BSSS

Beginning Classical Languages

A / T / M



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The ACT Senior Secondary System

The ACT senior secondary system recognises a range of university, vocational or life skills pathways.

The system is based on the premise that teachers are experts in their area: they know their students and community and are thus best placed to develop curriculum and assess students according to their needs and interests. Students have ownership of their learning and are respected as young adults who have a voice.

A defining feature of the system is school-based curriculum and continuous assessment. School-based curriculum provides flexibility for teachers to address students' needs and interests. College teachers have an opportunity to develop courses for implementation across ACT schools. Based on the courses that have been accredited by the BSSS, college teachers are responsible for developing programs of learning. A program of learning is developed by individual colleges to implement the courses and units they are delivering.

Teachers must deliver all content descriptions; however, they do have flexibility to emphasise some content descriptions over others. It is at the discretion of the teacher to select the texts or materials to demonstrate the content descriptions. Teachers can choose to deliver course units in any order and teach additional (not listed) content provided it meets the specific unit goals.

School-based continuous assessment means that students are continually assessed throughout years 11 and 12, with both years contributing equally to senior secondary certification. Teachers and students are positioned to have ownership of senior secondary assessment. The system allows teachers to learn from each other and to refine their judgement and develop expertise.

Senior secondary teachers have the flexibility to assess students in a variety of ways. For example: multimedia presentation, inquiry-based project, test, essay, performance and/or practical demonstration may all have their place. College teachers are responsible for developing assessment instruments with task specific rubrics and providing feedback to students.

The integrity of the ACT Senior Secondary Certificate is upheld by a robust, collaborative, and rigorous structured consensus-based peer reviewed moderation process. System moderation involves all year 11 and 12 teachers from public, non-government and international colleges delivering the ACT Senior Secondary Certificate.

Only students who desire a pathway to university are required to sit a general aptitude test, referred to as the ACT Scaling Test (AST), which moderates student scores across courses and colleges. Students are required to use critical and creative thinking skills across a range of disciplines to solve problems. They are also required to interpret a stimulus and write an extended response.

Senior secondary curriculum makes provision for student-centred teaching approaches, integrated and project-based learning inquiry, formative assessment, and teacher autonomy. ACT Senior Secondary Curriculum makes provision for diverse learners and students with mild to moderate intellectual disabilities, so that all students can achieve an ACT Senior Secondary Certificate.

The ACT Board of Senior Secondary Studies (BSSS) leads senior secondary education. It is responsible for quality assurance in senior secondary curriculum, assessment, and certification. The Board consists of nominees from colleges, professional bodies, universities, industry, parent/carer organisations and unions. The Office of the Board of Senior Secondary Studies (OBSSS) consists of professional and administrative staff who support the Board in achieving its objectives and functions.

ACT Senior Secondary Certificate

Courses of study for the ACT Senior Secondary Certificate:

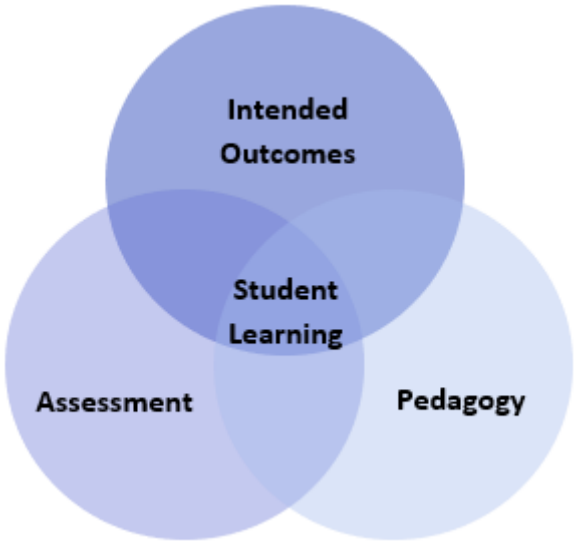
- provide a variety of pathways, to meet different learning needs and encourage students to complete their secondary education
- enable students to develop the essential capabilities for twenty-first century learners
- empower students as active participants in their own learning
- engage students in contemporary issues relevant to their lives
- foster students' intellectual, social, and ethical development
- nurture students' wellbeing, and physical and spiritual development
- enable effective and respectful participation in a diverse society.

Each course of study:

- comprises an integrated and interconnected set of knowledge, skills, behaviours, and dispositions that students develop and use in their learning across the curriculum
- is based on a model of learning that integrates intended student outcomes, pedagogy, and assessment
- outlines teaching strategies which are grounded in learning principles and encompass quality teaching
- promotes intellectual quality, establishes a rich learning environment, and generates relevant connections between learning and life experiences
- provides formal assessment and certification of students' achievements.

Underpinning beliefs

- All students are able to learn.
- Learning is a partnership between students and teachers.
- Teachers are responsible for advancing student learning.



Learning Principles

1. Learning builds on existing knowledge, understandings and skills.

   (Prior knowledge)

2. When learning is organised around major concepts, principles and significant real world issues, within and across disciplines, it helps students make connections and build knowledge structures.

   (Deep knowledge and connectedness)

3. Learning is facilitated when students actively monitor their own learning and consciously develop ways of organising and applying knowledge within and across contexts.

   (Metacognition)

4. Learners' sense of self and motivation to learn affects learning.

   (Self-concept)

5. Learning needs to take place in a context of high expectations.

   (High expectations)

6. Learners learn in different ways and at different rates.

   (Individual differences)

7. Different cultural environments, including the use of language, shape learners' understandings and the way they learn.

   (Socio-cultural effects)

8. Learning is a social and collaborative function as well as an individual one.

   (Collaborative learning)

9. Learning is strengthened when learning outcomes and criteria for judging learning are made explicit and when students receive frequent feedback on their progress.

   (Explicit expectations and feedback)

General Capabilities

All courses of study for the ACT Senior Secondary Certificate should enable students to develop essential capabilities for twenty-first century learners. These 'capabilities' comprise an integrated and interconnected set of knowledge, skills, behaviours, and dispositions that students develop and use in their learning across the curriculum.

The capabilities include:

- literacy
- numeracy
- information and communication technology (ICT)
- critical and creative thinking
- personal and social
- ethical understanding
- intercultural understanding

Courses of study for the ACT Senior Secondary Certificate should be both relevant to the lives of students and incorporate the contemporary issues they face. Hence, courses address the following three priorities. These priorities are:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

Elaboration of these General Capabilities and priorities is available on the ACARA website at www.australiancurriculum.edu.au.

Literacy

Learning classical languages develops overall literacy. It is in this sense 'value added', strengthening literacy-related capabilities that are transferable across languages, both the language being learnt and all other languages that are part of the learner's repertoire. Languages learning also strengthens literacy-related capabilities across domains of use, such as the academic domain and the domains of home language use, and across learning areas. Literacy development involves conscious attention and focused learning. It involves skills and knowledge that need guidance, time, and support to develop. These skills include the:

- ability to decode and encode from sound to written systems
- the learning of grammatical, orthographic, and textual conventions
- development of semantic, pragmatic, interpretative, critical, and reflective literacy skills

Literacy development for classical language learners is cognitively demanding. It involves these same elements but often without the powerful support of a surrounding oral culture and context. The strangeness of the additional language requires scaffolding. In the language classroom, analysis is prioritised alongside experience. Explicit, explanatory, and exploratory talk around language and literacy is a core element. Learners are supported to develop their own meta awareness, to be able to think and talk about how the language works and about how they learn to use it.

Numeracy

Learning classical languages affords opportunities for learners to use the target language to develop skills in numeracy, to understand, analyse, categorise, critically respond to, and use Mathematics in different contexts. This includes processes such as using and understanding patterns, order, and relationships to reinforce concepts such as number, time, or space in their own and in others' cultural and linguistic systems.

Digital Literacy

Students will learn how to use digital technologies appropriately to enhance acquisition and translation, and to ensure that they do not undermine their own progress with unnecessary recourse to AI and other translation tools. Accessing a wide range of classical texts via digital repositories and databases allows students to consider a wide number of artefacts, authors, topics and translations. Students will access a wide range of connections to the target culture and thus leading to deeper understanding of language and culture than may be available through a single text. As such, digital contexts contribute to the development of linguistic and cultural knowledge by dramatically extending the boundaries of the classroom. Accessing online contexts for research allows students to have more developed information literacy skills as they learn to identify reliable online sources in and about the target language and culture.

Critical and Creative Thinking

In learning a classical language, students interact with texts and ideas from the ancient world and perspectives, which enhance critical thinking and reflection and encourage creative, divergent, and imaginative thinking. By learning to notice, connect, compare, and analyse aspects of the target language, students develop critical, analytic, and problem-solving skills.

Personal and Social Capability

Interacting effectively while learning a classical language and in a classical language involves negotiating and interpreting meaning in a range of social and cultural situations. This involves understanding and empathising, important elements of social and intercultural competence. Being open–minded and recognising that people view and experience the world in different ways and learning to interact in a collaborative and respectful manner are key elements of personal and social competence.

Ethical Understanding

When learning a classical language, students are taught explicitly to acknowledge and value diverse ways of perceiving and acting in the world. They consider and evaluate the ethical propositions in classical texts and societies. Opportunities are provided to discuss ethics and thus develop and clarify their own ethical points of view. Ethical consideration is required when interpreting and translating, or when collecting and analysing primary research data.

Intercultural Understanding

Learning to move between the existing language and classical language and culture is integral to learning a classical language and is the key to the development of students' intercultural capability. By learning a classical language, students are able to notice, compare, and reflect on things previously taken for granted; to explore their own linguistic, social, and cultural practices as well as those associated with the target language. They begin to see the complexity, variability, and sometimes the contradictions involved in using language. It is an enriching and cumulative process, which broadens the learner's communicative repertoire, providing additional resources for interpreting and making meaning. Learners come to realise that different kinds of knowledge, understanding, and values are articulated through language(s) and culture(s).

Cross-Curriculum Priorities

Aboriginal and Torres Strait Islander Histories and Cultures

In studying the classical world, students engage with and critique intercultural encounters, other models for colonialism, imperialism, and cultural synthesis and survival. They reflect on the ways of thinking that enabled power relationships between different peoples in the ancient world and upon the impact of the ancient on the present.

In undertaking these studies, students reflect and transfer that understanding to conceptualising the ongoing colonialism in Australia and the ongoing adaptation and survival of Aboriginal and Torres Strait Islanders people. They recognise the ongoing relationship of Australia to its many ancient pasts and to the foundation myths of the colonisers.

Learning a classical language also affords the opportunity to make intercultural connections with Aboriginal and Torres Strait Islander languages. In particular, strong connections can be made between language and place and the importance and role of mythology, storytelling, and oral histories in each culture, for example, hero stories and the significance and place of the natural world. Similarly, stories of conquest and the search for a homeland raise questions of conquest, colonisation, and assimilation.

Asia and Australia's Engagement with Asia

In studying Latin and Greek, students engage with the ways ancient peoples regarded Asia, the orientalism of the Roman and Greek world and their notions of barbarism and civilisation. In doing so, students reflect on the legacy of that thinking in present Western notions of Asia.

In studying Sanskrit, students engage with a significant Asian language. They reflect upon the links between present day Australians and their heritage from Sanskrit.

Through these studies students will develop knowledge and understanding of Asian societies, cultures, beliefs and environments, and the connections between the peoples of Asia, Australia, and the rest of the world. Asia literacy provides students with the skills to communicate and engage with the peoples of Asia so they can effectively live, work and learn in the region.

Latin and the other European classical languages have long been associated with the origins of western culture and criticisms of the eastern 'other'. However, the classical texts do demonstrate a nuanced construction of Asia and the East. These attitudes can be used to problematise and challenge Australia's engagement with Asia.

Sustainability

The Sustainability priority provides the opportunity for students to develop an appreciation of the necessity of acting for a more sustainable future and so address the ongoing capacity of Earth to maintain all life and meet the needs of the present without compromising the needs of future generations. They will reflect upon the successful, but also sometimes disastrous and unsustainable, land management practices of the ancient world and apply those lessons to the present.

