# Latin – comparison of curriculums

**The following tables show the relationship between the Victorian Curriculum F–10 Version 1.0 (VC1) and the Victorian Curriculum F–10 Version 2.0 (VC2).**

## Levels 7 and 8

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 8, students use their knowledge of vocabulary, grammar and textual cues to identify and interpret information in Latin texts, such as narratives, about the daily life and attitudes of the Romans. They interpret grammatical structures such as inflected forms; identify linguistic features such as striking word choice, for example, *laetissimus*, or use of imagery, for example, *dies est* *calidus; frigidus* *est* *rivus*; infer meaning from textual cues such as headings, images or maps; and describe social and cultural practices embedded in Latin text, such as *puer* *patrem* *timet*. They convey information and ideas about Roman society and culture, in oral, written or digital forms, using Latin as appropriate, for example, a news report in English about a historical event such as the assassination of Julius Caesar, or a digital poster about family life in Rome with annotations in Latin, such as a mother instructing her daughter about how to organise the slaves and manage the household. They share their responses to Latin texts, such as stories, myths and plays, by expressing their feelings and ideas about characters, events, actions, settings and themes. They read aloud or recite Latin texts, such as stories, dialogues or songs, or perform Latin texts, such as short plays, to entertain an audience, conveying meaning effectively by using appropriate phrasing and voice inflection. Students translate Latin texts accurately into Standard English, applying their knowledge of vocabulary, including roots and derivatives, linguistic cues, culture, and accidence and syntax, including number, gender and case of nouns, for example, in first, second and third declensions, agreement of nouns and adjectives, for example, *mater nostra*, conjugation and tense, such as regular and irregular verbs in the present tense, for example, *audit; potest*, and indicative active voice and imperative active mood, for example, *paratis, parate!,* and conventions of sentence structure. They explain the relative effectiveness of different translations of the same text, and identify the features of a successful translation.  Students identify Latin sound–script relationships and use restored pronunciation when reading aloud, such as for single consonants, long and short vowels, diphthongs, double consonants and consonant clusters, for example, in *aestate, puella, observare*. They identify the structure and features of different texts in Latin, such as narratives or short plays, and explain how these elements contribute to an audience’s response to the text. They describe how the Latin language spread with the expansion of the Roman empire, and developed over time into its modern descendants, the Romance languages. They explain how Latin has influenced and continues to influence English vocabulary, by identifying derivatives such as ‘itinerary’ from Latin *iter*, and Latin words and expressions that are used in modern English, such as *et cetera*. Students give examples of how particular language use reflects the lifestyles, ideas, feelings and attitudes of Romans in the Classical period, and identify connections between ancient and modern customs, religion, literature and architecture. They share their reactions to and assumptions about the language and culture of Roman society, identifying similarities or differences to their own language and culture. They describe how learning Latin impacts on their approaches to learning and on their understanding of their own heritage, values and culture. | 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. | Achievement standard improved for clarity and teachability. Wording refined to reflect a developmental progression of language learning. Volume of content has been reduced and Latin language examples have been moved to elaborations to ensure the achievement standards are clear and succinct |

### Content descriptions

#### VC2 strand: Engaging with the Ancient Roman World through Texts

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Read, comprehend and discuss Latin texts, using vocabulary, grammar and textual cues, to explore the Roman world (VCLAE001)  Listen to and read Latin texts, such as stories, myths and plays; share reactions and make connections with characters, events, actions, settings and key emotions (VCLAE003) | access and interpret texts to explore the ancient Roman world  VC2LL8E01 | Retained reference to accessing texts. Moved specific references to text types and pedagogy to elaborations |
| Convey information and ideas about the daily life and attitudes of the Romans, in oral, written and digital forms, using Latin as appropriate (VCLAE002) | respond to texts and convey information in Latin or English, as appropriate  VC2LL8E02 | Combined and refined |
| Identify the structure and features of a range of texts in Latin, such as narratives and short plays (VCLAU010) |  | Removed |

##### Sub-strand: Translating

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Translate Latin texts into Standard English, by applying knowledge of vocabulary, accidence and syntax, and linguistic and cultural cues (VCLAE005) | develop and apply strategies to interpret and translate simple Latin texts to demonstrate understanding in English  VC2LL8E03 | Combined and refined |
| Compare different translations and interpretations of Latin texts, and identify features of successful translations (VCLAE006) |  | Removed |

