Introducing the Framework for Classical Languages Version 2.0

The revised Victorian Curriculum F–10 Framework for Classical Languages will give Victorian students the opportunity to make connections with ancient worlds that have shaped contemporary life and societies. By accessing and translating texts and engaging with artefacts, students may also enrich their own understanding of the world and enhance their creative and critical thinking skills.

The Framework for Classical Languages Version 2.0 is more structured and streamlined, with improved clarity and coherence, making it easier for teachers to plan, assess and report on student learning. It also continues to support students’ readiness for the study of a classical language at the VCE level (where a language-specific VCE study is available).

The revision of the Framework for Classical Languages curriculum has drawn on the expertise of and feedback from Victorian teachers, as well as critical input from academic and educational experts.

A simplified and more manageable structure

* **The Framework for Classical Languages Version 2.0 will improve the teachability and manageability of the curriculum**, through a simplified structure, an improved progression and the removal of duplicated content.
* **The 2 overarching strands have been retained and renamed** Engaging with the Ancient [Country/City] World Through Texts and Understanding Language and Culture.
* **The number of sub-strands has been reduced to 4** to remove overlap and duplication:
* The sub-strands Accessing the ancient [Country/City] world through the Framework for Classical Languages texts and Responding to texts have been refined and repurposed as Accessing and responding to [Classical Language] texts.
* The sub-strand Translating has been retained.
* The sub-strand Systems of language has been refined and repurposed as Understanding systems of language.
* The sub-strands The powerful influence of language and culture and The role of language and culture have been combined and refined as Understanding the interrelationship of language and culture.
* The sub-strand Reflecting has been removed.

Clearer achievement standards and content descriptions

* **At all levels, the achievement standards and content descriptions have been revised to ensure greater alignment and coherence.** They now offer a clearer progression of skills set out in a consistent sequence across the levels (as evidenced in the scope and sequence charts), supporting teachers to engage with and track student skill development in the target language.

Achievement standards:

* have been refined by removing ambiguity, duplication and unnecessary detail
* provide a clear trajectory that aligns with the expected language acquisition and skill development by the end of each band
* are clearer and more succinct, with language examples and suggestions moved to the elaborations.

Content descriptions:

* have been significantly reduced in number, to align with the revised sub-strands
* provide greater clarity to teachers about what to teach, and specify only essential content and skills.

Elaborations:

* unpack the content descriptions, providing generic examples of language structures to guide teachers
* provide appropriate opportunities to enrich the content of the curriculum through the capabilities and cross-curriculum priorities
* that support the cross-curriculum priority of Aboriginal and Torres Strait Islander Histories and Cultures have been designed to support teachers to meaningfully incorporate this content through the Framework for Classical Languages Version 2.0 curriculum in Victoria.

Other key revisions

* **More explicit and strengthened references have been made to the following aspects of language learning.** These can be seen throughout the bands in the achievement standards, content descriptions and/or elaborations.
* There are clear links between culture, identity and belonging, supporting students to learn about their own and others’ languages, cultures, values and beliefs in both the ancient and modern worlds.
* Learning is enriched by exposure to a range of texts written in the target language and these texts and resources will become increasingly sophisticated and varied as students progress through their schooling. References to different types of texts (including synthetic, adapted and/or authentic) have been strengthened throughout the bands to reflect the progression of knowledge and skills related to language analysis.

► For more detailed revisions, see [the Framework for Classical Languages – comparison of curriculums](https://f10.vcaa.vic.edu.au/learning-areas/languages/framework-for-classical-languages/resources) document, which compares individual content descriptions and achievement standards for Version 1.0 and Version 2.0.