A tension between human construction and the natural world was evident in the classical world. Imperial building programs and the criticism they engendered demonstrate a variety of approaches to humans' control of nature. In particular, one could consider monumental architecture and the later use and re-use of the site. Classical notions of sustainability are also evident in their control of water sources, such as aqueducts, and their farming techniques.

This priority will allow all young Australians to develop the knowledge, skills, values, and world views necessary for them to act in ways that contribute to more sustainable patterns of living. It will enable individuals and communities to reflect on ways of interpreting and engaging with the world. The Sustainability priority is futures-oriented, focusing on protecting environments and creating a more ecologically and socially just world through informed action. Actions that support more sustainable patterns of living require consideration of environmental, social, cultural, and economic systems

The Sustainability priority is futures-oriented and calls on students to act sustainably as individuals and to participate in collective endeavours that are shared across local, regional, and global communities. It emphasises the interdependence of environmental, social, cultural, and economic systems.

Beginning Classical Languages

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Rationale

Learning classical languages allows students to enter the thoughts, lives and perspectives of the peoples of the classical world and reflect on both the continuity of the human conditions and the particularities of culture and place. Such studies broaden their cognitive and cultural experience and further the generation of a positive internal life. The study habits and transferable work skills students develop are applicable to a wide range of pathways and endeavours.

Learning languages opens new perspectives for students, not only in relation to ancient cultures and their languages, but also in terms of their own language and cultural practices. Studies in a classical language extend the learner's understanding of themselves and their understanding of the world, values, and identity. Classical Studies provide opportunities for students to develop an awareness of the wider world, including the diversity of languages and cultures that have continued to be an integral feature of societies since the classical period. They enter the cognitive domain of the ancient world and thus expand their own ways of knowing and thinking. Students develop intracultural and intercultural capability by developing an understanding of, and respect for, diversity and difference, and openness to different perspectives and experiences.

Students go through the challenging experience of learning to reorganise their thinking to accommodate the structure of another language. In doing so they develop habits of persistence, attention to detail and careful, reflective reading. Students of classical language develop cognitive flexibility and problem-solving skills as they grapple with translation and mediation of meaning.

Through their reading, analysis and translation of texts, students of classical languages further develop their literacy, through close attention to detail, logic, and critical reasoning. Students develop an understanding of the nature of language, including linguistic and stylistic features, of culture, and of textual analysis. They develop skills in rhetoric and expression. Through such analysis, learning languages strengthens intellectual and analytical capability and enhances creative and critical thinking.

The valuable intellectual, linguistic, creative, and intercultural skills derived from undertaking complex textual, linguistic and cultural analysis are applicable to many fields of endeavour. They develop a fundamental grounding in grammar and linguistics applicable to many areas of further study. Further, learning classical languages also opens pathways to conducting primary research in fields such as Literature, Ancient History, Medieval History, Theology, and Archaeology. The communication, interpersonal and problem-solving skills developed are welcome in any workplace.

Goals

This course should enable students to:

- Become confident communicators who can use the target language effectively in a range of contexts and for a variety of purposes, developing interpersonal skills
- Build intercultural capability by exploring the connections between experiencing language and culture, reflecting on self and others in the world, and the ways of the world, to foster respect, empathy, and local and global awareness
- Apply increasingly complex linguistic concepts to both the target language and own language(s), developing accuracy, creativity, reflexivity[1], and adaptability in interpreting, creating and exchanging meaning
- Use the target and own language(s) to gain and mediate knowledge, debate ideas, and share meanings, to enable engagement with others, collaboration, and problem-solving across cultures
- Build the confidence to learn independently, experiment with the language, and reflect on experiences to develop the creativity, open-mindedness, reflective and reflexive practices, and resilience needed to be lifelong learners

[1] See Appendix F

Unit Titles

- The Individual
- Society and Community
- The Classical World
- Diverse Perspectives
- Independent Study

Organisation of Content

The Individual

Students learn about classical notions and expressions of individuality through the analysis and translation of classical texts in the chosen language. Inspired by classical writings and experiences, they explore ways of being in the classical world and reflect on their own selfhood, culture and life. Students reflect on their language learning practices and their developing intercultural understanding skills.

Society and Community

Students learn about classical societies and communities through the analysis and translation of classical texts in the chosen language. They consider how writers expressed their perception of and engagement with their society and community using grammar and vocabulary. Inspired by classical writings and experiences, students reflect on their own relationship to community and the nature of their community life. They reflect on the efficacy of their language learning habits and practices and their developing intercultural understanding skills.

The Classical World

Students learn about the challenges, problems, and debates of the classical world. They consider how classical writers expressed their experience of their world. Inspired by classical writings and experiences, students reflect on their own understandings and experience of the world around them. They reflect on the efficacy of their language learning habits and practices and their developing intercultural understanding skills.

Diverse Perspectives

Students learn how classical writers communicated, sustained, and challenged thinking, behaviour, and systems. They explore the use of rhetorical and stylistic devices in classical texts. Inspired by classical writings and experiences, students reflect on their own views and beliefs and how they express them. They reflect on the efficacy of their language learning habits and practices and their developing intercultural understanding skills.

Independent Study

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course.

Independent Study units are only available to individual students in Year 12. A student can only study a maximum of one Independent Study unit in each course. Students must have studied at least three standard 1.0 units from this course. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third or fourth 1.0 unit in this course of study.

Assessment

The identification of criteria within the achievement standards and assessment task types and weightings provides a common and agreed basis for the collection of evidence of student achievement.

Assessment Criteria (the dimensions of quality that teachers look for in evaluating student work) provide a common and agreed basis for judgement of performance against unit and course goals, within and across colleges. Over a course, teachers must use all these criteria to assess students' performance but are not required to use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

Assessment Tasks elicit responses that demonstrate the degree to which students have achieved the goals of a unit based on the assessment criteria. The Common Curriculum Elements (CCE) is a guide to developing assessment tasks that promote a range of thinking skills (see Appendix C). It is highly desirable that assessment tasks engage students in demonstrating higher order thinking.

Rubrics are constructed for individual tasks, informing the assessment criteria relevant for a particular task, and can be used to assess a continuum that indicates levels of student performance against each criterion.

Assessment Criteria

Students will be assessed on:

- Understanding Language and Culture
- Communicating Meaning in Language
- Reflection on Learning and Self in the World.

Assessment Task Types

Language acquisition is cumulative. Deep learning and understanding, opportunities to develop understanding over time and authentic interaction are valued. Holistic assessment is encouraged to allow students to evidence understanding and communicate in authentic contexts.

The assessment suite for each unit must include tasks from each category. Tasks may combine categories.

Weightings Advice:

No task is to be weighted less than 20% or more than 50% for a 1.0 unit.

Understanding Language and Culture	**Communicating Meaning in Language**
The stimulus material about unit concepts must be in the target language, but responses may be in English. This may include tasks such as: • Comprehension task - Demonstrating understanding of meaning of a text via reading, listening or viewing, or multi-modal texts • Deconstructing texts, unseen or known • Idiomatic translation of extended text into language of instruction • Inquiry-Based Task, e.g. research task with in-class validation • Literary and stylistic analysis • Short Response stimulus task	*Production about unit concepts must be in the target language.* This may include tasks such as: • Extended writing - Take home research-based essay - In-class response to an unseen stimulus - In-class prompt to write on a taught and prepared content • Interview – unseen or prepared stimulus with unseen questions • Inquiry-Based Task, e.g. research task with in-class validation • Prepared oral delivered to the class followed by unseen questions • Multi-modal text production e.g. short film, podcast, poster, vlog, social media simulation • Unknown roleplay scenario with a short preparation

Reflection on Learning and Self in the World

Stimulus and production may be in English or the target language as appropriate to level and task design.

Reflection and reflexivity of self in the world, are a requirement described in the achievement standards, and must therefore be a component of the assessment suite. Reflection and Reflexivity can be imbedded in the communicating or understanding task, or separately. This may include:

- Annotations or a rationale for a task that reflects critical thinking, the cultural situatedness of ideas, people, language choices
- A creative writing task with an explanation of choices
- A reflexive question within a communication or understanding task that extends from the topic
- A unit journal with prompts to generate reflexive thinking about formative work and evolving understand of perspectives, stance, positionality, reflection on the cultural construction of meanings, values, attitudes, dispositions
- A written or spoken argument about their own work's values and positionality
- A written or spoken commentary on own changed views about the world as a result of the unit of work or task as the capstone to a task from the other two categories

Additional Assessment Information

- For a standard unit (1.0), students must complete a minimum of three assessment tasks and a maximum of five to evidence learning.
- For a half standard unit (0.5), students must complete a minimum of two and a maximum of three assessment tasks to evidence learning and include the three task types.
- Teachers should consider a sequence of learning tasks across the unit to support learning and maximise evidence of understanding, communication and reflection, e.g. gradual release of responsibility; surface, deep, transfer.
- Teachers should balance the range of macro skills — reading, writing, speaking and listening/viewing — in their assessment across the course to ensure a broad array of skills and capabilities are developed.
- The complexity of the target language in the stimulus material and the response required should reflect the level of the course and point of progress within the course. Achievement Standards and Language specific guidance for semesters 1, 2, 3, and 4 in the courses is the point of reference for developing rubrics that reference language progression in relation to the descriptors in the Achievement Standards.
- Look for advice on task parameters in the language specific guidance in the course documents, which have been developed so tasks and rubrics reflect appropriate language progressions.
- Schools must ensure that tasks are designed to mitigate academic integrity risks.
- The use of a dictionary, generative AI or translation software is at the discretion of the school. The conditions of an assessment task must be specified for clarity to students and for moderation purposes.
- Teachers should consider designing tasks that allow them to meet the requirements of the *Retention of Student Assessment Evidence Policy*.

Achievement Standards

Years 11 and 12 Achievement Standards are written for A-T courses. A single Achievement Standard is written for M courses.

A Year 12 student in any unit is assessed using the Year 12 Achievement Standards. A Year 11 student in any unit is assessed using the Year 11 Achievement Standards. Year 12 Achievement Standards reflect higher expectations of student achievement compared to the Year 11 Achievement Standards. Years 11 and 12 Achievement Standards are differentiated by cognitive demand, the number of dimensions and the depth of inquiry.

An Achievement Standard cannot be used as a rubric for an individual assessment task. Assessment is the responsibility of the college. Student tasks may be assessed using rubrics or marking schemes devised by the college. A teacher may use the Achievement Standards to inform development of rubrics. The verbs used in Achievement Standards may be reflected in the rubric. In the context of combined Years 11 and 12 classes, it is best practice to have a distinct rubric for Years 11 and 12. These rubrics should be available for students prior to completion of an assessment task so that success criteria are clear.

