Languages – Framework for Classical Languages scope and sequence: 7–10 Sequence, Levels 7 to 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.

| **Levels 7 and 8** | **Levels 9 and 10** |
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| 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. | 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 | |
| Strand: Engaging with the Ancient [Country/City] World through Texts | |
| Sub-strand: Accessing and responding to [Classical Language] texts | |
| *Students learn to:* | |
| access and interpret texts to explore the ancient [Country/City] world  VC2LCLF8E01 | interpret texts to analyse the society and culture of the ancient [Country/City] world  VC2LCLF10E01 |
| respond to texts and convey information in [Classical Language] or English, as appropriate  VC2LCLF8E02 | respond to texts in [Classical Language] or English as appropriate and discuss ideas about ancient [Country/City] society  VC2LCLF10E02 |
| Sub-strand: Translating | |
| *Students learn to:* | |
| develop and apply strategies to interpret and translate simple [Classical Language] texts to demonstrate understanding in English  VC2LCLF8E03 | apply strategies to interpret and translate more complex [Classical Language] texts to convey meaning in English  VC2LCLF10E03 |
| Strand: Understanding Language and Culture | |
| Sub-strand: Understanding systems of language | |
| *Students learn to:* | |
| understand and begin to apply the phonological and orthographic systems of [Classical Language]  VC2LCLF8U01 | apply the phonological and orthographic systems of [Classical Language] in a range of contexts  VC2LCLF10U01 |
| develop knowledge of the vocabulary, structures and features of [Classical Language] grammatical systems to understand, translate and respond to simple texts  VC2LCLF8U02 | select and use vocabulary, grammatical structures and linguistic features of [Classical Language] to interpret, translate and respond to more complex texts  VC2LCLF10U02 |
| compare [Classical Language] vocabulary and language structures and features with English, using metalanguage  VC2LCLF8U03 | explain how [Classical Language] vocabulary, structures and features extend understanding of English, using metalanguage  VC2LCLF10U03 |
| Sub-strand: Understanding the interrelationship of language and culture | |
| *Students learn to:* | |
| recognise that language, texts and artefacts provide insights into culture and identity  VC2LCLF8U04 | reflect on and explain how language, texts and artefacts provide understanding of culture and identity  VC2LCLF10U04 |