#### VC2 strand: Understanding Language and Culture

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Understand the phonological and orthographic systems of Latin, including the restored pronunciation and the written alphabet (VCLAU007)  Read aloud, recite or perform Latin texts, using phrasing and voice inflection to convey meaning and to entertain others (VCLAE004) | understand and begin to apply the Latin alphabet and pronunciation to develop knowledge of simple vocabulary  VC2LL8U01 | Combined and refined |
| Understand concepts of accidence and syntax used in simple and compound Latin sentences, including parts of speech, case, gender, number, person, declension and conjugation, agreement and tense, and conventions of sentence structure (VCLAU008)  Acquire and build vocabulary by using roots, derivatives and word lists, and use dictionaries to select appropriate meanings of Latin words (VCLAU009) | develop knowledge of the structures and features of Latin grammatical systems to understand, translate and respond to simple texts  VC2LL8U02 | Combined and refined. Specific examples moved to elaborations |
|  | compare Latin vocabulary and language structures and features with English, using metalanguage  VC2LL8U03 | New |

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Examine the enduring influence of Roman culture on the modern world, by discussing the ancient origins of modern customs, religion, literature and architecture (VCLAU012)  Recognise that the language of the Romans provides insights into their daily lives, ideas, feelings and attitudes (VCLAU013) | recognise that language, texts and artefacts provide insights into culture and identity  VC2LL8U04 | Combined and refined. Specific examples moved to elaborations |
| Understand that Latin spread with the expansion of the Roman empire, developed over time into the Romance languages, and influenced English vocabulary (VCLAU011) |  | Removed |
| Reflect on own and others’ reactions to and assumptions about the language and culture of Roman society, considering similarities and differences to own language and culture (VCLAU014) |  | Removed |
| Reflect on self as a language learner, considering how learning Latin influences ways of learning and enhances understanding of own heritage, values and culture (VCLAU015) |  | Removed |

## Levels 9 and 10

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 10, students analyse a range of Latin texts to obtain information and ideas about Roman society and culture. They use vocabulary, grammar and textual cues to analyse and interpret language use and cultural references in Latin texts, such as poetry, letters or narratives, for example, by deducing the meaning of complex sentence structures, such as those with subordinate clauses or indirect speech; and explaining the impact of word order on emphasis and tone, for example, *dum* *homines* *cibum* *devorant, subito* *intravit miles!* and implicit values, concepts and assumptions embedded in language use, for example, *arbiter bibendi.* They convey their interpretations of information and ideas about Roman society and culture, in oral, written or digital forms, such as an investigation into Roman reactions to different religions, or a digital presentation on an archaeological site, for example, the *forum Romanum.* They share their responses to Latin texts, such as narratives, dialogues, plays, poems or letters, by describing themes, values and literary features, such as plot development and characterisation, and expressing and justifying their opinions with support from the text. They read aloud, recite or perform Latin texts, such as oratory, history, drama or poetry, to entertain different audiences, conveying meaning and emotion effectively by using appropriate phrasing, voice inflection or metrical effects, such as elision. Students translate a range of texts that incorporate complex sentence structures and extensive vocabulary, from Latin into Standard English that represents the style and purpose of the texts, applying their knowledge of roots and derivatives to infer the meaning of unfamiliar vocabulary, and using dictionaries to select the appropriate meaning of words. They analyse how the language is used in grammatically complex sentences, that include subordinate clauses, non-finite verb forms, pronoun forms, mood and voice, for example, by identifying case usage of nouns and pronouns, and all verb conjugations and tenses, including indicative, for example, *quamquam* *dominus* *abest, necesse* *est* *nobis* *strenue* *laborare*, and imperative moods, for example, *noli* *dominum* *excitare!*, and passive voice, for example, *ab agricolis nihil agitur.* They evaluate the effectiveness of different translations of the same Latin text, and identify strategies for successful translations.  Students apply the principles of pronunciation for the reading of Latin texts, for example, by stressing the correct syllables. They identify the structure and organisation of different text types in Latin, such as prose and verse, and explain how they relate to context, purpose and audience. They explain the role of Latin in facilitating the spread of Roman civilisation and culture during the expansion of the Roman empire, and the contribution of Latin to the enrichment of English through the transfer of specialist vocabulary, for example, *sine qua non*, abstract concepts, for example, an accused person’s right to a defence, and the coining of vocabulary for new technology and new discoveries, for example, digicam from *digitus + camera*. Students describe Roman values, attitudes and beliefs that are embedded in particular language use, such as *pietas, virtus, hospitium, fides*. They explain how the Roman world has influenced modern society, culture and political structures, such as literature, art, medical and scientific practices, government and infrastructure. They share reactions to and assumptions about the language, culture and values of Roman society, explaining how these relate to their own language and culture. They compare ways of communicating and living in the ancient world with those of the modern world, and explain how learning Latin influences their own style of communicating, ways of thinking and viewing the world. | 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. | Achievement standard improved for clarity and teachability. Wording refined to reflect a developmental progression of language learning. Volume of content has been reduced, and Latin language examples have been moved to elaborations to ensure the achievement standards are clear and succinct |