Achievement Standards Beginning Classical Languages A Course Year 11

	*A student who achieves an **A** grade typically*	*A student who achieves a **B** grade typically*	*A student who achieves a **C** grade typically*	*A student who achieves a **D** grade typically*	*A student who achieves an **E** grade typically*
Understanding Language and Culture	• analyses familiar language, literary features and the structure of texts to decode and infer meaning and draw logical conclusions	• decodes familiar language, literary features and the structure of texts to explain and infer some meaning and draw conclusions	• decodes familiar language, literary features and the structure of texts to explain surface meaning	• decodes some familiar language, literary features and/or the structure of texts to explain some surface meaning	• identifies some elements in familiar language, purpose, and structure
	• analyses social, political, economic, or historical issues pertaining to classical cultures in the target language or English, using a selection of reliable evidence to support ideas	• analyses social, political, economic, or historical issues pertaining to classical cultures in the target language or English using some reliable evidence to support ideas	• explains social, political, economic, or historical issues pertaining to classical cultures in the target language or English with some relevant evidence to support ideas	• describes some social, political, economic, or historical issues pertaining to classical cultures in the target language or English, with some evidence intended to support ideas	• identifies some social, political, economic, or historical issues pertaining to classical cultures in the target language or English, with some research of limited relevance or reliability
	• applies knowledge of vocabulary, grammatical structures and linguistic features of classical texts accurately and insightfully	• applies knowledge of vocabulary, grammatical structures and linguistic features of classical texts accurately	• applies some knowledge of vocabulary grammatical structures and linguistic features of classical texts	• applies vocabulary, grammatical structures and linguistic features of classical texts with limited accuracy	• applies minimal knowledge of vocabulary, grammatical structures and linguistic features of classical texts with limited accuracy
Communicating Meaning in Language	• applies knowledge of vocabulary, grammar and stylistic choices accurately to interpret and translate the meaning of texts	• applies knowledge of vocabulary, grammar and stylistic choices to interpret and translate the meaning of texts	• applies some knowledge of vocabulary, grammar and stylistic choices to interpret and translate the general meaning of texts	• applies little knowledge of vocabulary and grammar to interpret and translate the general meaning of texts, with limited success	• applies minimal knowledge of vocabulary and grammar to interpret and translate or summate the meaning of texts, with limited success
	• creates texts by accurately applying grammar, familiar vocabulary, appropriate style	• creates texts by accurately applying grammar, familiar vocabulary, and appropriate stylistic choices	• creates relevant texts by applying grammar and familiar vocabulary	• creates relevant, fragmented texts by applying limited grammar and vocabulary	• creates fragmented texts by applying limited of grammar and vocabulary inaccurately
	• creates accurate texts that are effective for context, audience and purpose, and takes some ricks with new language	• creates creating mostly accurate texts that are appropriate for context, audience and purpose	• creates mostly accurate texts that show some consideration of context, audience and purpose	• creates limited texts that show some consideration of context, audience or purpose	• creates fragmented and limited texts that are relevant to the topic
	• applies the principles of academic integrity consistently and clearly to enhance audience confidence in the ideas communicated	• applies the principles of academic integrity consistently and promotes some audience confidence in the ideas communicated	• applies the principles of academic integrity clearly and consistently	• applies the principles of academic integrity inconsistently and reduces confidence in the ideas communicated	• applies the principles of academic integrity inconsistently and unclearly and provides minimal confidence in the ideas communicated
Reflection on learning and self in the world	• reflects analytically on own cultural assumptions and perspectives	• reflects thoughtfully on own cultural assumptions and perspectives	• reflects on own cultural assumptions and perspectives	• describes own cultural assumptions and perspectives	• comments generally on self, and culture of language
	• reflects on own language learning practices and applies feedback to propose appropriate, specific, personal improvements	• reflects on own language learning practices and applies feedback to propose some appropriate personal improvements	• reflects on own language learning practices and applies feedback to discuss improvement generally	• reflects on own language learning practices with reference to teacher feedback	• reflects generally on language learning practices with minimal reference to teacher feedback

Achievement Standards Beginning Classical Languages T Course Year 11

	*A student who achieves an **A** grade typically*	*A student who achieves a **B** grade typically*	*A student who achieves a **C** grade typically*	*A student who achieves a **D** grade typically*	*A student who achieves an **E** grade typically*
Understanding Language and Culture	• analyses familiar and unfamiliar language, literary features and the structure of texts to decode and infer meaning and draw conclusions	• analyses familiar language, literary features and the structure of texts to decode and infer meaning and draw some conclusions	• decodes familiar language, literary features and the structure of texts to explain surface meaning	• decodes some familiar language, literary features and/or the structure of texts to explain some surface meaning	• identifies some meaning in familiar language, purpose, and structure
	• analyses social, political, economic, or historical issues pertaining to classical cultures in the target language or English, including values and perspectives, using a selection of reliable evidence to support ideas	• analyses social, political, economic, or historical issues pertaining to classical cultures in the target language or English, including values and perspectives, using some reliable evidence to support ideas	• explains social, political, economic, or historical issues pertaining to classical cultures in the target language or English, including values and perspectives with some relevant evidence to support ideas	• describes some social, political, economic, or historical issues pertaining to classical cultures in the target language or English, including values and perspectives, with some evidence intended to support ideas	• identifies some social, political, economic, or historical issues pertaining to classical cultures in the target language or English, including values and perspectives with some research of limited relevance or reliability
	• applies knowledge of vocabulary, grammatical structures and linguistic features of classical texts accurately and insightfully	• applies knowledge of vocabulary, grammatical structures and linguistic features of classical texts accurately	• applies some knowledge of vocabulary grammatical structures and linguistic features of classical texts	• applies vocabulary, grammatical structures and linguistic features of classical texts with limited accuracy	• applies minimal knowledge of vocabulary, grammatical structures and linguistic features of classical texts with limited accuracy
Communicating Meaning in Language	• applies knowledge of vocabulary, grammar and stylistic choices consistently to interpret and translate the meaning of texts using words appropriate to the cultural context	• applies knowledge of vocabulary, grammar and stylistic choices to interpret and translate the meaning of texts using words appropriate to the cultural context	• applies some knowledge of vocabulary, grammar and stylistic choices to interpret and translate the meaning of texts using words appropriate to the cultural context, with some success in communicating intended meaning	• applies little knowledge of vocabulary and grammar to interpret and translate the meaning of texts, with limited success	• applies minimal knowledge of vocabulary and grammar to interpret and translate or summate the meaning of texts, with limited success
	• creates texts by accurately applying grammar, familiar and unfamiliar vocabulary, and style	• creates texts by accurately applying grammar, familiar and unfamiliar vocabulary, and some stylistic choices	• creates texts by applying grammar, familiar vocabulary, stylistic choices	• creates fragmented texts by applying a limited familiar grammar and vocabulary	• creates fragmented texts by applying a limited f grammar and vocabulary inaccurately
	• creates texts that are effective for context, audience and purpose, and takes some risks with new language	• creates texts that are appropriate for context, audience and purpose, and takes some risks with new language	• creates texts that show some consideration of context, audience and purpose	• creates limited texts show some consideration of context, audience or purpose	• creates fragmented and limited texts that are relevant to the topic
	• applies the principles of academic integrity consistently and clearly to promote audience confidence in the ideas communicated	• applies the principles of academic integrity consistently and gives some audience confidence in the ideas communicated	• applies the principles of academic integrity clearly and consistently	• applies the principles of academic integrity inconsistently and reduces confidence in the ideas communicated	• applies the principles of academic integrity inconsistently and unclearly and provides minimal confidence in the ideas communicated
Reflection on learning and self in the world	• reflects analytically on own cultural assumptions and perspectives	• reflects thoughtfully on own cultural assumptions and perspectives	• reflects on own cultural assumptions and perspectives	• describes own cultural assumptions and perspectives	• comments generally on self, culture of language
	• reflects on own language learning practices and applies feedback to propose appropriate, specific, personal improvements	• reflects on own language learning practices and applies feedback to propose some appropriate personal improvements	• reflects on own language learning practices and applies feedback to discuss improvement generally	• reflects on own language learning practices with reference to teacher feedback	• reflects generally on language learning practices with minimal reference to feedback

Achievement Standards Beginning Classical Languages A Course Year 12

	*A student who achieves an **A** grade typically*	*A student who achieves a **B** grade typically*	*A student who achieves a **C** grade typically*	*A student who achieves a **D** grade typically*	*A student who achieves an **E** grade typically*
Understanding Language and Culture	• analyses familiar and unfamiliar language, literary features and the structure of texts to decode and infer meaning and draw logical conclusions	• analyses familiar language, literary features and the structure of texts to decode and infer meaning and draw conclusions	• decodes familiar language, literary features and the structure of texts to explain surface meaning	• decodes some familiar language, literary features and/or the structure of texts to explain some surface meaning	• identifies some meaning in familiar language, purpose, and structure
	• analyses social, political, economic, or historical issues pertaining to classical cultures in the target language or English, using a selection of evidence to enhance and support ideas	• analyses social, political, economic, or historical issues pertaining to classical cultures in the target language or English using evidence to support ideas	• explains social, political, economic, or historical issues pertaining to classical cultures in the target language or English with some relevant evidence to support ideas	• describes some social, political, economic, or historical issues pertaining to classical cultures in the target language or English, with some evidence intended to support ideas	• identifies some social, political, economic, or historical issues pertaining to classical cultures in the target language or English, with some research of limited relevance or reliability
	• applies knowledge of vocabulary, grammatical structures and linguistic features of classical texts accurately and insightfully	• applies knowledge of vocabulary, grammatical structures and linguistic features of classical texts accurately	• applies some knowledge of vocabulary grammatical structures and linguistic features of classical texts accurately	• applies vocabulary, grammatical structures and linguistic features of classical texts with limited accuracy	• applies minimal knowledge of vocabulary, grammatical structures and linguistic features of classical texts with limited accuracy
Communicating Meaning in Language	• applies knowledge of vocabulary, grammar and stylistic choices consistently to interpret and translate the meaning of texts	• applies knowledge of vocabulary, grammar and stylistic choices to interpret and translate the meaning of texts	• applies some knowledge of vocabulary, grammar and stylistic choices to interpret and translate the general meaning of texts	• applies little knowledge of vocabulary and grammar to interpret and translate the general meaning of texts, with limited success	• applies minimal knowledge of vocabulary and grammar to interpret and translate or summate the general meaning of texts, with limited success
	• creates texts by accurately applying grammar, familiar and unfamiliar vocabulary, effective style	• creates texts by accurately applying grammar, familiar vocabulary, and appropriate stylistic choice	• creates texts by applying grammar, familiar vocabulary, and /or stylistic choices	• creates fragmented texts by applying limited familiar grammar, vocabulary, and/or minimal stylistic choices	• Creates fragmented texts by applying limited grammar and minimal vocabulary inaccurately
	• creates texts that are effective for context, audience and purpose, and takes risk with new language	• creates texts that are appropriate for context, audience and purpose, and takes risk with new language	• creates texts that show some consideration of context, audience and purpose	• creates limited texts that show some consideration of context, audience or purpose	• creates fragmented and limited texts that are relevant to the topic
	• applies the principles of academic integrity consistently and clearly to enhance audience confidence in the ideas communicated	• applies the principles of academic integrity consistently and gives some audience confidence in the ideas communicated	• applies the principles of academic integrity clearly and consistently	• applies the principles of academic integrity inconsistently and reduces confidence in the ideas communicated	• applies the principles of academic integrity inconsistently and unclearly and provides minimal confidence in the ideas communicated
Reflection on learning and self in the world	• reflects analytically on own cultural assumptions and perspectives	• reflects thoughtfully on own cultural assumptions and perspectives	• reflects on own cultural assumptions and perspectives	• describes own cultural assumptions and perspectives	• comments generally on self, and culture of language
	• reflects on own language learning practices and applies feedback to propose appropriate, specific, personal improvements	• reflects on own language learning practices and applies feedback to propose some appropriate personal improvements	• reflects on own language learning practices and applies feedback to discuss improvement generally	• reflects on own language learning practices with reference to teacher feedback	• reflects generally on language learning practices with minimal reference to teacher feedback

