Latin

Victorian Curriculum F–10  
Version 2.0

Authorised and published by the Victorian Curriculum and Assessment Authority  
Level 7, 200 Victoria Parade  
East Melbourne VIC 3002

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# Introduction

## Rationale

Through accessing and translating Latin texts and engaging with artefacts, students make connections with ancient worlds that have shaped contemporary life and societies. Knowledge of Latin and the ancient Roman world enriches students’ awareness of how an ancient civilisation influences life and thought in the contemporary world.

Latin has been taught in Victoria since the 1800s. Studying Latin enables students to develop their understanding of how language works as a system, enhances their capability to communicate, and extends their literacy skills. Students become familiar with many complex linguistic operations and with the metalanguage used to denote different usages and structures. Such principles can be applied to the study of other languages, ancient or modern, related or distant. Students are able to increase their understanding of the workings of languages they seek to learn, as well as those already in their background.

The study of Latin exercises students’ intellectual curiosity, strengthens their cognitive, analytical and reflective capabilities, and enhances their creative and critical thinking. Through their reading, analysis and translation of texts, students of Latin develop their thinking processes, such as close attention to detail, precision, accuracy, memory, persistence and logic. When translating, students make sense of ancient ideas, experiences, values and attitudes, giving prominence to shades of meaning, thus increasing their dexterity of thought. Through the focus on analysis and precise translation of texts, students develop their capacity to learn in a systematic and disciplined manner.

Learning Latin enhances students’ understanding of English, due to the influence of Latin on the alphabet and vocabulary of English. 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 in English. Students of Latin increase their knowledge of English vocabulary beyond basic usage to include abstract and sophisticated language.

Studying Latin enhances students’ enjoyment and understanding of their own and other cultures. Students examine the language used to denote values in different cultures, both ancient and contemporary, and understand the diversity that exists, and has always existed, in cultural values. They gain insight into enduring moral and social issues, such as the structure of society, the role of the family and discrimination based on race, gender or religion. Through critical reflection on and comparisons with the history, culture, values and practices of the ancient world, learning Latin contributes to students’ development as responsible citizens, locally and globally.

## Aims

The 3 interrelated aims of the Latin curriculum are to develop knowledge, understanding and skills to ensure students:

* engage with the language, history and culture of the ancient Roman world through interaction with texts
* understand language, culture and learning and their relationship, through the medium of Latin texts and artefacts, and thereby develop intercultural understanding
* understand how their own experience of learning Latin extends their ways of viewing, engaging in and interpreting the contemporary world.

## Structure

Latin has been developed as a Second Language Learner Pathway, which caters for students learning Latin as a second or additional language in Levels 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 Latin is organised under 2 interrelated strands, each with 2 sub-strands (as shown in Table 1).

Table 1: Strands and sub-strands within the Latin curriculum

| Strand | Engaging with the Ancient Roman World through Texts | Understanding Language and Culture |
| --- | --- | --- |
| Sub-strands | Accessing and responding to  Latin texts  Translating | Understanding systems of language  Understanding the interrelationship  of language and culture |

#### Engaging with the Ancient Roman World through Texts

This strand involves students engaging with the language, culture and history of the ancient Roman world through the interpretation, analysis and translation of Latin texts. There are 2 sub-strands.

##### Accessing and responding to Latin texts

Engaging with and responding to the ideas and people of the ancient Roman world, through texts that reveal language use and social and cultural practices.

##### Translating

Translating Latin 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 Latin, 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 Latin, students progress along a learning continuum. The first achievement standard is provided at Level 8 and then at Level 10.

### Content descriptions

In Latin, 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 Latin

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

### Latin language

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 West Asia during the period 753 BCE –   
476 CE. The curriculum period for study is the 1st century BCE to the 2nd century CE, during which some of the most influential Latin literature extant was written.

After the fall of the Roman Empire in the 5th century CE, Latin became 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 remains the language of Western Christianity today and is used for the official business of the Roman Catholic Church and the Vatican City State.

The enduring achievements and rich legacy of the ancient Roman world are still evident in today’s world, in contemporary values, customs and beliefs, our laws and the form of our governments, our buildings and our art and literature. Readers of Latin have firsthand access to the great Classical writers who shaped later world literature, such as Catullus, Caesar, Lucretius, Cicero, Virgil, Horace, Livy, Tacitus and Juvenal.

From the 14th century onwards, the various dialects of popular or ‘Vulgar’ Latin became recognised as distinct languages (with works of literature of their own): Italian, French, Spanish, Portuguese and Romanian. All these living variants of Latin are spoken today in many countries throughout the world. A knowledge of Latin facilitates the learning of any of these languages.