### Content descriptions

##### VC2 strand: Engaging with the Ancient Roman World through Texts

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Read, analyse and interpret Latin texts, using vocabulary, grammar and textual cues, to engage with the Roman world (VCLAE016) | interpret texts to analyse the society and culture of the ancient Roman world  VC2LL10E01 | Retained reference to accessing texts. Specific examples moved to elaborations |
| Analyse the structure and features of different text types in Latin, exploring how they relate to context, purpose and audience (VCLAU025) |  | Removed |
| Convey interpretations of information and ideas about Roman society and culture, in oral, written and digital forms, using Latin as appropriate (VCLAE017)  Respond to Latin texts by analysing themes, values and literary features, such as plot development and characterisation, and sharing and justifying opinions (VCLAE018)  Discuss how the Roman world has influenced modern society, culture and political structures, such as literature, art, medical and scientific practices, government and infrastructure (VCLAU027) | respond to texts in Latin or English as appropriate and discuss ideas about ancient Roman society  VC2LL10E02 | Combined and refined. Specific examples moved to elaborations |

##### Sub-strand: Translating

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Translate a range of texts that incorporate complex sentence structures and extensive vocabulary from Latin into Standard English, representing the style and purpose of the texts (VCLAE020)  Evaluate different translations and interpretations of Latin texts, using metalanguage to discuss their effectiveness, and develop strategies for successful translations (VCLAE021) | apply strategies to interpret and translate more complex Latin texts to convey meaning in English  VC2LL10E03 | Combined and refined. Specific examples moved to elaborations |

#### VC2 strand: Understanding Language and Culture

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Understand and apply the principles of pronunciation for the reading of Latin texts (VCLAU022)  Read aloud, recite or perform Latin texts to entertain others, using strategies such as phrasing, voice inflection and metrical effects to convey meaning and emotion (VCLAE019) | apply strategies to extend vocabulary and select the appropriate meaning for a specific context  VC2LL10U01 | New. Reference to vocabulary added and emphasised to reflect learning progression. Examples moved to elaborations |
| Understand concepts of accidence and syntax used in complex Latin sentences, including subordinate clauses, non-finite verb forms, pronoun forms, mood, voice, and conventions of complex sentence structure (VCLAU023)  Expand vocabulary by using a range of strategies, including knowledge of roots, cognates and derivatives, and use dictionaries to determine the meaning of unfamiliar vocabulary in specific contexts (VCLAU024) | use grammatical structures and linguistic features of Latin to interpret, translate and respond to more complex texts  VC2LL10U02 | Combined and refined. Reference to vocabulary moved to VC2LL10U01. Examples moved to elaborations |
|  | explain how Latin vocabulary, structures and features extend understanding of English, using metalanguage  VC2LL10U03 | New |

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Identify how cultural values, attitudes and beliefs of the Romans are embedded in their language (VCLAU028) | reflect on and explain how language, texts and artefacts provide understanding of culture and identity  VC2LL10U04 | Refined |
| Understand that Latin became the official language of the Roman empire and facilitated the spread of Roman civilisation and culture, and that Latin continues to enrich English through specialist vocabulary and abstract concepts embodied in the language (VCLAU026) |  | Removed |
| Question and explain own and others’ reactions to and assumptions about the language, culture and values of Roman society, discussing how these relate to own language and culture (VCLAU029) |  | Removed |
| Reflect on self as a language learner, explaining how the study of Latin influences own style of communicating, ways of thinking and viewing the world (VCLAU030) |  | Removed |