



Beginning Classical Languages

Including Language Specific Features

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:

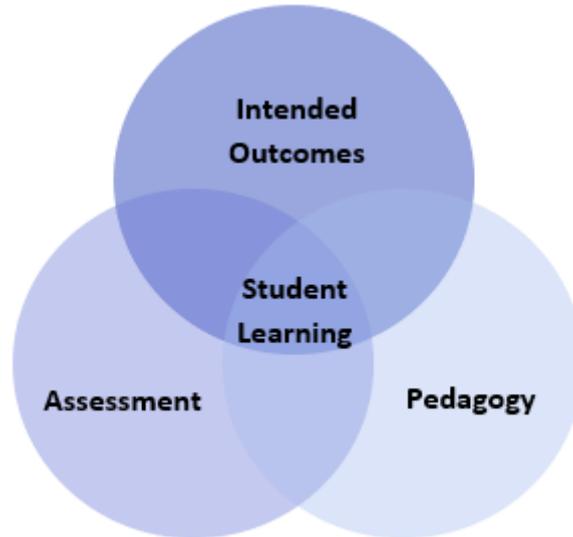
- provide a variety of pathways, to meet different learning needs and encourage students to complete their secondary education
- enable students to develop the essential capabilities for twenty-first century learners
- empower students as active participants in their own learning
- engage students in 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.

Information and Communication Technology (ICT)

Learning classical languages is enhanced through the use of multimodal resources, digital environments, and technologies in the target language. Accessing live target language environments and texts via digital media contributes to the development of information technology capabilities as well as linguistic and cultural knowledge. Students develop new cognitive flexibility by learning to operate IT using different scripts.

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

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. They reflect upon the impact of the ancient upon 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 and their interdependence.

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

A/T/M

Rationale

Learning classical languages broadens cognitive and cultural experience and builds skills applicable to a wide range of pathways and endeavours.

Through their reading, analysis and translation of texts, students of classical languages further develop their literacy in English, 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. Through such analysis, learning languages strengthens intellectual and analytical capability and enhances creative and critical thinking.

Learning languages opens new perspectives for learners, 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, their heritage, values, and identity. They have a growing awareness of the wider world, including the diversity of languages and cultures that have continued to be an integral feature of society since ancient times. They enter the cognitive domain of the ancient world and thus expand their own ways of knowing. Students develop intracultural and intercultural capability. They develop understanding of, and respect for, diversity and difference, and openness to different perspectives and experiences.

Students learn to reorganise their thinking to accommodate the structure of another language. Through developing persistence, attention to detail and the habit of careful, reflective reading, they develop cognitive flexibility, and habits and skills useful for problem-solving.

The valuable intellectual, linguistic, creative, and intercultural skills derived from undertaking complex textual 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 and Archaeology.

Goals

This course should enable students to:

- enhance their capacity to communicate and interact effectively within and across languages and cultures and show control over linguistic elements with an awareness of audience and purpose
- acquire language learning processes and strategies
- understand the interrelationship of language and culture, and the importance of intracultural and intercultural capabilities
- acquire skills to be a global citizen
- understand the diversity and variability of language use – how language changes with the context of situation and culture (participants and their relationship, circumstances of communication).

Unit Titles

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

Organisation of Content

The Individual

Students learn about classical notions of individuality and individual expression. Students explore ways of belonging and being in the classical world and reflect upon their own expression of identity through the target language.

Society and Community

Students learn how classical language communities were organised, and how they expressed that organisation in grammar, vocabulary, and usage. They learn about classical societies through classical texts and consider these in relation to their own.

The Classical World

Students learn about the challenges, problems, and debates of the classical world. They read about and express opinions in the target language. They explore the different cultural, social, and ethical practices of the classical world, and consider those in relation to their own world.

Diverse Perspectives

Students learn how culture and language are expressed in various genres to communicate, sustain, and challenge thinking, behaviour, and systems. Students examine and demonstrate an awareness of perspectives. They explore, through the target language, a diversity of cultural expression, such as the use of rhetorical and stylistic devices in classical texts.

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.

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

Assessment

The identification of criteria within the achievement standards and assessment task types and weightings provide 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 the degree to which they demonstrate:

- communicating
- understanding.

Assessment Task Types

Inquiry based tasks 40%	In class tasks 60%
<p>Preparation may be collaborative or individual, and production may be interactive; the assessment is based on individual production</p> <p>Examples:</p> <ul style="list-style-type: none"> • Blog/Vlog • Debate • Interview • Report • Seminar • News website • Responding to multimodal texts using different outputs, including a changed context/audience/purpose (e.g. analytical, creative, persuasive) • Multimodal text with intercultural questions • Tutorial 	<p>Individual spontaneous production of language in response to an unseen stimulus/questions</p> <p>Examples:</p> <ul style="list-style-type: none"> • Oral interview • Sustained writing • Responding to multimodal texts using different outputs, including a changed context/audience/purpose (e.g. analytical, creative, persuasive) <p>Listening, speaking, reading, and writing should be assessed in an in-class environment at least once in an academic year.</p>

Additional Assessment Information

- For a standard unit (1.0), students must complete a minimum of three assessment tasks and a maximum of five.
- For a half standard unit (0.5), students must complete a minimum of two and a maximum of three assessment tasks.
- Each standard (1.0) or half standard (0.5) unit must include an inquiry based task and an in-class task.
- Any single assessment task will fall under only one category and in the next unit must fall in the alternate category.
- Each task must enable students to demonstrate higher order thinking and include open ended questions.
- The complexity of the target language in the stimulus material and the response required should reflect the level of the course. Responses may be in the target language or in English.
- It is recommended that students produce a variety of text types over a course of study
- The use of a dictionary is at the discretion of the school. The conditions of an assessment task to be specified for moderation purposes.