### The nature of learning Latin

Latin is a highly inflected language, with 3 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 a historical, social and cultural context. They engage with the ambience, history, society and values of ancient Rome as they read, and are encouraged to relate their discoveries to life in the contemporary 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 inflexions of Latin, making comparisons with how meaning is conveyed in English. Students’ growing awareness of grammar equips them to understand the workings of other languages they may already know or wish to learn.

### 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 Latin 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 Rome 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 Latin, 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 Latin and English

Students will engage with Latin 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 Latin, and this will be influenced by their prior experiences of language learning. Students access texts in Latin and English to understand and explore the ancient Roman world. They interact and collaborate with the teacher and their peers when engaged in activities involving reading and translating simple synthetic Latin texts, supported by modelling, scaffolding and feedback.

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 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 Latin to interpret texts 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 simple texts. They demonstrate understanding that Latin has conventions and rules for written texts. 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 to culture and identity, and explore the relationships between language(s), culture(s) and identity.

### Content descriptions and elaborations

#### Strand: Engaging with the Ancient Roman World through Texts

##### Sub-strand: Accessing and responding to Latin texts

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| access and interpret texts to explore the ancient Roman world  VC2LL8E01 | * 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 to learn about aspects of Roman daily life such as the family, daily routines, food, occupations, education, public entertainment and ceremonies, politics, leisure pursuits * examining a range of resources including artefacts, images, inscriptions and writings to learn about important aspects of a Roman town such as 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, for example, accessing stories or plays based on epic heroes, mythology or the Trojan War * 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, in Pompeii * comparing details from different sources, such as historical records and inscriptions, about Roman social structures 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 the Younger’s eyewitness account of the eruption of Vesuvius * gathering information from texts about Roman religious beliefs and practices, for example, the Olympian deities, the Lares et Penates and 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 |
| respond to texts and convey information in Latin or English, as appropriate  VC2LL8E02 | * responding to prompts to communicate in simple spoken and written Latin, for example, answering questions about a text or creating short sentences in Latin * 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 animation * creating posters or digital displays, with annotations in English or words and simple phrases in Latin, to share information about aspects of Roman life such as the family, education, food, entertainment, exercise, bathing and hygiene * creating maps, plans and diagrams using labels in Latin or English to demonstrate the purpose and function of Roman structures and institutions such as the forum, houses, baths, roads, aqueducts * acting out Latin stories from everyday life in ancient Rome to convey Roman attitudes and values * presenting short Latin texts orally, such as stories, plays or dialogues * producing news reports, blogs or documentaries based on a Latin text, for example, presenting information about the eruption of Mount Vesuvius, the Great Fire of Rome or the reign of an emperor * discussing the influence of Roman culture on modern novels, poetry, drama and film, then creating a visual display highlighting significant elements * discussing how characters and plot in Latin texts are used to create humour, suspense and other effects for the audience, for example, the use of comic episodes and plot twists |

##### Sub-strand: Translating

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| develop and apply strategies to interpret and translate simple Latin texts to demonstrate understanding in English  VC2LL8E03 | * 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 * reading sentences in Latin and using visual cues to infer meaning, such as Latin word order, capitalisation of proper nouns, conjunctions, modern punctuation * 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 * translating Latin into fluent and idiomatic English, for example, 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 the use of dictionaries and online translation tools to consider multiple meanings of vocabulary and make appropriate selections according to context, for example, peto, ago, de * discussing social, contextual and cultural references embedded in texts and how they should be translated, for example, dominus, servus |

#### Strand: Understanding Language and Culture

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

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| understand and begin to apply the Latin alphabet and pronunciation to develop knowledge of simple vocabulary  VC2LL8U01 | * 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 between 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 applying 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 * using methods to build knowledge of vocabulary and pronunciation, for example, using online tools to develop lists of unfamiliar words, using mnemonics |
| develop knowledge of the structures and features of Latin grammatical systems to understand, translate and respond to simple texts  VC2LL8U02 | * identifying parts of speech (e.g. nouns, verbs, adjectives, 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 using a variety of tools, including online table programs * recognising that nouns in Latin have gender, for example, dominus is masculine, villa is feminine, atrium is neuter * identifying different linguistic forms in a text, for example, highlighting all the regular and/or irregular verbs * recognising other forms of verbs, such as present infinitives and imperatives, for example, portare; clama, clamate! * identifying first, second and third declension adjectives (e.g. laeta/laetus; tristis) by developing charts and mind maps, and exploring the concept of noun–adjective agreement * determining the grammatical rules to identify and translate a linguistic feature such as comparative and superlative adjectives * completing sentences in Latin by providing the correct form of the missing word, for example, personal and relative pronouns * using conjunctions to deduce meaning in texts and interpret compound sentences * 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  VC2LL8U03 | * identifying connections between the spelling of Latin and English words (e.g. portat – portable; audit – audible) and applying understanding to improve spelling in English * 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, such as the use of the root verb duco in ‘reduce’, ‘introduce’, ‘deduce’, ‘conduct’, ‘produce’ * discussing expressions and abbreviations in Latin that have been incorporated into English such as ‘postmortem’, ‘in loco parentis’, ‘etc.’, ‘e.g.’, ‘i.e.’, ‘am’, ‘pm’ * understanding conventions of word order in both Latin and English sentences, such as that adjectives generally follow the noun in Latin and are before the noun in English, for example, puella laeta – happy girl; puer laetus – happy boy * exploring how the 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 |