Achievement Standards Beginning Classical Languages T Course Year 12

	A student who achieves an **A** grade typically	A student who achieves a **B** grade typically	A student who achieves a **C** grade typically	A student who achieves a **D** grade typically	A student who achieves an **E** grade typically
Understanding Language and Culture	• analyses familiar and unfamiliar language, literary features and the structure of texts to decode and infer meaning and draw well-informed, logical conclusions	• analyses familiar and unfamiliar language, literary features and the structure of texts to decode and infer meaning and draw conclusions	• decodes familiar language, literary features and the structure of texts to draw conclusions	• decodes some familiar language, literary features and/or the structure of texts to explain surface meaning	• identifies the general meaning in familiar language and structures
	• critically analyses social, political, economic, or historical issues pertaining to classical cultures in the target language or English, including values and perspectives, using an insightful selection of reliable evidence to support ideas	• analyses social, political, economic, or historical issues pertaining to classical cultures in the target language or English, including values and perspectives, using reliable evidence to support ideas	• explains social, political, economic, or historical issues pertaining to classical cultures in the target language or English, including values and perspectives with some reliable evidence related to their ideas	• describes some social, political, economic, or historical issues pertaining to classical cultures in the target language or English, including values and perspectives, with some evidence intended to support ideas	• identifies some social, political, economic, or historical issues pertaining to classical cultures in the target language or English, including values and perspectives with some research of limited relevance or reliability
	• applies knowledge of vocabulary, grammatical structures and linguistic features of classical texts accurately and insightfully	• applies knowledge of vocabulary, grammatical structures and linguistic features of classical texts accurately	• applies some knowledge of vocabulary grammatical structures and linguistic features of classical texts accurately	• applies vocabulary, grammatical structures and linguistic features of classical texts with limited accuracy	• applies minimal knowledge of vocabulary, grammatical structures and linguistic features of classical texts with limited accuracy
Communicating Meaning in Language	• applies knowledge of familiar and unfamiliar vocabulary, grammar and stylistic choices consistently to interpret and translate the meaning of texts using language appropriate to the cultural context	• applies knowledge of familiar and unfamiliar vocabulary, grammar and stylistic choices to interpret and translate the meaning of texts using language appropriate to the cultural context	• applies knowledge of familiar vocabulary, grammar and stylistic choices to interpret and translate the meaning of texts using language appropriate to the cultural context, with some success in communicating intended meaning	• applies some knowledge of vocabulary and grammar to translate the meaning of texts with limited success	• applies minimal knowledge of vocabulary and grammar to translate or summate the general meaning of texts, with limited success
	• creates texts by accurately applying complex grammar, familiar and unfamiliar vocabulary and effective style	• creates texts by accurately applying complex grammar, familiar and unfamiliar vocabulary, and stylistic choices	• creates texts by applying grammar, familiar vocabulary, and stylistic choices	• creates fragmented texts by applying limited familiar grammar, vocabulary, and style	• creates fragmented texts by applying limited grammar and minimal vocabulary inaccurately
	• creates accurate texts that are effective for context, audience and purpose, and takes risks with new language	• creates accurate texts that are appropriate for context, audience and purpose, and takes risks with new language	• creates texts that show some consideration of context, audience and purpose	• creates limited texts that show some consideration of context, audience or purpose	• creates fragmented and limited texts that are relevant to the topic
	• applies the principles of academic integrity consistently and clearly to enhance audience confidence in the ideas communicated	• applies the principles of academic integrity consistently and gives some audience confidence in the ideas communicated	• applies the principles of academic integrity clearly and consistently	• applies the principles of academic integrity inconsistently and reduces confidence in the ideas communicated	• applies the principles of academic integrity inconsistently and unclearly and provides minimal confidence in the ideas communicated
Reflection on learning and self in the world	• reflects analytically on own cultural assumptions and perspectives	• reflects thoughtfully on own cultural assumptions and perspectives	• reflects on own cultural assumptions and perspectives	• describes own cultural assumptions and perspectives	• comments generally on self, and culture of language
	• reflects on own language learning practices and applies feedback to propose appropriate, specific, personal improvements	• reflects on own language learning practices and applies feedback to propose some appropriate personal improvements	• reflects on own language learning practices and applies feedback to discuss improvement generally	• reflects on own language learning practices with reference to teacher feedback	• reflects generally on language learning practices with minimal reference to teacher feedback

Classical Languages M Course Year 11 and 12

	*A student who achieves an **A** grade typically*	*A student who achieves a **B** grade typically*	*A student who achieves a **C** grade typically*	*A student who achieves a **D** grade typically*	*A student who achieves an **E** grade typically*
Understanding Language and Culture	• explains meaning in classical language texts in familiar contexts with independence	• describes meaning in classical language texts in familiar contexts with some assistance	• identifies meaning in classical language texts in familiar contexts with assistance	• identifies features of meaning in classical language texts in familiar contexts with continuous guidance	• identifies minimal features of meaning in classical language texts in familiar contexts with direct instruction
	• explains aspects of classical culture in familiar contexts with independence	• describes aspects of classical culture in familiar contexts with some assistance	• identifies aspects of classical culture in familiar contexts with assistance	• identifies some aspects of classical culture features in familiar contexts with continuous guidance	• identifies minimal aspects of classical culture in familiar contexts with direct instruction
Communicating Meaning in Language	• applies translation skills between classical language and English with independence	• applies translation skills between classical language and English with some independence	• applies translation skills between classical language and English with assistance	• applies translation skills between classical language and English with repeated cueing	• applies translation skills between classical language and English with direct instruction
	• applies classical language skills to create and/or respond to texts with independence	• applies classical language skills to create and/or respond to texts with some assistance	• applies some classical language skills to create and/or respond to texts with assistance	• applies limited classical language skills to create and/or respond to texts with continuous guidance	• applies limited classical language skills to create and/or respond to texts with direct instruction
	• applies the principles of academic integrity consistently and clearly for ideas communicated	• applies the principles of academic integrity consistently for ideas communicated	• applies the principles of academic integrity clearly for ideas communicated	• applies the principles of academic integrity inconsistently	• applies the principles of academic integrity inconsistently and unclearly
	• uses accurate language, vocabulary and grammar both orally and/or in writing with independence	• uses a range of vocabulary and grammar both orally and/or in writing with some assistance	• uses familiar grammar and vocabulary with some accuracy both orally and/or in writing with assistance	• uses some grammar and vocabulary orally and/or in writing with continuous guidance	• displays limited grammar and vocabulary both orally and/or in writing with direct instruction
Reflection on learning and self in the world	• uses effective learning skills with independence	• uses effective learning skills with some assistance	• uses learning skills with assistance	• uses learning skills with continuous guidance	• uses learning skills with direct instruction
	• reflects on own learning and language acquisition skills with independence	• reflects on own learning and language acquisition skills with some assistance	• reflects on own learning and language acquisition with assistance	• describes own learning and language acquisition with continuous guidance	• identifies good techniques for language learning with direct instruction

The Individual — Value: 1.0

The Individual a — **Value 0.5**

The Individual b — **Value 0.5**

Unit Description

Students learn about classical notions and expressions of individuality through the analysis and translation of classical texts in the chosen language. Inspired by classical writings and experiences, they explore ways of being in the classical world and reflect on their own selfhood, culture and life. Students reflect on their language learning practices and their developing intercultural understanding skills.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
• analyse classical notions and expressions of individuality and ways of being	• critically analyse classical notions and expressions of individuality and ways of being	• explain classical ideas about individuality and ways of being
• analyse and translate classical texts about individuality in the chosen language	• analyse and translate classical texts about individuality in the chosen language	• applies translation skills to explain meaning in classical texts about individuality
• analyse style, genre, grammar and vocabulary of classical writings about individuality	• analyse style, genre, grammar and vocabulary of classical writings about individuality	• creates texts about individuality and individual experiences in the classical world using accurate language, vocabulary and grammar
• reflect on their own selfhood, culture and life inspired by classical texts	• reflect on their own selfhood, culture and life inspired by classical texts	• reflect on learning and their own selfhood, culture and life

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Understanding Language and Culture		
• analyses familiar and unfamiliar language, literary features and the structure of texts about individuality to decode and infer meaning and draw logical conclusions, e.g., grave inscriptions, graffiti, biographical writing	• analyses familiar and unfamiliar language, literary features and the structure of texts about individuality to decode and infer meaning and draw well-informed, logical conclusions, e.g., grave inscriptions, graffiti, biographical writing, ostracon, patronymics and epithetos	• explains meaning in classical language texts about individuality
A Course	**T Course**	**M Course**
• analyses classical notions and expressions of individuality and/or ways of being in classical cultures in the target language or English, using a selection of evidence to enhance and support ideas, e.g. paterfamilias, plebian/class, freedom and slavery, gender, hērōs, ahamkara/ prakriti	• critically analyses classical notions and expressions of individuality and ways of being in classical cultures in the target language or English, including values and perspectives, using an insightful selection of reliable evidence to support ideas, e.g. paterfamilias, plebian/class, freedom and slavery, gender, hērōs, ahamkara/ prakriti	• explain classical ideas about individuality and ways of being
• applies knowledge of vocabulary, grammatical structures and linguistic features of classical texts about individuality and/or individual experiences in the classical world accurately and insightfully, e.g., grave inscriptions, graffiti, biographical writing	• applies knowledge of vocabulary, grammatical structures and linguistic features of classical texts about individuality and individual experiences in the classical world accurately and insightfully, e.g., grave inscriptions, graffiti, biographical writing, ostracon, patronymics and epithetos	
Communicating Meaning in Language		
• applies knowledge of vocabulary, grammar and stylistic choices consistently to interpret and translate the meaning of texts about individuality and individual experiences in the classical world	• applies knowledge of familiar and unfamiliar vocabulary, grammar and stylistic choices consistently to interpret and translate the meaning of texts about individuality and individual experiences in the classical world using language appropriate to the cultural context	• applies translation skills between classical language and English in texts about individuality
• creates texts by accurately applying grammar, familiar and unfamiliar vocabulary and effective style	• creates texts by accurately applying complex grammar, familiar and unfamiliar vocabulary and effective style	• uses accurate language, vocabulary and grammar both orally and/or in writing about individuality and ways of being

A Course	T Course	M Course
• creates texts about individuality and individual experiences in the classical world that are effective for context, audience and purpose, and takes risks with new language	• creates accurate texts about individuality and individual experiences in the classical world that are effective for context, audience and purpose, and takes risks with new language	• creates and/or responds to texts about individuality and individual experiences in the classical world
• applies the principles of academic integrity consistently and clearly to enhance audience confidence in the ideas communicated	• applies the principles of academic integrity consistently and clearly to enhance audience confidence in the ideas communicated	• applies the principles of academic integrity consistently and clearly
Reflection on Learning and Self in the World		
• reflects analytically on own selfhood, culture and life inspired by the ideas of the classical world	• reflects analytically on own selfhood, culture and life inspired by the ideas of the classical world	• reflect on their own selfhood, culture and life
• reflects on own language learning practices and applies feedback to propose appropriate, specific, personal improvements	• reflects on own language learning practices and applies feedback to propose appropriate, specific, personal improvements	• reflects on own learning and language acquisition skills with independence

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasise some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages 10.