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 for Beginning Classical Languages A Course – Year 11

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Understanding	<ul style="list-style-type: none"> explains language and culture in familiar contexts explains some interconnections and reflects on own values, beliefs and practices, and ideas represented or expressed in texts 	<ul style="list-style-type: none"> describes language and culture in familiar contexts describes interconnections and reflects on own values, beliefs and practices represented or expressed in texts 	<ul style="list-style-type: none"> identifies language and culture in familiar contexts identifies interconnections with some reflection on own values, beliefs and practices represented or expressed in texts 	<ul style="list-style-type: none"> identifies some language and culture in familiar contexts identifies some interconnections between own beliefs and practices represented or expressed in texts with little or no reflection 	<ul style="list-style-type: none"> identifies minimal features of language and culture in familiar contexts identifies few or no interconnections between own beliefs and practices represented or expressed in texts
Communicating	<ul style="list-style-type: none"> produces texts displaying breadth in the treatment of familiar topics applies conventions of rehearsed texts to represent ideas appropriate to audience and purpose uses accurate and diverse language and a variety of vocabulary and grammar both orally and in writing 	<ul style="list-style-type: none"> produces texts displaying some breadth in the treatment of familiar topics applies conventions of rehearsed texts to represent experiences appropriate to audience or purpose uses a range of vocabulary and grammar with accuracy both orally and in writing 	<ul style="list-style-type: none"> produces texts displaying knowledge of the topic applies some conventions of rehearsed texts to represent experiences appropriate to audience or purpose uses familiar grammar and vocabulary with some accuracy both orally and in writing 	<ul style="list-style-type: none"> produces texts displaying some knowledge of the topic applies few conventions of rehearsed texts to represent experiences appropriate to audience or purpose uses some grammar and vocabulary both orally and in writing 	<ul style="list-style-type: none"> produces texts displaying minimal knowledge of the topic applies limited or no conventions of texts displays limited or no grammar and vocabulary both orally and in writing

Achievement Standards for Beginning Classical Languages T Course – Year 11

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Understanding	<ul style="list-style-type: none"> analyses language and culture in a variety of familiar contexts explains interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in texts analyses perspectives represented in texts 	<ul style="list-style-type: none"> analyses language and culture in most familiar contexts explains some interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in texts explains perspectives represented in texts 	<ul style="list-style-type: none"> describes language and culture in most familiar contexts describes interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in texts explains some perspectives represented in texts 	<ul style="list-style-type: none"> identifies language and culture in some familiar contexts identifies some interconnections with some reflection on own beliefs, practices, and ideas represented or expressed in texts identifies perspectives represented in texts 	<ul style="list-style-type: none"> identifies minimal language and culture in rehearsed contexts identifies few interconnections with little or no reflection on own beliefs, practices, and ideas represented or expressed in texts identifies aspects of the perspectives represented in texts
Communicating	<ul style="list-style-type: none"> produces texts displaying breadth and some depth in the treatment of the topic and constructs logical and structured responses applies appropriate conventions of texts and takes some risks to represent ideas and experiences appropriate to audience and purpose displays accurate and diverse language use, clarity of expression and a variety of vocabulary and grammar both orally and in writing 	<ul style="list-style-type: none"> produces texts displaying breadth in the treatment of the topic and constructs well-structured responses applies conventions of texts to represent ideas and experiences appropriate to audience and purpose displays accurate and diverse language use and a variety of vocabulary and grammar both orally and in writing 	<ul style="list-style-type: none"> produces texts displaying some breath in the treatment of the topic and constructs conclusions applies some conventions of texts to represent experiences appropriate to audience and/or purpose uses familiar vocabulary and grammar with some accuracy both orally and in writing 	<ul style="list-style-type: none"> produces texts displaying some knowledge of the topic applies few conventions of texts to represent experiences appropriate to audience or purpose displays some vocabulary of the language both orally and in writing 	<ul style="list-style-type: none"> produces texts displaying little or no understanding of the topic applies limited or no conventions of texts displays limited or no vocabulary of the language both orally and in writing