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

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| recognise that language, texts and artefacts provide insights into culture and identity  VC2LL8U04 | * 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 and e pluribus unum, 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 Rome * researching language that reflects social structures (e.g. pater familias, libertus, servus, matrona) and discussing what this language may reveal about cultural attitudes in ancient Rome * exploring the colloquial language that Romans used for greetings or answering questions about daily life, for example, salvete; quid agis? * considering how learning about the ancient world through texts, artefacts and/or archaeological sites, such as the Roman Baths in the English city of Bath, offers different ways of interpreting the contemporary world * discussing the impact of Roman infrastructure and systems (e.g. aqueducts, roads, safe trade routes, standardised currency and weights and measures) on people throughout the empire, and reflecting on those systems in the contemporary world * reflecting on how learning Latin provides insights into the relationship between language and culture, and how this influences the way they think about their own language(s), culture(s) and identity |

## Levels 9 and 10

### Band description

In Levels 9 and 10, Latin learning builds on each student’s prior learning and experiences. Students access and translate more complex Latin texts into 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 the teacher and their peers. They use synthetic and adapted Latin 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 Latin and explain their influence on English. They evaluate the impact of ancient Roman 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 Latin to interpret and analyse information from texts about ancient Roman society and culture. They apply strategies to translate and interpret more complex Latin texts into English and demonstrate understanding of how language conveys cultural meaning.

Students select and apply appropriate vocabulary, grammatical conventions and rules when translating and responding to Latin texts. They explain how Latin has influenced English vocabulary and analyse language structures and features, using metalanguage. They demonstrate understanding that language, texts and artefacts from ancient Rome 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 Roman World through Texts

##### Sub-strand: Accessing and responding to Latin texts

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| interpret texts to analyse the society and culture of the ancient Roman world  VC2LL10E01 | * 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 Latin texts 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 contemporary attitudes to social issues * investigating the ancient origins of contemporary structures and concepts such as social classes, property rights, divorce * studying research from archaeological sites to learn about Roman urban planning, architecture and engineering * reading extracts from Latin texts and 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, 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, Ovid and Catullus, analysing how they convey the attitudes of Roman society and investigating the importance of storytelling in capturing language and heritage * 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 |
| respond to texts in Latin or English as appropriate and discuss ideas about ancient Roman society  VC2LL10E02 | * analysing Latin texts and responding to questions in Latin or English to demonstrate understanding of content, context, purpose and technique * exploring how language is used to reveal character, key messages, purpose and values in texts such as narratives, plays and poems, for example, performing Latin plays or creating theatrical interpretations of Latin stories such as extracts from Cena Trimalchionis, the plays of Plautus and the works of poets such as Ovid and Horace * discussing the information in a text about the role of entertainment in the Roman world (e.g. theatres, amphitheatres, the Circus Maximus) and what this reveals about Roman values and beliefs * 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 (e.g. forum, temples, theatres) to create a model, plan or digital representation of the Roman urban environment * researching language (e.g. res publica, senatus, consul, dictator, princeps) in a text about Roman government and administration, and discussing how it reveals Roman attitudes towards politics * explaining the importance of religious beliefs in a text, with reference to concepts such as Lares et Penates, the worship of local gods throughout the empire, the Vestals and the cult of the emperor, and comparing these with religions such as Christianity * discussing the significance of characters or events that exemplify Roman values and attitudes, such as military campaigns, Domitian and the civil war * reading aloud extracts from different genres of Latin literature with appropriate expression, such as the epigrams of Martial, the poetry of Virgil and the speeches of Cicero, or answering questions based on a text |