Society and Community — Value: 1.0

Society and Community a — **Value 0.5**

Society and Community b — **Value 0.5**

Unit Description

Students learn about classical societies and communities through the analysis and translation of classical texts in the chosen language. They consider how writers expressed their perception of and engagement with their society and community using grammar and vocabulary. Inspired by classical writings and experiences, students reflect on their own relationship to community and the nature of their community life. They reflect on the efficacy of their language learning habits and practices and their developing intercultural understanding skills.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
• analyse classical ideas about society and community and ways of relating to community	• critically analyse classical ideas about society and community and ways of relating to community	• explain classical ideas about society and community
• analyse and translate classical texts about societies and communities and living in communities in the chosen language	• analyse and translate classical texts about societies and communities and living in communities in the chosen language	• applies translation skills to explain meaning in classical texts about societies and communities
• analyse style, genre, grammar and vocabulary of classical writings about society and community	• analyse style, genre, grammar and vocabulary of classical writings about society and community	• creates texts about societies and communities in the classical world using accurate language, vocabulary and grammar
• reflect on their own selfhood, culture and life inspired by classical texts	• reflect on their own relationship to society and community and the nature of their community life inspired by classical texts	• reflect on learning and own relationship to society and community

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Understanding Language and Culture		
• analyses familiar and unfamiliar language, literary features and the structure of texts about classical communities to decode and infer meaning and draw logical conclusions, e.g., stele, religious inscriptions, graffiti, modified extracts	• analyses familiar and unfamiliar language, literary features and the structure of texts about classical communities to decode and infer meaning and draw well-informed, logical conclusions, e.g., stele, religious inscriptions, graffiti, modified Hesiod Works and Days extracts, Veda extracts	• explains meaning in classical texts about societies and communities
• analyses community and being in a community pertaining to classical cultures in the target language or English, using a selection of evidence to enhance and support ideas, e.g., citizenship, community structures	• critically analyses community and being in a community pertaining to classical cultures in the target language or English, including values and perspectives, using an insightful selection of reliable evidence to support ideas, e.g., citizenship, polis, res publica, varna, jati, irrigation and community structures	• explain classical ideas about societies and communities
• applies knowledge of vocabulary, grammatical structures and linguistic features of classical texts about the perception of and engagement with community accurately and insightfully, e.g., grave inscriptions, graffiti, biographical writing	• applies knowledge of vocabulary, grammatical structures and linguistic features of classical texts about the perception of and engagement with community accurately and insightfully, e.g., grave inscriptions, graffiti, biographical writing, ostracon, patronymics and epithetos	
Communicating Meaning in Language		
• applies knowledge of vocabulary, grammar and stylistic choices consistently to interpret and translate the meaning of texts about community and experiencing community using language appropriate to the cultural context	• applies knowledge of familiar and unfamiliar vocabulary, grammar and stylistic choices consistently to interpret and translate the meaning of texts about community and experiencing community using language appropriate to the cultural context	• applies translation skills between classical language and English in texts about societies and communities
• creates texts by accurately applying grammar, familiar and unfamiliar vocabulary and effective style	• creates texts by accurately applying complex grammar, familiar and unfamiliar vocabulary and effective style	• uses accurate language, vocabulary and grammar both orally and/or in writing about societies and communities
• creates texts about community and experiencing community that are effective for context, audience and purpose, and takes risks with new language	• creates accurate texts about community and experiencing community that are effective for context, audience and purpose, and takes risks with new language	• creates and/or responds to texts about societies and communities in the classical world

A Course	T Course	M Course
• applies the principles of academic integrity consistently and clearly to enhance audience confidence in the ideas communicated	• applies the principles of academic integrity consistently and clearly to enhance audience confidence in the ideas communicated	• applies the principles of academic integrity consistently and clearly
Reflection on Learning and Self in the World		
• reflects analytically on own relationship to society and the nature of their community life • reflects on own language learning practices and applies feedback to propose appropriate, specific, personal improvements	• reflects analytically on own relationship to society and the nature of their community life • reflects on own language learning practices and applies feedback to propose appropriate, specific, personal improvements	• reflect on their own society and nature of their community • reflects on own learning and language acquisition skills with independence

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasise some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages 10.

The Classical World — Value: 1.0

The Classical World a — **Value 0.5**

The Classical World b — **Value 0.5**

Unit Description

Students learn about the challenges, problems, and debates of the classical world. They consider how classical writers expressed their experience of their world. Inspired by classical writings and experiences, students reflect on their own understandings and experience of the world around them. Students reflect on the efficacy of their language learning habits and practices and their developing intercultural understanding skills.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
• analyse the challenges, problems, and debates of the classical world	• critically analyse the challenges, problems, and debates of the classical world	• explain classical ideas about the classical world
• analyse and translate classical texts in which classical writers expressed their experience of their world	• analyse and translate classical texts in which classical writers expressed their experience of their world	• applies translation skills to explain meaning in classical texts about the classical world
• analyse style, genre, grammar and vocabulary of classical writings about the world around them	• analyse style, genre, grammar and vocabulary of classical writings about the world around them	• creates texts about the classical world using accurate language, vocabulary and grammar
• reflect on their own understandings and experience of the world around them	• reflect on their own understandings and experience of the world around them	• reflect on learning and own understanding and experience of the world around them

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Understanding Language and Culture		
• analyses familiar and unfamiliar language, literary features and the structure of texts about how classical writers expressed their experience of their world to decode and infer meaning and draw logical conclusions, e.g., modified extracts	• analyses familiar and unfamiliar language, literary features and the structure of texts about how classical writers expressed their experience of their world to decode and infer meaning and draw well-informed, logical conclusions, e.g., modified Herodotus, *The Histories* extracts, modified *Mahabharata* and *Arthashastra* extracts	• explains meaning in classical texts about the classical world
• analyses the challenges, problems, and debates of the classical world in the target language or English, using a selection of evidence to enhance and support ideas, e.g., war, religion, health, poverty and wealth, law and justice	• critically analyses the challenges, problems, and debates of the classical world in the target language or English, including values and perspectives, using an insightful selection of reliable evidence to support ideas, e.g., war, religion, health, poverty and wealth, law and justice	• explain experiences of and ideas about the classical world
• applies knowledge of vocabulary, grammatical structures and linguistic features of classical texts about the challenges, problems and debates of the classical world accurately and insightfully, e.g., modified extracts from plays and histories	• applies knowledge of vocabulary, grammatical structures and linguistic features of classical texts about the challenges, problems, and debates of the classical world accurately and insightfully, e.g., speech extracts from plays and histories, graffiti, ostracon, play extracts	
Communicating Meaning in Language		
• applies knowledge of vocabulary, grammar and stylistic choices consistently to interpret and translate the meaning of texts about the challenges, problems, and debates of the classical world using language appropriate to the cultural context	• applies knowledge of familiar and unfamiliar vocabulary, grammar and stylistic choices consistently to interpret and translate the meaning of texts about the challenges, problems, and debates of the classical world using language appropriate to the cultural context	• applies translation skills between classical language and English in texts about the classical world

A Course	T Course	M Course
• creates texts about the challenges, problems, and debates of the classical world by accurately applying grammar, familiar and unfamiliar vocabulary and effective style	• creates texts about the challenges, problems, and debates of the classical world by accurately applying complex grammar, familiar and unfamiliar vocabulary and effective style	• uses accurate language, vocabulary and grammar both orally and/or in writing about the classical world
• creates texts about the challenges, problems, and debates of the classical world that are effective for context, audience and purpose, and takes risks with new language	• creates accurate texts about the challenges, problems, and debates of the classical world that are effective for context, audience and purpose, and takes risks with new language	• creates and/or responds to texts about the classical world
• applies the principles of academic integrity consistently and clearly to enhance audience confidence in the ideas communicated	• applies the principles of academic integrity consistently and clearly to enhance audience confidence in the ideas communicated	• applies the principles of academic integrity consistently and clearly
Reflection on Learning and Self in the World		
• reflects analytically on own understandings and experience of the world around them inspired by the ideas of the classical world	• reflects analytically on own understandings and experience of the world around them inspired by the ideas of the classical world	• reflect on their own experience of the world
• reflects on own language learning practices and applies feedback to propose appropriate, specific, personal improvements	• reflects on own language learning practices and applies feedback to propose appropriate, specific, personal improvements	• reflects on own learning and language acquisition skills with independence

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasise some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages 10.

Diverse Perspectives — Value: 1.0

Diverse Perspectives a — **Value 0.5**

Diverse Perspectives b — **Value 0.5**

Unit Description

Students learn how classical writers communicated, sustained, and challenged thinking, behaviour, and systems. They explore the use of rhetorical and stylistic devices in classical texts. Inspired by classical writings and experiences, students reflect on their own views and beliefs and how they express them. They reflect on the efficacy of their language learning habits and practices and their developing intercultural understanding skills.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
• analyse how classical writers communicated, sustained, and challenged thinking, behaviour, and systems	• critically analyse how classical writers communicated, sustained, and challenged thinking, behaviour, and systems	• explain classical ideas about diverse perspectives
• analyse and translate the use of rhetorical and stylistic devices in classical texts	• analyse and translate the use of rhetorical and stylistic devices in classical texts	• applies translation skills to explain meaning in classical texts about diverse perspectives
• analyse style, genre, grammar and vocabulary of classical writings from diverse perspectives and experiences	• analyse style, genre, grammar and vocabulary of classical writings from diverse perspectives and experiences	• creates texts about the classical world using accurate language, vocabulary and grammar
• reflect on their own views and beliefs and how they express them	• reflect on their own views and beliefs and how they express them	• reflect on learning and own views and beliefs

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Understanding Language and Culture		
• analyses familiar and unfamiliar language, literary features and the structure of texts that communicated, sustained, and challenged thinking, behaviour, and/or systems to decode and infer meaning and draw logical conclusions, e.g., modified extracts from satirical and other plays	• analyses familiar and unfamiliar language, literary features and the structure of texts that communicated, sustained, and challenged thinking, behaviour, and systems to decode and infer meaning and draw well-informed, logical conclusions, e.g., modified extracts from satirical plays- Aristophanes, extracts of Mahāsubhāṣitasaṃgraha, Three Satires Nīlakaṇṭha, Kṣemendra, and Bhallaṭa Translated by Somadeva Vasudeva	• explains meaning in texts about diverse perspectives
• analyses ideas, institutions and events about which ancient authors communicated, sustained, and challenged thinking, behaviour, and/or systems in classical cultures in the target language or English, using a selection of evidence to enhance and support ideas, e.g., individual versus society, justice versus oppression, person and the gods, self-will and fate	• critically analyses ideas, institutions and events about which ancient authors communicated, sustained, and challenged thinking, behaviour, and systems in classical cultures in the target language or English, including values and perspectives, using an insightful selection of reliable evidence to support ideas, e.g., individual versus society, justice versus oppression, person and the gods, self-will and fate	• explain experiences of and ideas about diverse perspectives in the classical world
• applies knowledge of the use of rhetorical and stylistic devices in classical texts accurately and insightfully, e.g., speech extracts from plays and histories	• applies knowledge of the use of rhetorical and stylistic devices in classical texts accurately and insightfully, e.g., speech extracts from plays and histories, graffiti, ostracon, play extracts	
Communicating Meaning in Language		
• applies knowledge of vocabulary, grammar and stylistic choices consistently to interpret and translate the meaning and use of rhetorical and stylistic devices of texts about diverse perspectives using language appropriate to the cultural context	• applies knowledge of familiar and unfamiliar vocabulary, grammar and stylistic choices consistently to interpret and translate the meaning and use of rhetorical and stylistic devices of texts about diverse perspectives using language appropriate to the cultural context	• applies translation skills between classical language and English in texts about diverse perspectives

A Course	T Course	M Course
• creates texts about thinking, behaviour, and systems in the classical world by accurately applying grammar, familiar vocabulary and effective style	• creates texts about thinking, behaviour, and systems in the classical world by accurately applying complex grammar, familiar and unfamiliar vocabulary and rhetorical and stylistic devices	• uses accurate language, vocabulary and grammar both orally and/or in writing about the diverse perspectives
• creates texts about thinking, behaviour, and systems in the classical world that are effective for context, audience and purpose, and takes risks with new language	• creates accurate texts about thinking, behaviour, and systems in the classical world that are effective for context, audience and purpose, and takes risks with new language	• creates and/or responds to texts about diverse perspectives
• applies the principles of academic integrity consistently and clearly to enhance audience confidence in the ideas communicated	• applies the principles of academic integrity consistently and clearly to enhance audience confidence in the ideas communicated	• applies the principles of academic integrity consistently and clearly
Reflection on Learning and Self in the World		
• reflects analytically on own views and beliefs and how they express them inspired by the ideas and rhetoric of the classical world	• reflects analytically on own views and beliefs and how they express them inspired by the ideas and rhetoric of the classical world	• reflect on their own views and beliefs
• reflects on own language learning practices and applies feedback to propose appropriate, specific, personal improvements	• reflects on own language learning practices and applies feedback to propose appropriate, specific, personal improvements	• reflects on own learning and language acquisition skills with independence

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasise some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages 10.

Independent Study Value 1.0

Independent Study a **Value 0.5**

Independent Study b **Value 0.5**

Prerequisites

Independent Study units are only available to individual students in Year 12. A student can only study a maximum of one Independent Study unit in each course. Students must have studied at least three standard 1.0 units from this course. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third or fourth 1.0 unit in this course of study.