Achievement Standards for Beginning Classical Languages A Course – Year 12

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Understanding	<ul style="list-style-type: none"> analyses language and culture in familiar contexts explains some interconnections and reflect on own values, beliefs and practices, and ideas represented or expressed in texts 	<ul style="list-style-type: none"> explains language and culture in familiar contexts describes interconnections and reflect on own values, beliefs and practices represented or expressed in texts 	<ul style="list-style-type: none"> describes language and culture in familiar contexts identifies interconnections and reflect on own values, beliefs and practices represented or expressed in texts 	<ul style="list-style-type: none"> identifies language and culture in familiar contexts identifies some interconnections between own beliefs and practices represented or expressed in texts with little or no reflection 	<ul style="list-style-type: none"> identifies minimal features of language and culture in familiar contexts identifies little or no interconnections between own beliefs and practices represented or expressed in texts
Communicating	<ul style="list-style-type: none"> produces texts displaying breadth in the treatment of familiar topics applies conventions of texts to represent ideas appropriate to audience and purpose uses accurate and diverse language and a wide range of vocabulary and grammar both orally and in writing 	<ul style="list-style-type: none"> produces texts displaying some breadth in the treatment of familiar topics applies conventions of texts to represent experiences appropriate to audience or purpose uses accurate and diverse language and a range of vocabulary and grammar both orally and in writing 	<ul style="list-style-type: none"> produces texts displaying knowledge of the topic applies some conventions of texts to represent experiences appropriate to audience or purpose uses grammar and vocabulary with some accuracy both orally and in writing 	<ul style="list-style-type: none"> produces texts displaying some knowledge of the topic applies few conventions of texts to represent experiences appropriate to audience or purpose uses some grammar and vocabulary both orally and in writing 	<ul style="list-style-type: none"> produces texts displaying minimal knowledge of the topic applies limited or no conventions of texts displays limited or no grammar and vocabulary both orally and in writing

Achievement Standards for Beginning Classical Languages T Course – Year 12

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Understanding	<ul style="list-style-type: none"> evaluates language and culture in familiar and unfamiliar contexts analyses interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in texts evaluates concepts and perspectives represented in texts 	<ul style="list-style-type: none"> analyses language and culture in familiar and unfamiliar contexts explains interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in texts analyses perspectives represented in texts 	<ul style="list-style-type: none"> describes language and culture in familiar contexts explains some interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in texts explains perspectives represented in texts 	<ul style="list-style-type: none"> identifies language and culture in familiar contexts identifies interconnections between own beliefs, practices, and ideas represented or expressed in texts with little to no reflection identifies perspectives represented in texts 	<ul style="list-style-type: none"> identifies some features of language and culture in familiar contexts identifies some interconnections between own beliefs, practices, and ideas represented or expressed in texts identifies aspects of the perspectives represented in texts
Communicating	<ul style="list-style-type: none"> produces insightful texts displaying depth and breadth in the treatment of the topic and constructs logical and structured responses applies appropriate conventions of texts and takes risks to represent ideas and experiences appropriate to audience and purpose displays accurate and diverse language use, clarity of expression and a variety of vocabulary and grammar both orally and in writing 	<ul style="list-style-type: none"> produces texts displaying breadth in the treatment of the topic and constructs well-structured responses applies conventions of texts and takes some risks to represent ideas and experiences appropriate to audience and purpose displays accurate and diverse language use and a variety of vocabulary and grammar both orally and in writing 	<ul style="list-style-type: none"> produces texts displaying some breath in the treatment of the topic and constructs conclusions applies some conventions of texts to represent experiences appropriate to audience and/or purpose uses familiar vocabulary and grammar with some accuracy both orally and in writing 	<ul style="list-style-type: none"> produces texts displaying some knowledge of the topic applies few conventions of texts to represent experiences appropriate to audience or purpose displays some vocabulary of the language both orally and in writing 	<ul style="list-style-type: none"> produces texts displaying little or no understanding of the topic applies very few conventions of texts displays limited vocabulary of the language both orally and in writing

Achievement Standards for Beginning Classical Languages M Course – Years 11 and 12

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Understanding	<ul style="list-style-type: none"> explains language in familiar contexts with independence explains culture in familiar contexts with independence 	<ul style="list-style-type: none"> describes language in familiar contexts with some assistance describes culture in familiar contexts with some assistance 	<ul style="list-style-type: none"> identifies language in familiar contexts with assistance identifies culture in familiar contexts with assistance 	<ul style="list-style-type: none"> identifies some language in familiar contexts with continuous guidance identifies some culture in familiar contexts with continuous guidance 	<ul style="list-style-type: none"> identifies minimal features of language in familiar contexts with direct instruction identifies minimal features of culture in familiar contexts with direct instruction
Communicating	<ul style="list-style-type: none"> produces texts in the treatment of familiar topics with independence applies conventions of rehearsed texts with independence uses accurate language and vocabulary and grammar both orally and/or in writing with independence 	<ul style="list-style-type: none"> produces texts in the treatment of familiar topics with some assistance applies conventions of rehearsed texts with some assistance uses a range of vocabulary and grammar both orally and/or in writing with some assistance 	<ul style="list-style-type: none"> produces texts displaying knowledge of the topic with assistance applies some conventions of rehearsed texts with assistance uses familiar grammar and vocabulary with some accuracy both orally and/or in writing with assistance 	<ul style="list-style-type: none"> produces texts displaying some knowledge of the topic with continuous guidance applies few conventions of rehearsed texts with continuous guidance uses some grammar and vocabulary orally and/or in writing with continuous guidance 	<ul style="list-style-type: none"> produces texts displaying minimal knowledge of the topic with direct instruction applies limited or no conventions of texts with direct instruction displays limited or no grammar and vocabulary both orally and/or in writing 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 of individuality and individual expression. Students explore ways of belonging and being in the classical world and reflect upon their own expression of identity through the target language.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
<ul style="list-style-type: none"> understand and apply language learning processes and strategies in relation to identity engage with the target language and culture to express identity understand expression of identity or belonging in the classical world 	<ul style="list-style-type: none"> understand and apply language learning processes and strategies in relation to identity engage with the target language and culture to express identity understand expression of identity and belonging in the classical world 	<ul style="list-style-type: none"> use classical language engage with texts describe classical culture

