Country/City]
* evaluating the effectiveness of texts by considering the use of literary techniques such as simile, metaphor, personification or pathos for particular purposes, such as to entertain or persuade
* exploring how language is used to reveal character, key messages, purpose and values in texts such as narratives and poems, for example, analysing and responding to questions about a specific text
* reading a text in [Classical Language] and analysing plot, characters, themes and use of literary techniques
 |

##### Sub-strand: Translating

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| apply strategies to interpret and translate more complex [Classical Language] texts to convey meaning in EnglishVC2LCLF10E03 | * exploring print and online [Classical Language] and English dictionaries and thesauruses to consider a variety of meanings and synonyms, and to investigate how vocabulary choices in [Classical Language] and English can express shades of meaning
* deducing the meaning of new words by drawing on prior knowledge, derivatives and connections with familiar words
* predicting the context and content of [Classical Language] texts through initial holistic reading, by identifying keywords and phrases
* constructing, editing and refining translations collaboratively with peers, using a range of digital tools and software, and justifying the selection of specific words and phrases
* conveying the meaning of idiomatic expressions and culture-specific vocabulary, and conveying shades of meaning, distinguishing between the different connotations of a word in a particular context
* evaluating the effectiveness of translations of the same or different texts, using criteria such as selection of appropriate vocabulary, grammatical accuracy, fluency, coherence, clarity and idiomatic expression
 |

#### Strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| apply the phonological and orthographic systems of [Classical Language] in a range of contexts VC2LCLF10U01 | * applying knowledge of the phonological systems of [Classical Language] to read aloud
* applying the change in phonology and orthography over time in [Classical Language] to recognise new words, based on known vocabulary with specific letter changes
* reciting or presenting extracts from [Classical Language] texts, using expression to convey meaning, tone and emphasis
* reading aloud extracts from different genres of [Classical Language] literature with appropriate expression
* understanding the writing conventions for original [Classical Language] texts such as inscriptions
* discussing conventions of [Classical Language] texts, for example, metre in poetry
 |
| select and use vocabulary, grammatical structures and linguistic features of [Classical Language] to interpret, translate and respond to more complex textsVC2LCLF10U02 | * completing gaps in extracts to demonstrate understanding of parts of speech (e.g. nouns, verbs, adjectives, adverbs) and their functions in texts to determine meaning
* applying expanded knowledge of vocabulary, grammar and problem-solving skills to translate compound sentences and complex sentences with nested clauses
* developing tables to show common regular and irregular verbs in all active forms
* using different forms of verbs (e.g. principal parts, infinitives, participles and gerunds) and identifying their use in [Classical Language] texts
* recognising the exceptions to gender endings in nouns (where relevant) by observing the adjective used in authentic texts
* identifying the difference between definite and indefinite construct chains (where relevant) to translate texts appropriately
* interpreting a range of subordinate clauses used in complex sentences to convey sophisticated ideas
* applying knowledge of the comparative and superlative degrees of common irregular adjectives and adverbs (where relevant)
 |
| explain how [Classical Language] vocabulary, structures and features extend understanding of English, using metalanguageVC2LCLF10U03 | * recognising connections between grammatical structures and features in [Classical Language] and English, and applying knowledge to extend their grammatical understanding of the English language
* reflecting on the particular use of tenses in [Classical Language], and making comparisons with English
* identifying [Classical Language] roots in English medical, scientific, technical, legal or academic terminology
* explaining how in both [Classical Language] and English, the coherence of complex texts relies on devices that signal text structure and guide readers
* analysing techniques in [Classical Language] and English, such as imagery and rhetorical devices, that are used to influence the intended audience
* investigating and explaining the effect of word order in [Classical Language] and English to produce emphasis and tone, for example, indignation, anger, suspense
 |

##### Sub-strand: Understanding the interrelationship of language and culture

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| reflect on and explain how language, texts and artefacts provide understanding of culture and identityVC2LCLF10U04 | * explaining why [Classical Language] was the language used by significant authors of ancient [Country/City], in texts in which they expressed the attitudes, beliefs and values of the time
* considering how cultural diversity has continued to be an integral feature of society since ancient times
* discussing the enduring use of [Classical Language] in some religious contexts in the contemporary world
* analysing Aboriginal and Torres Strait Islander stories and/or artefacts 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 [Country/City]
* reflecting on how written [Classical Language] texts preserve and convey knowledge, and how story, song and place preserve and convey knowledge in Aboriginal and Torres Strait Islander cultures
* analysing cultural attitudes and values embedded in language and symbols, and making comparisons with their own language(s) and culture(s)
* investigating how language, texts and artefacts provide a means of understanding the social values, attitudes and cultural practices of the people of ancient [Country/City], and making links and comparisons with their own language(s) and culture(s)
 |