Unit Description

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
• analyse classical ideas about the chosen topic in the classical world	• critically analyse classical ideas about the chosen topic in the classical world	• explain classical ideas about the chosen topic
• analyse and translate the classical texts about the chosen topic in the chosen language	• analyse and translate classical texts about the chosen topic in the chosen language	• apply translation skills to explain meaning in classical texts about the chosen topic
• analyse style, genre, grammar and vocabulary of classical writings about the chosen topic	• analyse style, genre, grammar and vocabulary of classical writings about the chosen topic	• uses classical languages skills to create texts using accurate language, vocabulary and grammar
• reflect on perspectives on and assumptions about the chosen topics inspired by classical texts	• reflect on perspectives on and assumptions about the chosen topics inspired by classical texts	• reflect on learning and own views and beliefs about the chosen topic

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Understanding Language and Culture		
• analyses familiar and unfamiliar language, literary features and the structure of texts on the chosen topic to decode and infer meaning and draw logical conclusions	• analyses familiar and unfamiliar language, literary features and the structure of texts on the chosen topic to decode and infer meaning and draw well-informed, logical conclusions	• explains meaning in classical texts on the chosen topic
• analyses the chosen topic in classical cultures in the target language or English, including values and perspectives, using an insightful selection of reliable evidence to support ideas	• critically analyses the chosen topic in classical cultures in the target language or English, including values and perspectives, using an insightful selection of reliable evidence to support ideas	• explain experiences of and classical ideas about the chosen topic
• applies knowledge of vocabulary, grammatical structures and linguistic features of classical texts on the chosen topic accurately and insightfully	• applies knowledge of vocabulary, grammatical structures and linguistic features of classical texts on the chosen topic accurately and insightfully	
Communicating Meaning in Language		
• applies knowledge of vocabulary, grammar and stylistic choices consistently to interpret and translate the meaning of texts on the chosen topic using language appropriate to the cultural context	• applies knowledge of familiar and unfamiliar vocabulary, grammar and stylistic choices consistently to interpret and translate the meaning of texts on the chosen topic using language appropriate to the cultural context	• applies translation skills between classical language and English in classical texts about the chosen topic
• creates texts on the chosen topic by accurately applying grammar, familiar vocabulary and effective style	• creates texts on the chosen topic by accurately applying complex grammar, familiar and unfamiliar vocabulary and effective style	• uses accurate language, vocabulary and grammar both orally and/or in writing about the chosen topic
• creates texts on the chosen topic that are effective for context, audience and purpose, and takes risks with new language	• creates accurate texts on the chosen topic that are effective for context, audience and purpose, and takes risks with new language	• create and/or respond to texts about the chosen topic
• applies the principles of academic integrity consistently and clearly to enhance audience confidence in the ideas communicated	• applies the principles of academic integrity consistently and clearly to enhance audience confidence in the ideas communicated	• applies the principles of academic integrity for ideas communicated

A Course	T Course	M Course
Reflection on Learning and Self in the World		
• reflects analytically on own cultural assumptions and perspectives on the chosen topic	• reflects analytically on own cultural assumptions and perspectives on the chosen topic	• reflect on own assumptions and perspectives
• reflects on own language learning practices and applies feedback to propose appropriate, specific, personal improvements	• reflects on own language learning practices and applies feedback to propose appropriate, specific, personal improvements	• reflects on own learning and language acquisition skills with independence

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasise some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages 10.

Appendix A – Implementation Guidelines

Available course patterns

A standard 1.0 value unit is delivered over at least 55 hours. To be awarded a course, students must complete at least the minimum units over the whole minor, major, major/minor, or double major course.

Course	Number of standard units to meet course requirements
Minor	Minimum of 2 units
Major	Minimum of 3.5 units

Units in this course can be delivered in any order.

Prerequisites for the course or units within the course

Students with two or more years of successful study in the target classical language, including during Years 9 and 10 should be enrolled in Continuing Classical Languages. Students with little or no experience of successful learning in the target classical language should be placed in Beginning Classical Languages. Teachers should place students in a course which allows for learning and will not place them at an advantage or disadvantage in relation to other students.

Students must have studied at least three standard 1.0 units from this course in order to access the Independent Study unit. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third or fourth 1.0 unit in this course of study.

Arrangements for students continuing study in this course

Students who studied the previous course may undertake any units in this course provided there is no duplication of content.

Duplication of Content Rules

Students cannot be given credit towards the requirements for a Senior Secondary Certificate for a unit that significantly duplicates content in a unit studied in another course. The responsibility for preventing undesirable overlap of content studied by a student, rests with the principal and the teacher delivering the course. Students will only be given credit for covering the content once.

Guidelines for Delivery

Program of Learning

A program of learning is what a school provides to implement the course for a subject. This meets the requirements for context, scope and sequence set out in the Board endorsed course. Students follow programs of learning in a college as part of their senior secondary studies. The detail, design, and layout of a program of learning are a college decision.

The program of learning must be documented to show the planned learning activities and experiences that meet the needs of particular groups of students, taking into account their interests, prior knowledge, abilities, and backgrounds. The program of learning is a record of the learning experiences that enable students to achieve the knowledge, understanding and skills of the content descriptions. There is no requirement to submit a program of learning to the OBSSS for approval. The Principal will need to sign off at the end of Year 12 that courses have been delivered as accredited.

Content Descriptions

Are all content descriptions of equal importance? No. It depends on the focus of study. Teachers can customise their program of learning to meet their own students' needs, adding additional content descriptions if desired or emphasising some over others. A teacher must balance student needs with their responsibility to teach all content descriptions. It is mandatory that teachers address all content descriptions and that students engage with all content descriptions.

Half standard 0.5 units

Half standard units appear on the course adoption form but are not explicitly documented in courses. It is at the discretion of the college principal to split a standard 1.0 unit into two half standard 0.5 units. Colleges are required to adopt the half standard 0.5 units. However, colleges are not required to submit explicit documentation outlining their half standard 0.5 units to the BSSS. Colleges must assess students using the half standard 0.5 assessment task weightings outlined in the framework. It is the responsibility of the college principal to ensure that all content is delivered in units approved by the Board.

Moderation

System Moderation

System moderation begins in schools whereby teachers cooperate to develop assessment, and grade and score student assessment according to the relevant curriculum.

Moderation Day is an essential component of the ACT senior secondary system which empowers school autonomy in curriculum and assessment. Moderation Day is a collaborative and professional event whereby schools undertake system quality assurance activities on behalf of their current and future students. Moderation Day fosters and enriches the development of quality assessment and validates student achievement. Continued best practice in teaching and learning is ensured through the formation of valid, constructive, and detailed feedback.

System Moderation:

- provides comparability of school-based assessment
- forms the basis for valid and reliable assessment in senior secondary schools
- involves the ACT Board of Senior Secondary Studies (BSSS) and schools in cooperation and partnership
- maintains the integrity of the ACT Senior Secondary Certificate.

The Moderation Model

Moderation within the ACT senior secondary system encompasses structured, consensus-based peer review of Unit Grades and quality of assessment for all BSSS courses twice per year. In addition to System Moderation, there is statistical moderation of course scores.

Moderation by Structured, Consensus-based Peer Moderation

Consensus-based peer moderation involves the review of student assessment against system wide criteria and standards and the validation of Unit Grades. This is done by matching student performance with the Framework Achievement Standards. In addition, feedback will be provided on the quality of the task.

Preparation for Structured, Consensus-based Peer Review

Schools retain originals or copies of student assessment evidence completed in the delivery of the unit and all unit documentation. Student assessment evidence must be sufficient to allow reviewing teachers to make an accurate judgment of grade standard. Schools will use ACS to present this information for System Moderation. Criteria for each Moderation Day will be communicated to schools in the proceeding calendar year.

Feedback from System Moderation

Feedback is provided to schools to affirm good practice and inform continuous improvement. This feedback is based on the BSSS Quality Assessment Guidelines and relevant course documents. It is expected that schools engage with feedback and address any longitudinal trends as outlined in the BSSS Policy and Procedures Manual.

Appendix B – Course Developers

Name	College
Professor Caillan Davenport	Australian National University
Dr Jessica Dietrich, Latin Teacher	Canberra Girls Grammar School
Lauren Richardson, Latin Teacher	Canberra Girls Grammar School
Associate Professor Angela Scarino	Adelaide University

Appendix C – Common Curriculum Elements

Common curriculum elements assist in the development of high-quality assessment tasks by encouraging breadth and depth and discrimination in levels of achievement.

Organisers	Elements	Examples
create, compose, and apply	apply	ideas and procedures in unfamiliar situations, content, and processes in non-routine settings
	compose	oral, written, and multimodal texts, music, visual images, responses to complex topics, new outcomes
	represent	images, symbols, or signs
	create	creative thinking to identify areas for change, growth, and innovation, recognise opportunities, experiment to achieve innovative solutions, construct objects, imagine alternatives
	manipulate	images, text, data, points of view
analyse, synthesise, and evaluate	justify	arguments, points of view, phenomena, choices
	hypothesise	statement/theory that can be tested by data
	extrapolate	trends, cause/effect, impact of a decision
	predict	data, trends, inferences
	evaluate	text, images, points of view, solutions, phenomenon, graphics
	test	validity of assumptions, ideas, procedures, strategies
	argue	trends, cause/effect, strengths, and weaknesses
	reflect	on strengths and weaknesses
	synthesise	data and knowledge, points of view from several sources
	analyse	text, images, graphs, data, points of view
	examine	data, visual images, arguments, points of view
	investigate	issues, problems
organise, sequence, and explain	sequence	text, data, relationships, arguments, patterns
	visualise	trends, futures, patterns, cause, and effect
	compare/contrast	data, visual images, arguments, points of view
	discuss	issues, data, relationships, choices/options
	interpret	symbols, text, images, graphs
	explain	explicit/implicit assumptions, bias, themes/arguments, cause/effect, strengths/weaknesses
	translate	data, visual images, arguments, points of view
	assess	probabilities, choices/options
	select	main points, words, ideas in text
identify, summarise and plan	reproduce	information, data, words, images, graphics
	respond	data, visual images, arguments, points of view
	relate	events, processes, situations
	demonstrate	probabilities, choices/options
	describe	data, visual images, arguments, points of view
	plan	strategies, ideas in text, arguments
	classify	information, data, words, images
	identify	spatial relationships, patterns, interrelationships
	summarise	main points, words, ideas in text, review, draft and edit

Appendix D – Glossary of Verbs

Verbs	Definition
Analyse	Consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences
Apply	Use, utilise or employ in a particular situation
Argue	Give reasons for or against something
Assess	Make a judgement about the value of
Classify	Arrange into named categories in order to sort, group or identify
Compare	Estimate, measure or note how things are similar or dissimilar
Compose	The activity that occurs when students produce written, spoken, or visual texts
Contrast	Compare in such a way as to emphasise differences
Create	Bring into existence, to originate
Critically analyse	Analysis that engages with criticism and existing debate on the issue
Demonstrate	Give a practical exhibition an explanation
Describe	Give an account of characteristics or features
Discuss	Talk or write about a topic, taking into account different issues or ideas
Evaluate	Examine and judge the merit or significance of something
Examine	Determine the nature or condition of
Explain	Provide additional information that demonstrates understanding of reasoning and/or application
Extrapolate	Infer from what is known
Hypothesise	Put forward a supposition or conjecture to account for certain facts and used as a basis for further investigation by which it may be proved or disproved
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Planning, inquiry into and drawing conclusions about
Justify	Show how argument or conclusion is right or reasonable
Manipulate	Adapt or change
Plan	Strategize, develop a series of steps, processes
Predict	Suggest what might happen in the future or as a consequence of something
Reflect	The thought process by which students develop an understanding and appreciation of their own learning. This process draws on both cognitive and affective experience
Relate	Tell or report about happenings, events, or circumstances
Represent	Use words, images, symbols, or signs to convey meaning
Reproduce	Copy or make close imitation
Respond	React to a person or text
Select	Choose in preference to another or others
Sequence	Arrange in order
Summarise	Give a brief statement of the main points
Synthesise	Combine elements (information/ideas/components) into a coherent whole
Test	Examine qualities or abilities
Translate	Express in another language or form, or in simpler terms
Visualise	The ability to decode, interpret, create, question, challenge and evaluate texts that communicate with visual images as well as, or rather than, words

Appendix E – Glossary for ACT Senior Secondary Curriculum

Courses will detail what teachers are expected to teach and students are expected to learn for year 11 and 12. They will describe the knowledge, understanding and skills that students will be expected to develop for each learning area across the years of schooling.