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Engaging with texts		
<ul style="list-style-type: none"> analyse a variety of texts that explore expressions of identity and belonging such as personal relationships or experiences create a variety of texts for different purposes, including conveying ideas or expressing emotions about the individual/identity 	<ul style="list-style-type: none"> critically analyse a variety of increasingly complex texts that explore expressions of identity and belonging such as personal relationships and experiences create a variety of increasingly sustained texts for different purposes, including conveying ideas and expressing emotions about the individual/identity 	<ul style="list-style-type: none"> develop ideas on identity and ways of belonging

A Course	T Course	M Course
Contexts of language and culture		
<ul style="list-style-type: none"> analyse the historical, social, or cultural perspectives and background of the reading material analyse target language texts and uses English Language options to produce plausible translations with assistance analyse how customs and traditions, including language, may vary within a culture, between cultures, or across time discuss, reflect on, and monitor own language learning and intercultural experiences 	<ul style="list-style-type: none"> critically analyse the historical, social, and cultural allusions and background of the reading material critically analyse target language texts and evaluates English Language options to produce accurate translations evaluate how customs and traditions, including language, may vary within a culture, between cultures, and across time analyse, reflect on, and monitor own language learning and intercultural experiences 	<ul style="list-style-type: none"> explain customs and traditions reflect on language learning
Values, beliefs, and perspectives		
<ul style="list-style-type: none"> analyse individual values, beliefs, or perspectives in the expression of identity, such as role and relationships understand how identity was constructed through analysing classical texts analyse own values, beliefs, ideas, or practices in relation to those represented in texts 	<ul style="list-style-type: none"> critically analyse individual values, beliefs, and perspectives in the expression of identity such as role and relationships understand how identity and belonging were constructed through analysing classical texts critically analyse own values, beliefs, ideas, and practices in relation to those represented in texts 	<ul style="list-style-type: none"> discuss values, beliefs and perspectives, and identities
Features of language use		
<ul style="list-style-type: none"> communicate ideas, concepts or opinions related to the individual's experience such as personal interests and relationships collaborate to share ideas to understand perspectives 	<ul style="list-style-type: none"> communicate ideas, concepts and opinions related to the individual's experience such as personal interests and relationships collaborate to share ideas to understand perspectives 	<ul style="list-style-type: none"> communicate ideas related to personal interests collaborate to share ideas to understand perspectives

A Course	T Course	M Course
<ul style="list-style-type: none"> • respond appropriately to, and interpret texts, according to audience, purpose, or context in spoken and written interactions, with consideration of factors such as gender and age • analyse and use processes and strategies to make meaning when viewing, listening, and reading • apply specific grammatical features and functions (see appendix) with a focus on comprehension and translation with increasing accuracy, complexity, and fluency 	<ul style="list-style-type: none"> • respond appropriately to, and interpret texts, according to audience, purpose, and context in spoken and written interactions, with consideration of factors such as gender and age • evaluate and use processes and strategies to make meaning when viewing, listening, and reading • apply specific grammatical features and functions (see appendix) with a focus on comprehension and translation with increasing accuracy, complexity, and fluency 	<ul style="list-style-type: none"> • respond to audiences • use processes and strategies to make meaning when viewing, listening, and reading • apply specific grammatical features and functions (see appendix)
Reflection		
<ul style="list-style-type: none"> • reflect on learning processes recognising cognitive, cultural, personal, and linguistic elements of language acquisition 	<ul style="list-style-type: none"> • reflect on learning processes recognising cognitive, cultural, personal, and linguistic elements of language acquisition 	<ul style="list-style-type: none"> • reflect on learning processes

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 9-11.

Society and Community

Value: 1.0

Society and Community a
Society and Community b

Value 0.5
Value 0.5

Unit Description

Students learn how classical language communities were organised, and how they expressed that organisation in grammar, vocabulary, and usage. They learn about classical societies through classical texts and consider these in relation to their own.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
<ul style="list-style-type: none"> understand the interrelationship of language and culture acquire language learning processes and strategies which enable students to communicate understandings about communities understand the nature of classical societies through reading and translating classical texts 	<ul style="list-style-type: none"> understand the dynamic interrelationship of language and culture acquire language learning processes and strategies which enable students to communicate understandings about communities understand the nature of classical societies through reading and translating classical texts 	<ul style="list-style-type: none"> describe the relationship between language and culture use classical language describe classical cultures

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Engaging with texts		
<ul style="list-style-type: none"> analyse a variety of texts that explore how roles or responsibilities are shaped and defined by the expectations and values of the classical society create a variety of texts for different purposes, that convey ideas, beliefs and/or values 	<ul style="list-style-type: none"> critically analyse a variety of increasingly complex texts that explore how roles and responsibilities are shaped and defined by the expectations and values of the classical society create a variety of increasingly sustained texts for different purposes, that convey ideas, beliefs and/or values 	<ul style="list-style-type: none"> explore a variety of texts create texts