##### Sub-strand: Translating

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| apply strategies to interpret and translate more complex Latin texts to convey meaning in English  VC2LL10E03 | * applying knowledge of grammar, sentence structure and word inflections to deduce meaning * predicting the context and content of Latin texts through initial holistic reading by identifying keywords and phrases such as Romani Carthaginienses valde timebant * creating lists of clues to identify and translate more complex grammatical constructions, such as ut + indicative, qui + subjunctive, indirect statement * practising dividing longer sentences into smaller units by bracketing clauses and labelling their grammatical type, bracketing prepositional phrases and linking nouns and adjectives * listening to complex sentences in Latin and using aural cues and literary devices to infer meaning such as correlatives, for example, quantum … tantum; non modo … sed etiam * translating, independently or in collaboration with peers, unseen texts with complex sentences, drawing on familiarity with the style and language of texts already studied * 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 online translation tools to infer the different connotations of a word in a particular context, such as virtus, causa, gero, ago * evaluating the effectiveness of translations, using criteria such as the selection of appropriate vocabulary, grammatical accuracy, fluency, conciseness and clarity |

#### Strand: Understanding Language and Culture

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

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| apply strategies to extend vocabulary and select the appropriate meaning for a specific context  VC2LL10U01 | * identifying the meaning of words using prior knowledge, derivatives and connections with familiar words, for example, dormire, obdormire; ferre, inferre, offerre * discussing the meaning of new words, using knowledge of the text type and the author’s purpose, for example, res, gero, rem gerere * creating their own and class vocabulary lists of frequently used words relevant to specific types of texts and topics, for example, military, philosophical, poetic * applying knowledge of word origins and word building to interpret unfamiliar vocabulary, for example, vowel changes such as aedificium – aedifico, capere – cip (recipere) and compound words such as prae + factum (prefect) * using a Latin–English dictionary to explore how vocabulary selections in Latin and English convey subtle differences in meaning * evaluating the merits of specific word choices in different translations of the same text, presenting and justifying opinions, and recognising the skills of others * using knowledge of word origins and roots to decipher vocabulary, for example, rex, regis; regnum * broadening vocabulary knowledge through conceptual associations, for example, connecting related words like pius, impius, pietas |
| use grammatical structures and linguistic features of Latin to interpret, translate and respond to more complex texts  VC2LL10U02 | * applying understanding of parts of speech (e.g. nouns, verbs, adjectives, adverbs) and their functions in texts to determine meaning by completing fill-the-gap activities, for example, recognising noun and adjective agreement * using metalanguage to describe structures and features of Latin grammatical systems, for example, parsing words or phrases within a sentence * 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 * understanding the relationship between noun gender and declension and acknowledging that there are exceptions, for example, most first declension nouns are feminine but first declension agricola (m), second declension humus (f) are exceptions to this rule * applying understanding of verb endings by completing a quiz and identifying number, person, tense, voice and mood * consolidating a new linguistic feature by manipulating sentences, for example, changing a sentence from the active to the passive voice * composing sentences in Latin, focusing on a particular aspect of grammar such as the ablative absolute * 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 (e.g. 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 (e.g. relative, causal, temporal) and recognising common conjunctions used, for example, cum, ut |
| explain how Latin vocabulary, structures and features extend understanding of English, using metalanguage  VC2LL10U03 | * recognising connections between grammatical structures and features in Latin and English, and applying knowledge to extend grammatical understanding of the English language, such as the use of participles and gerunds * identifying Latin roots in English medical, scientific and technical terminology (e.g. genus, species, computer, data, super conductor) and exploring how Latin is used to coin terms for new technology and discoveries, such as ‘internet’, ‘Trojan (horse)’, ‘virus’ * recognising terms in English that are hybrids of Latin and Classical Greek, for example, ‘metalanguage’, ‘quantum physics’, ‘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’, ‘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

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| reflect on and explain how language, texts and artefacts provide understanding of culture and identity  VC2LL10U04 | * explaining that Latin is a member of the Indo-European family of languages, related to and influenced by other ancient languages, for example, explaining the use of Classical Greek vocabulary and concepts in Roman literature and philosophy, such as 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 (e.g. pietas, virtus, hospitium, SPQR, fasces) and making comparisons to their own language and culture * 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 Rome * reflecting on how written Latin texts preserve and convey knowledge, and how story, song and place preserve and convey knowledge in Aboriginal and Torres Strait Islander cultures * understanding how language and cultural practices are interconnected, such as the use of cognates of the father’s name for sons and daughters (e.g. Julia as daughter of Julius), or religious connotations associated with words and expressions, such as the polite command in the English ‘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 and/or archaeological sites, such as the Colosseum, 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 |