Learning areas are broad areas of the curriculum, including English, mathematics, science, the arts, languages, health, and physical education.

A **subject** is a discrete area of study that is part of a learning area. There may be one or more subjects in a single learning area.

Frameworks are system documents for Years 11 and 12 which provide the basis for the development and accreditation of any course within a designated learning area. In addition, frameworks provide a common basis for assessment, moderation, and reporting of student outcomes in courses based on the framework.

The **course** sets out the requirements for the implementation of a subject. Key elements of a course include the rationale, goals, content descriptions, assessment, and achievement standards as designated by the framework.

BSSS courses will be organised into units. A unit is a distinct focus of study within a course. A standard 1.0 unit is delivered for a minimum of 55 hours generally over one semester.

Core units are foundational units that provide students with the breadth of the subject.

Additional units are avenues of learning that cannot be provided for within the four core 1.0 standard units by an adjustment to the program of learning.

An **Independent Study unit** is a pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by a student and negotiated with their teacher but must meet the specific unit goals and content descriptions as they appear in the course.

An **elective** is a lens for demonstrating the content descriptions within a standard 1.0 or half standard 0.5 unit.

A **lens** is a particular focus or viewpoint within a broader study.

Content descriptions refer to the subject-based knowledge, understanding and skills to be taught and learned.

A **program of learning** is what a college develops to implement the course for a subject and to ensure that the content descriptions are taught and learned.

Achievement standards provide an indication of typical performance at five different levels (corresponding to grades A to E) following completion of study of senior secondary course content for units in a subject.

ACT senior secondary system **curriculum** comprises all BSSS approved courses of study.

Appendix F - Reflection and Reflexivity

Extract – Michelle Kohler and Angela Scarino, 'Chapter 7: A principled pedagogy for a multilingual and intercultural orientation to learning for diverse (language) learners' in Leonardo Veliz (ed.) *Multiculturalism and multilingualism in education: Implications for curriculum, teacher preparation and pedagogical practice*, Brill, Leiden, 2025, pp, 145 - 166

Reflective and reflexive

Reflection and reflexivity are integral to multilingual and intercultural learning. (Byrd Clark & Dervin, 2014). In language use, these processes are a crucial dimension of exchanging meanings in situ with diverse others. In language learning, these are the educative processes through which students come to understand the entailments of multilingual and intercultural exchange and how such exchange impacts people's identity formation. Kramsch (2006) reminds us that today it is not sufficient for learners to know how to communicate meanings, intricate though this is; they also need to understand the practice of meaning-making.

The process of *reflection* involves critically considering observations, descriptions, analyses and diverse interpretations of subject matter, that is, phenomena shared when communicating, as well as considering how language(s) and culture(s) come into play in exchanging meaning (Liddicoat & Scarino, 2013).

The process of *reflexivity* involves recognising that participants in communication bring their own subjectivities to the exchange, situated as they are in their own social, linguistic, cultural and historical worlds. In participating in interactions with diverse others, participants learn to question their own assumptions, positioning, responses and reactions, and come to understand that their contribution to the exchange has impact and consequences; it also involves engagement with the interpretation of self (intraculturality) and others (interculturality) in diverse contexts (Liddicoat & Scarino, 2013).

In other words, students make sense of the subject matter and themselves *in relation to* others. It is through reflection and reflexivity that students develop the capability to decentre and to consider matters such as situatedness, assumptions, and positionality. These processes contribute to students' development of consciousness as communicators, meaning-makers, learners and persons.

In relation to pedagogy, it is crucial to position students as both performers and analysers (Liddicoat & Scarino, 2013), and that they be invited to consider critically the ideas/knowledge exchanged, diverse perspectives, understandings and interpretations, diverse responses and reactions, and diverse ways of contributing to experiences of exchange – their own and others. They need to be invited to notice the 'language' of experiences, that is, reflecting on how diverse experiences, understandings and perspectives are expressed and represented and how perspectives, attitudes and values are enmeshed in the linguistic choices made. And finally, they need to be invited to reflect on the participants in the exchange and their identities. Over time students develop a *reflective stance* towards understanding the variable ways of communicating.

In order to resource the processes of reflection and reflexivity, it is necessary to purposefully include texts (in the widest sense of the term) that present differing perspectives and to model reflective thinking, introducing questions about such matters as voice; assumptions, feelings in relation to responses, the exploration of reasons, motivations, origins of particular views, and so on.

Ultimately, the goal of multilingual and intercultural communication and learning is the development of sensitivity towards aspects of communication (i.e. the exchange of meanings) between 'self' and 'others', through critical engagement with self-reflection. This also entails developing awareness of the ethical issues related to the use of knowledge and language.

Appendix G – Language Specific Information

This appendix contains specific language features relevant to the language courses available for study, such as structures and grammatical content appropriate for students at this level. The appendix is a suggested guide only and is not limited to features of language that could be covered in the delivery of course content descriptions. The language features are not unit specific and are a guide to planning.

The collection of conceptual understandings in the form of questions are provided to guide inquiry based teaching and learning in senior language classes. There is a need to capture the essence of the language/culture through the questions that 'carry' the teaching and learning; the grammar is the enabler, not the goal. Deep understanding and appreciation of, and a growing capability to meaningfully engage with, culture and language is the goal.

These understandings are phrased as inquiry questions to engage the teacher and learners on a journey towards understanding and participation. Predominantly, conceptual questions are the 'how and why questions' that enable us to understand the integral values and behaviours that drive the language/culture.

These statements contain understandings that equate to: if you don't learn about and learn to interact with an understanding of this concept, then you haven't really 'learnt' that language/culture. This is not a prescriptive list, but a starting point for inquiry. The questions can examine untranslatables, they can be questions of nature and impact, questions that give birth to comparative understanding, rather than lower order thinking, such as the one dimensional 'when, where, who questions.' 'What questions' can examine much deeper relational understandings, such as a cause and effect, for example, rather than objects or simple ideas.

Beginning Sanskrit

Scope provided by Dr McComas Taylor.

Essential understandings

1. Traditional and modern accounts of the origin of Sanskrit
2. Relationship to other Indo-European languages
3. Relationship to non-Indo-European Indian languages
4. Importance as a language of Buddhist, Hindu, and Jain traditions
5. Importance as a literary language
6. Importance as the lingua franca of the 'Sanskrit Cosmopolis'
7. Orality and textuality
8. The place of Sanskrit in contemporary Indian society

Beginning Sanskrit

The Writing System

Devanāgarī • origin of the writing system • relationship to other Indic writing systems • the alphabet, correct style, and stroke order • vowels and consonants • anusvara and visarga • consonants combined with vowels • conjunct consonants • the virāma • punctuation, the daṇḍa • digital resources for writing in Devanāgarī	**Transcription** • importance and use of transcription • correct use of diacritics • digital resources for writing transcription
Pronunciation • importance of correct pronunciation • vowels – long and short • consonants – aspiration, voicing, retroflexion, dentals • meter – basic metrical forms, e.g. śloka	

Grammar

Vowel strength • base grade • guṇa • vṛddhi	**Nouns** • stems and nouns • gender, case and number • generic endings • stems in short -a (masc and neut) • stems in long -ā (fem) • stems in short -i (masc, fem and neut) • stems in -u (masc, fem and neut) • stems in ling -ī (fem) • stems in -an (masc and neut) • stems in -ṛ (masc and fem) • stems in -ant (masc and neut) • stems in -as (masc and neut) • stems in -in (masc and neut) • consonant-ending stems (masc and fem)	**Pronouns** • first and second person • third person (masc, fem and neut) • demonstrative adjectives • interrogative • indefinite, with -api, -cid, or -cana
Adjectives • agreement • word order	**Compounds** • dvandva • samāhāra • upapada • tatpuruṣa • karmadhāraya • bahuvrīhi	**Sandhi** • external and internal sandhi • vowel sandhi • consonant sandhi • visarga sandhi • avagraha • exceptions

Numbers

Suffixes • primary • secondary	**Verbs** • Roots, stems and verbs • person and number • active endings and middle endings • thematic and athematic paradigms • verb classes • verbal prefixes	**The present system** • present • imperfect • imperative • optative

Other verbal forms • passive • simple future • causative • desiderative • perfect • periphrastic future • periphrastic perfect		

Adverbs

Participles • present participle, active and middle • past passive participle • future passive participle	**The Gerund** • in -tvā and -ya
The Infinitive • in -tum	**Indeclinables** • na • iva • eva • evam • api
Syntax • word order • direct speech with *iti* • conjunctions *ca* and *vā* • absolute construction: genitive and locative • passive constructions • relative-corelative constructions	

Spoken Sanskrit

A working vocabulary of 250 words:

- introducing oneself
- families and friends
- food and drink
- numbers, time, and date
- daily routines
- travel
- leisure, likes and dislikes
- clothes and colours.

Beginning Latin

This is a possible sequence for Beginning Latin students. The key grammar structures covered and the text types studied will depend on the Latin course being taught.

Scope provided by Dr Jessica Dietrich and Lauren Richardson.

Unit	Key grammatical Concepts/Suggested Reading:
The Individual	**Verbs** - Active voice: Present, imperfect, future tenses *amo, amabam, amabo* - Present tense: *esse* and *posse* - Imperatives **Nouns** - 1st, 2nd, 3rd declensions: *puella, servus, bellum, civis, mare* - Gender and number **Case (core functions)** - Nominative (subject): *puella currit* - Vocative – learn form - Accusative (direct object): *servum video* - Genitive – learn form - Dative – learn form - Ablative (basic "with/by/in"): *gladio pugnat* **Adjectives** - Recognition of 1st/2nd and 3rd declension adjectives - Agreement: *puella bona, vir bonus* **Pronouns** - Personal: *ego, tu* **Constructions** - Basic word order flexibility: *puella poetam amat / poetam puella amat*
Possible inquiry questions for The Individual: - What vocabulary and language features does the author use to enhance their meaning? - How does syntax and diction create meaning? - What has been the influence of Latin on modern languages?	

<table>
<tr><th>Unit</th><th>Key grammatical Concepts/Suggested Reading:</th></tr>
<tr><td>Society and Community</td><td>Verbs
- Perfect system (perfect, pluperfect, future perfect): amavi, amaveram, amavero
- Passive Voice
Nouns
- 3rd declension: rex, civis, corpus
Case (expanded)
- Genitive (possession): liber puellae
- Dative (indirect object): puero donum dat
- Accusative of motion: Romam it
Adjectives
- Comparative: maior, fortior
Pronouns
- Demonstratives: hic, ille (recognise)
- Relative pronoun: qui, quae, quod (recognise)
Adverbs
- Basic use: celeriter currit</td></tr>
<tr><td colspan="2">Possible Inquiry questions for Society and Community:
- In which ways can the study of classical texts share our understanding of both our own and other societies and communities?
- How do we decide when we have enough evidence to form a reliable opinion on an institution in the classical world?</td></tr>
<tr><td>The Classical World</td><td>Verbs
- Passive voice (present & perfect): amatur, amatus est
- Subjunctive (present/imperfect): cum venire
- Infinitives (object/indirect statement intro): dicit eum venire
- Participles (present/perfect): amans, amatus
- Deponent verbs: loquitur, secutus est
Nouns
- 4th & 5th declensions: manus, dies
Case (advanced)
- Ablative of time, cause, means: hoc die, metu, gladio
Pronouns
- Relative clauses: vir qui venit
- Reflexive: se videt
Adjectives
- Superlative: fortissimus</td></tr>
<tr><td colspan="2">Possible Inquiry questions for The Classical World:
- In what ways does the perspective/biases of an author shape our understanding of the classical world?
- To what extent are the institutions, laws, customs and beliefs of the modern world a legacy of the classical world?</td></tr>
</table>

Unit	Key grammatical Concepts/Suggested Reading:
Diverse Perspectives	**Verbs** - Full tense/mood system (including pluperfect subjunctive): *si venisset, vidissem* - Irregular verbs: *sum, volo, nolo, malo, fero, eo* - Gerunds & gerundives: *ad pugnandum, liber legendus est* - Supine: *mirabile dictu* - Impersonal verbs: *licet, oportet, necesse est* **Infinitives** - Indirect statement fully developed: *dicit hostes venisse* **Nouns & Case** - Full case usage **Pronouns** - Indefinite: *aliquis, nemo* (recognition) - Emphatic: *ipse* **Adjectives/Adverbs** - Irregular forms: *melior, optimus*
Possible Inquiry questions for Diverse Perspectives: - What language and literary features does the author use to enhance their meaning? - How does our understanding of the language differ between genres? - To what extent can a text have diverse perspectives on a topic or issue in the classical world? - In what ways can diverse texts share similarities?	