A Course	T Course	M Course
Contexts of language and culture		
<ul style="list-style-type: none"> analyse the historical, social, or cultural perspectives and background of the communities portrayed in the texts analyse target language texts and uses English Language options to produce plausible translations with assistance analyse how customs and traditions, including language, may vary within a culture, as well as between cultures, or across time discuss, reflect on, and monitor own language learning and intercultural experiences 	<ul style="list-style-type: none"> critically analyse the historical, social, and cultural allusions and background of the communities portrayed in the texts critically analyse target language texts and evaluates English Language options to produce accurate translations evaluate how customs and traditions, including language, may vary within a culture, as well as between cultures, and across time analyse, reflect on, and monitor own language learning and intercultural experiences 	<ul style="list-style-type: none"> describe the contexts of texts reflect on own language learning
Values, beliefs, and perspectives		
<ul style="list-style-type: none"> analyse community values, beliefs, or perspectives in the expression of culture, such as mythology and religion understand how society and community were constructed through classical texts and modern sources analyse own values, beliefs, ideas, or practices in relation to those represented in texts 	<ul style="list-style-type: none"> critically analyse community values, beliefs, and perspectives in the expression of culture, such as mythology and religion understand how society and community were constructed through classical texts and modern sources critically analyse own values, beliefs, ideas, and practices in relation to those represented in texts 	<ul style="list-style-type: none"> describe values, beliefs, ideas, and practices represented in texts
Features of language use		
<ul style="list-style-type: none"> communicate ideas, concepts or opinions related to communities, such as social hierarchies, political systems, family units 	<ul style="list-style-type: none"> communicate ideas, concepts and opinions related to communities, such as social hierarchies, political systems, family units 	<ul style="list-style-type: none"> communicate classical ideas and opinions, and their own values, beliefs, and practices

A Course	T Course	M Course
<ul style="list-style-type: none"> ● collaborate to share ideas to understand perspectives ● respond appropriately to and interpret texts, according to audience, purpose, and context in spoken and written interactions, with consideration of context ● analyse and use processes and strategies to make meaning when viewing, listening, and reading ● apply specific grammatical features and functions (see appendix) with a focus on comprehension and translation with increasing accuracy, complexity, and fluency 	<ul style="list-style-type: none"> ● collaborate to share ideas to understand perspectives ● respond appropriately to, and interpret texts, according to audience, purpose, and context in spoken and written interactions, with consideration of factors such as gender and status ● evaluate and use processes and strategies to make meaning when viewing, listening, and reading ● apply specific grammatical features and functions (see appendix) with a focus on comprehension and translation with increasing accuracy, complexity, and fluency 	<ul style="list-style-type: none"> ● collaborate to share ideas to understand perspectives ● respond to audience ● use processes and strategies to make meaning when viewing, listening, and reading ● apply specific grammatical features and functions (see appendix)
Reflection		
<ul style="list-style-type: none"> ● reflect on learning processes recognising cognitive, cultural, personal, and linguistic elements of language acquisition 	<ul style="list-style-type: none"> ● reflect on learning processes recognising cognitive, cultural, personal, and linguistic elements of language acquisition 	<ul style="list-style-type: none"> ● reflect on learning processes

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 9-11.

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 read and interpret opinions in the target language. They explore the different cultural, social, and ethical practices of the classical world, and consider those in relation to their own world.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
<ul style="list-style-type: none"> understand genres for posing views or opinions in the classical world understand and translate communication techniques in classical languages and appreciate the impact of classical literary traditions understand the classical world and its issues to be a global citizen 	<ul style="list-style-type: none"> understand genres for posing views and opinions in the classical world understand and translate communication techniques in classical languages and appreciate the impact of classical literary traditions understand the classical world and its issues to be a global citizen 	<ul style="list-style-type: none"> describe texts in a classical language compose texts

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Engaging with texts		
<ul style="list-style-type: none"> analyse a variety of texts that explore issues in the classical world create a variety of texts for different purposes to explore issues in the classical world 	<ul style="list-style-type: none"> critically analyse a variety of increasingly complex texts that explore issues in the classical world create a variety of increasingly sustained texts for different purposes to explore issues in the classical world 	<ul style="list-style-type: none"> describe issues in texts from the classical world create texts
Contexts of language and culture		
<ul style="list-style-type: none"> analyse the historical, social, or cultural perspectives and background of the challenges and issues portrayed in the texts 	<ul style="list-style-type: none"> critically analyse the historical, social, and cultural allusions and background of the challenges and issues portrayed in the texts 	

A Course	T Course	M Course
<ul style="list-style-type: none"> ● analyse target language texts and use English Language options to produce plausible translations with translation ● analyse how customs and traditions, including language, may vary within a culture, as well as between cultures, or across time ● discuss, reflect on, and monitor own language learning and intercultural experiences 	<ul style="list-style-type: none"> ● critically analyse target language texts and evaluate English Language options to produce accurate translations ● evaluate how customs and traditions, including language, may vary within a culture, as well as between cultures, and across time ● analyse, reflect on, and monitor own language learning and intercultural experiences 	<ul style="list-style-type: none"> ● describe the contexts of texts ● reflect on own learning and intercultural experiences
Values, beliefs, and perspectives		
<ul style="list-style-type: none"> ● analyse changing values, beliefs, or perspectives with empathy in the classical world, such as law and political systems ● understand how the classical world was and is perceived through classical texts and modern sources ● analyse own values, beliefs, ideas, or practices in relation to those represented in texts 	<ul style="list-style-type: none"> ● critically analyse changing values, beliefs, and perspectives with empathy in the classical world, such as law and political systems ● understand how the classical world is perceived and communicated through classical texts and modern sources ● critically analyse own values, beliefs, ideas, and practices in relation to those represented in texts 	<ul style="list-style-type: none"> ● describe values, beliefs, ideas, and practices encountered in texts
Features of language use		
<ul style="list-style-type: none"> ● communicate ideas related to issues in the classical world, such as economic, social, and political change, and imperialism ● collaborate to share ideas to understand perspectives 	<ul style="list-style-type: none"> ● communicate ideas, concepts and opinions related to issues in the classical world, such as economic, social, and political change, and imperialism ● collaborate to share ideas to understand perspectives 	<ul style="list-style-type: none"> ● communicate ideas ● collaborate to share ideas to understand perspectives

A Course	T Course	M Course
<ul style="list-style-type: none"> ● respond to and interpret texts according to audience, purpose, or context, with consideration of context ● use processes and strategies to make meaning when viewing, listening, and reading ● apply specific grammatical features and functions (see appendix) with a focus on communication, and increasing accuracy, complexity, and fluency 	<ul style="list-style-type: none"> ● respond to and interpret texts according to audience, purpose, and context, with consideration of factors such as gender, status, or ethnicity ● evaluate and use processes and strategies to make meaning when viewing, listening, and reading ● apply specific grammatical features and functions (see appendix) with a focus on communication, and increasing accuracy, complexity, and fluency 	<ul style="list-style-type: none"> ● use processes and strategies to make meaning when viewing, listening, and reading ● apply specific grammatical features and functions (see appendix)
Reflection		
<ul style="list-style-type: none"> ● reflect on learning processes recognising cognitive, cultural, personal, and linguistic elements of language acquisition 	<ul style="list-style-type: none"> ● reflect on learning processes recognising cognitive, cultural, personal, and linguistic elements of language acquisition 	<ul style="list-style-type: none"> ● reflect on language learning

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 9-11.

Diverse Perspectives

Value: 1.0**Diverse Perspectives a****Value 0.5****Diverse Perspectives b****Value 0.5**

Unit Description

Students learn how culture and language are expressed in various genres to communicate, sustain, and challenge thinking, behaviour, and systems. Students examine and demonstrate an awareness of perspectives. They explore, through the target language, a diversity of cultural expression, such as the use of rhetorical and stylistic devices in classical texts.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
<ul style="list-style-type: none"> understand how culture and language are expressed in various genres to communicate, ideas or challenge thinking, behaviour, or systems understand the diversity, variability, and style of language use 	<ul style="list-style-type: none"> understand how culture and language are expressed in various genres to communicate, sustain, and challenge thinking, behaviour, and systems understand the diversity, variability, and style of language use 	<ul style="list-style-type: none"> describe a culture of the classical world use classical language

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Engaging with texts		
<ul style="list-style-type: none"> analyse a variety of texts in various genre that communicate, ideas or challenge thinking, behaviour, or systems, such as poetry, plays, letters create a variety of sustained texts for different purposes to explore diverse perspectives 	<ul style="list-style-type: none"> critically analyse a variety of increasingly complex texts in various genre that communicate, sustain, and challenge thinking, behaviour, and systems, such as poetry, plays, letters create a variety of increasingly sustained texts for different purposes to explore diverse perspectives 	<ul style="list-style-type: none"> explore and respond to a variety of classical genres create texts

A Course	T Course	M Course
Contexts of language and culture		
<ul style="list-style-type: none"> ● analyse how expressive and imaginative texts create aesthetic, humorous or emotional effects in ways that reflect cultural influence ● analyse target language texts and use English Language options to produce plausible translations with assistance ● analyse how customs and traditions, including language, may vary within a culture, as well as between cultures, or across time ● reflect on and monitor own language learning and intercultural experiences 	<ul style="list-style-type: none"> ● evaluate how expressive and imaginative texts create aesthetic, humorous or emotional effects in ways that reflect cultural influence ● critically analyse target language texts and evaluate English Language options to produce accurate translations ● evaluate how customs and traditions, including language, may vary within a culture, as well as between cultures, and across time ● analyse, reflect on, and monitor own language learning and intercultural experiences 	<ul style="list-style-type: none"> ● describe how texts create effects ● translate target language into English ● understand various cultural perspectives ● reflect on language learning
Values, beliefs, and perspectives		
<ul style="list-style-type: none"> ● analyse how values, beliefs or perspectives are expressed in a variety of genres and diverse contexts ● understand how diverse perspectives are constructed and interpreted through classical texts and modern sources ● analyse own values, beliefs, ideas, and practices in relation to those represented in texts 	<ul style="list-style-type: none"> ● critically analyse how values, beliefs and perspectives are expressed in a variety of genres and diverse contexts ● understand how diverse perspectives are constructed and interpreted through classical texts and modern sources ● critically analyse own values, beliefs, ideas, and practices in relation to those represented in texts 	<ul style="list-style-type: none"> ● identify own values, beliefs, ideas, and practices in relation to those represented in texts