Grammar:

It is expected that a graduate will have studied the grammar concepts below by the end of S2 Year 12 (Unit 4). Most of these concepts are assumed knowledge before starting Unit 1 and students will continue to acquire knowledge of complex grammar concepts as they progress through the units.

Nouns	Case	Use
5 declensions	Nominative	subject of verb complement (*esse*), complement with passive verbs
	Accusative	direct object of verb governed by preposition exclamation time motion ‘towards’ subject in an indirect statement

Nouns	Case	Use
	Genitive	possessive descriptive quality partitive charge value completing certain adjectives recognition subjective and objective cause (with impersonal verbs of emotion) with 'genitive' verbs
	Dative	indirect object of verb interest possession predicative agent with 'dative' verbs completing certain adjectives recognition purpose disadvantage motion
	Ablative	governed by preposition absolute – attendant circumstances with 'ablative' verbs completing certain adjectives Association - manner, comparison, respect Location - in place, in time Means - instrument, cause, measure of difference Separation - place, agent, origin, motion 'from'
	Vocative	direct address
	Locative	towns, small islands, *domi*, *ruri*, *humi*, *militiae*
Apposition in all cases (except Locative)		

Pronouns/Pronominal Adjectives - all forms of cases, singular and plural

Type	Pronouns	Adjectives
Personal	ego, tu, nos, vos is, ea, id	me(us), tu(us) nost(e)r, vest(e)r
Relative	qui, quae, quod	-
Interrogative	quis? quis? quid?	qui, quae, quod
Reflexive	se	su(us)
Demonstrative	hic, ille, iste	hic, ille, iste is, ea, id
Emphatic	ipse	-

Adjectives - all forms of cases, singular and plural

Adjectives	**Degrees**	**variations**
1st / 2nd declension 3rd declension	positive comparative superlative	including irregular: *bon(us), mal(us), magn(us), parv(us)* and *mult(us)* and those with **variations** in the superlative degree *-llim(us)* *facilis/difficilis, similis/dissimilis, gracilis, humilis* *-rrim(us)* adjectives whose masc sing positive form ends in *–er*
Numerical	cardinal 1 to 100 ordinal 1st to 20th	including all forms of *un(us)* *duŏ, duae, duŏ* *trēs, trēs, tria*

Adverbs - common adverbs including those related to adjectives

Adverbs	**Degrees**	**variations**
relationship to regular and irregular adjectives	positive comparative superlative	including irregular: *bene, male, magnopere, parvum, multum* and those with variations in the superlative (as for adjectives above).

Verbs - all forms of all tenses, moods, and voice

Verbs	
non-Deponent and Deponent Conjugations 1, 2, 3, 4 Conjugation 3a	other *esse/posse, velle/nolle/malle, ire, ferre* semi-deponent and defective

Tenses		
SimplePresent Imperfect Future	Perfect	Perfect Pluperfect Future Perfect
Voice		
Active		Passive
Mood		
Imperative	Indicative	Subjunctive

Verbal Forms - formation and use

Form	Use
Gerundive	as adjective obligation purpose (*ad/causā/gratiā)* replacing a gerund with an object
Gerund	acc – with *ad* (incl purpose) gen – descriptive, purpose (*causā*, *gratiā*) dat – with expressions (*operam dare…*) abl - manner
Infinitives present, perfect, future active, passive	as subject as object prolative historic in indirect statement
Participles present, perfect, future (aspect)	as substantive in participial phrases ablative absolute

Word Groupings

Word Group	Type
Sentence	Simple Compound Complex
Clause	Main or Principal Subordinate
Phrase	Prepositional Participial

Main or Principal Clauses

Type	Indicative	Subjunctive	Imperative
Statement	√	potential	-
Question	√	deliberative	-
Command	-	iussive	√
Wish	-	optative	-

Subordinate Clauses

Adjectival	**Indicative**	**Subjunctive**
Relative	I	-

Adverbial		
Temporal	I	S
Causal	I	S (alleged)
Concessive	I	S
Conditional	I (open)	S (hypothetical)
Purpose/Final	-	S
Relative-Purpose	-	S
Result/Consequence	-	S
Relative-Result/Generic	-	S

Substantival (Noun)		
Indirect Statement	Accusative and Infinitive	
Indirect Question	-	S
Indirect Command	-	S
Indirect Wish	-	S

Other (for recognition only)	
subordinate clauses in *oratio obliqua*	S

Figures of Speech:

Effectively incorporating figures of speech was an important skill for a Latin author. Often, they were used for the purpose of emphasis or to arouse emotions in the reader. For this reason, students need to consider their effect in relation to the context of the Latin being read and the writer's intent. Following is a list which are likely to be met in the course of reading Latin verse and prose.

Figures of Speech and Language		
alliteration	anaphora	antithesis
anthropomorphism	apostrophe	assonance
asyndeton	balance	chiasmus
ellipsis	enjambement	epithet
hendiadys	hypallage	hyperbole
hysteron proteron	irony	juxtaposition
litotes	metaphor	metonymy
onomatopoeia	oxymoron	paradox
pathos	personification	pleonasm
polysyndeton	praeteritio	prolepsis
prosopopoeia	simile	synchesis
synecdoche	tricolon	zeugma

Metre

Scansion is the marking of the length of syllables of words in a poem to show the pattern of the rhythm known as the metre. While the rhythm in English is based on word stress, in Latin it is based on the quantity (length) of the syllables. Syllables in Latin poetry are either short/light or long/heavy. The metre used by Vergil, Ovid and subsequent epic poets is **dactylic hexameter**. Another metre common to Latin poetry, used by both Catullus and Ovid, is **elegiac couplet**.

Assessment Advice

The following are suggested elements to be incorporated into assessment items:

- Translation and comprehension of set texts
- Translation and/or comprehension of unseen texts
- knowledge of grammar and vocabulary– either explicitly or implicitly
- scansion of poetry – dactylic hexameter and/or elegiac couplet
- stylistic/rhetorical/literary analysis of texts
- Extended response(in English) to a prompt based on the text/s or concepts being studied

Beginning Classical Greek

Scope provided by Dr Jessica Dietrich and Lauren Richardson.

Essential Understandings

1. What has been the influence of Ancient Greek on modern languages?
2. To what extent are modern values, customs, and beliefs, a legacy of Ancient Greek and the Greek world? The focus may be on mythology and political systems.
3. How does our reading of Greek texts shape our understanding of ancient Greek culture?
4. How can we construct a 'Greek' identity from disparate Greek dialects, cultures, and texts? For example, what is the difference between the Hellenic world and the Hellenistic world?
5. How does the structure of Greek differ between genres?
6. How are Greek texts enhanced through the author's use of stylistic features?
7. How did the inflected nature of Ancient Greek shape the ancient Greeks' view of their world and how had this influenced modern interpretations of the Greek language?

Grammar: It is recommended that a graduate would have studied the following language elements:

Nouns	Case	Use
3 declensions ἡ ἡμέρα, ὁ νεανίας ὁ δοῦλος ἡ γυνή, ἡ πόλις, ὁ ἱερεύς	Nominative	subject of verb complement
irregular ἡ ναῦς, ὁ βοῦς, ὁ πατήρ	Accusative	direct object prepositions taking adverbial time respect absolute oaths
	Genitive	possession partitive prepositions taking adjectives taking time comparison separation verbs taking

Nouns	Case	Use
	Dative	indirect object prepositions taking verbs taking interest time possession respect instrument degree of difference
	Vocative	direct address
	in all cases	Apposition

Articles - all forms of cases, singular and plural

ὁ, ἡ, τό	predicative, attributive, + participle

Pronouns - all forms of cases, singular and plural

Type	Pronouns
Personal	ἐγώ, σύ, ἡμεῖς, ὑμεῖς, αὐτός
Relative	ὅς
Interrogative	τίς, τί
Reflexive	ἐμαυτόν
Emphatic	αὐτός

Adjectives - all forms of cases, singular and plural

Adjectives	Degrees	Examples
1st - 2nd declension καλός, ἔρημος, σώφρων, 3rd declension ἀληθής, ταχύς	positive comparative superlative	including irregular: μέγας, πολύς
Possessive		ἐμός, σός, ἡμέτερος, ὑμέτερος
Numerical	cardinal ordinal	εἷς, δύο, τρεῖς πρῶτος, δεύτερος, τρίτος

Adverbs - common adverbs including those related to adjectives

Adverbs	Degrees	Examples
	positive comparative superlative	-ως, κακως ἀληθῶς ἀληθέστερον ἀληθέστατα

Verbs

Verbs	
1st, 2nd, 3rd Conjugations	
Contract verbs	φιλέω, τιμάω, δηλόω
irregular	εἰμί, εἶμι, οἶδα, δύναμαι, κεῖμαι, ἐπίσταμαι

Tenses
Present
Future
Imperfect
Aorist
Voice
Active
Middle
Passive
Mood
Indicative
Imperative

Verbal Forms - formation and use

Form	**Examples**
Infinitives	
present	παύειν
aorist	παῦσαι
future	παύσειν
Participles	
present	παύων
aorist	παύσας
future	παυσόμενος
-τέος forms	παυστέος

Sentences

simple sentence	indicative, imperative
compound sentence	participial use
questions	ἆρα, πότερον ... ἤ
commands	positive and negative imperatives

Clauses

causal	*ὅτι, ἐπεί* clauses
temporal	*πρίν* clauses
concessive	*καίπερ* phrases
correlatives	*τοσοῦτος … ὅσος*
purpose	*ὡς* + future participle
relative	*ὅς/ὅσπερ* clauses

Figures of Speech

Effectively incorporating figures of speech was an important skill for a Greek author. Often, they were used for the purpose of emphasis or to arouse emotions in the reader. For this reason, students need to consider their effect in relation to the context of the Ancient Greek being read and the writer's intent. Following is a list of basic figures which are likely to be met in the course of reading Ancient Greek verse and prose.

Figures of Speech and Language		
alliteration	apostrophe	epithet
anthropomorphism	enjambement	hyperbole
onomatopoeia	irony	juxtaposition
pathos	metaphor	personification
simile	tricolon	

Assessment Advice

The following macros are suggested to be incorporated into assessment items:

- Translation and comprehension of set texts
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- Knowledge of grammar and vocabulary – either explicitly or implicitly
- Stylistic/rhetorical/literary analysis of texts.

Appendix H - Course Adoption

Conditions of Adoption

The course and units of this course are consistent with the philosophy and goals of the college and the adopting college has the human and physical resources to implement the course.

Adoption Process

Course adoption must be initiated electronically by an email from the principal or their nominated delegate to bssscertification@ed.act.edu.au. A nominated delegate must CC the principal.

The email will include the **Conditions of Adoption** statement above, and the table below adding the **College** name, and circling the **Classification/s** required.

College:	
Course Title:	Beginning Classical Languages
Classification/s:	A T M
Accredited from:	2027
Framework:	Languages