A Course	T Course	M Course
Features of language use		
<ul style="list-style-type: none"> communicate ideas, concepts and opinions related to diverse perspectives such as cultural background, wealth, power collaborate to share ideas to understand perspectives respond to and interpret texts according to audience, purpose, and context, with consideration of context analyse and use processes and strategies to make meaning when viewing, listening, and reading apply specific grammatical features and functions (see appendix) with a focus on communication, and increasing accuracy, complexity, and fluency 	<ul style="list-style-type: none"> communicate ideas, concepts and opinions related to diverse perspectives such as cultural background, wealth, power collaborate to share ideas to understand perspectives respond to and interpret texts according to audience, purpose, and context, with consideration of factors such as gender, status, or ethnicity evaluate and use processes and strategies to make meaning when viewing, listening, and reading apply specific grammatical features and functions (see appendix) with a focus on communication, and increasing accuracy, complexity, and fluency 	<ul style="list-style-type: none"> communicate ideas collaborate to share ideas to understand perspectives use processes and strategies to make meaning when viewing, listening, and reading apply specific grammatical features and functions (see appendix)
Reflection		
<ul style="list-style-type: none"> reflect on learning processes recognising cognitive, cultural, personal, and linguistic elements of language acquisition 	<ul style="list-style-type: none"> reflect on learning processes recognising cognitive, cultural, personal, and linguistic elements of language acquisition 	<ul style="list-style-type: none"> reflect on learning processes

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 9-11.

Independent Study

Value: 1.0

Independent Study a

Value 0.5

Independent Study b

Value 0.5

Prerequisites

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

Duplication of Content

Students must not duplicate topics, case studies or issues studied in this course.

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
<ul style="list-style-type: none"> acquire language learning processes and strategies enhance capacity to understand and translate classical language texts understand cultural features of the classical world revealed in texts 	<ul style="list-style-type: none"> acquire and demonstrate language learning processes and strategies enhance capacity to understand and translate classical language texts understand cultural features of the classical world revealed in texts 	<ul style="list-style-type: none"> acquire language learning processes and strategies develop intercultural understandings

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Engaging with texts		
<ul style="list-style-type: none"> analyse texts for different purposes create texts for different purposes 	<ul style="list-style-type: none"> critically analyse a variety of increasingly complex texts for different purposes create a variety of increasingly sustained texts for different purposes 	<ul style="list-style-type: none"> engage with a variety of texts identify contexts of texts

A Course	T Course	M Course
Contexts of language and culture		
<ul style="list-style-type: none"> analyse how language and culture are inextricably linked understand that customs or traditions, including language, may vary within a culture, as well as between cultures, or across time reflect on and monitor own language learning and intercultural experiences 	<ul style="list-style-type: none"> evaluate how language and culture are inextricably linked evaluate how customs and traditions, including language, may vary within a culture, as well as between cultures, and across time analyse, reflect on, and monitor own language learning and intercultural experiences 	<ul style="list-style-type: none"> reflect on language learning
Values, beliefs, and perspectives		
<ul style="list-style-type: none"> explore how meaning is communicated through knowledge of the classical contexts examine own values, beliefs, ideas, or practices in relation to those represented in texts 	<ul style="list-style-type: none"> analyse how meaning is constructed through knowledge of the classical contexts critically analyse own values, beliefs, ideas, and practices in relation to those represented in texts 	<ul style="list-style-type: none"> compare own values, beliefs, ideas, and practices in relation to those represented in texts
Features of language use		
<ul style="list-style-type: none"> communicate and translate ideas, concepts, or opinions collaborate to share ideas to understand perspectives respond appropriately to audience, purpose, and context in spoken and written interactions with consideration of context use processes and strategies to make meaning when viewing, listening, and reading apply specific grammatical features and functions (see appendix) with a focus on communication, and increasing accuracy, complexity, and fluency 	<ul style="list-style-type: none"> communicate and translate ideas, concepts, and opinions collaborate to share ideas to understand perspectives respond appropriately to audience, purpose, and context in spoken and written interactions with consideration of gender, age evaluate and use processes and strategies to make meaning when viewing, listening, and reading apply specific grammatical features and functions (see appendix) with a focus on communication, and increasing accuracy, complexity, and fluency 	<ul style="list-style-type: none"> communicate ideas collaborate to share ideas to understand perspectives apply specific grammatical features and functions (see appendix)

A Course	T Course	M Course
Reflection		
<ul style="list-style-type: none"> reflect on learning processes recognising cognitive, cultural, personal, and linguistic elements of language acquisition 	<ul style="list-style-type: none"> reflect on learning processes recognising cognitive, cultural, personal, and linguistic elements of language acquisition 	<ul style="list-style-type: none"> reflect on learning processes

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 emphasis 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 9-11.

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.

Units in this course may be delivered in any order.

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

Prerequisites for the course or units within the course

For the Independent Study unit (if applicable), students must have studied a minimum of **THREE** standard 1.0 units from this course. An independent study unit requires the principal's written approval and is only available to individual students in Year 12.

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

Moderation is a system designed and implemented to:

- provide comparability in the system of school-based assessment
- form the basis for valid and reliable assessment in senior secondary schools
- involve the ACT Board of Senior Secondary Studies and colleges in cooperation and partnership
- maintain the quality of school-based assessment and the credibility, validity, and acceptability of Board certificates.

Moderation commences within individual colleges. Teachers develop assessment programs and instruments, apply assessment criteria, and allocate Unit Grades, according to the relevant Course Framework. Teachers within course teaching groups conduct consensus discussions to moderate marking or grading of individual assessment instruments and unit grade decisions.

The Moderation Model

Moderation within the ACT encompasses structured, consensus-based peer review of Unit Grades for all accredited courses over two Moderation Days. In addition to Moderation Days, there is statistical moderation of course scores, including small group procedures, for T courses.

Moderation by Structured, Consensus-based Peer Review

Consensus-based peer review involves the review of student work against system wide criteria and standards and the validation of Unit Grades. This is done by matching student performance with the criteria and standards outlined in the Achievement Standards, as stated in the Framework. Advice is then given to colleges to assist teachers with, or confirm, their judgments. In addition, feedback is given on the construction of assessment instruments.

Preparation for Structured, Consensus-based Peer Review

Each year, teachers of Year 11 are asked to retain originals or copies of student work completed in Semester 2. Similarly, teachers of a Year 12 class should retain originals or copies of student work completed in Semester 1. Assessment and other documentation required by the Office of the Board of Senior Secondary Studies should also be kept. Year 11 work from Semester 2 of the previous year is presented for review at Moderation Day 1 in March, and Year 12 work from Semester 1 is presented for review at Moderation Day 2 in August.

In the lead up to Moderation Day, a College Course Presentation (comprised of a document folder and a set of student portfolios) is prepared for each A, T and M course/units offered by the school and is sent into the Office of the Board of Senior Secondary Studies.

The College Course Presentation

The package of materials (College Course Presentation) presented by a college for review on Moderation Days in each course area will comprise the following:

- a folder containing supporting documentation as requested by the Office of the Board through memoranda to colleges, including marking schemes and rubrics for each assessment item
- a set of student portfolios containing marked and/or graded written and non-written assessment responses and completed criteria and standards feedback forms. Evidence of all assessment responses on which the Unit Grade decision has been made is to be included in the student review portfolios.

Specific requirements for subject areas and types of evidence to be presented for each Moderation Day will be outlined by the Board Secretariat through the *Requirements for Moderation Memoranda* and Information Papers.

Visual evidence for judgements made about practical performances

It is a requirement that schools' judgements of standards to practical performances (A/T/M) be supported by visual evidence (still photos or video).

The photographic evidence submitted must be drawn from practical skills performed as part of the assessment process.

Teachers should consult the BSSS website for current information regarding all moderation requirements including subject specific and photographic evidence.

Appendix B – Course Developers

Course Developers

Name	College
Emeritus Professor Elizabeth Minchin	Australian National University
Lauren Richardson	Canberra Girls Grammar School
Dr Jessica Dietrich	Canberra Girls Grammar School

Language Specific Information

Name	College
Lauren Richardson	Canberra Girls Grammar School
Dr Jessica Dietrich	Canberra Girls Grammar School
Dr McComas Taylor	Australian National 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
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. Independent Study units 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 – 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.

Prior to these features are some cues to essential understandings within each language.

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 <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• importance and use of transcription• correct use of diacritics• digital resources for writing transcription
Pronunciation <ul style="list-style-type: none">• importance of correct pronunciation• vowels – long and short• consonants – aspiration, voicing, retroflexion, dentals• meter – basic metrical forms, e.g. śloka	

Grammar

<p>Vowel strength</p> <ul style="list-style-type: none"> • base grade • guṇa • vṛddhi 	<p>Nouns</p> <ul style="list-style-type: none"> • 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) 	<p>Pronouns</p> <ul style="list-style-type: none"> • first and second person • third person (masc, fem and neut) • demonstrative adjectives • interrogative • indefinite, with -api, -cid, or -cana
<p>Adjectives</p> <ul style="list-style-type: none"> • agreement • word order 	<p>Compounds</p> <ul style="list-style-type: none"> • dvandva • samāhāra • upapada • tatpuruṣa • karmadhāraya • bahuvrīhi 	<p>Sandhi</p> <ul style="list-style-type: none"> • external and internal sandhi • vowel sandhi • consonant sandhi • visarga sandhi • avagraha • exceptions

Numbers

<p>Suffixes</p> <ul style="list-style-type: none"> • primary • secondary 	<p>Verbs</p> <ul style="list-style-type: none"> • Roots, stems and verbs • person and number • active endings and middle endings • thematic and athematic paradigms • verb classes • verbal prefixes 	<p>The present system</p> <ul style="list-style-type: none"> • present • imperfect • imperative • optative
<p>Other verbal forms</p> <ul style="list-style-type: none"> • passive • simple future • causative • desiderative • perfect • periphrastic future • periphrastic perfect 		

Adverbs

<p>Participles</p> <ul style="list-style-type: none"> • present participle, active and middle • past passive participle • future passive participle 	<p>The Gerund</p> <ul style="list-style-type: none"> • in -tvā and -ya
<p>The Infinitive</p> <ul style="list-style-type: none"> • in -tum 	<p>Indeclinables</p> <ul style="list-style-type: none"> • na • iva • eva • evam • api
<p>Syntax</p> <ul style="list-style-type: none"> • word order • direct speech with <i>iti</i> • conjunctions <i>ca</i> and <i>vā</i> • absolute construction: genitive and locative • passive constructions • relative-corerelative 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

Scope provided by Jessica Dietrich and Lauren Richardson.

Essential Understandings

1. What has been the influence of Latin on modern languages?
2. To what extent are modern values, customs, beliefs, laws and buildings, a legacy of Latin and the Roman world?
3. Can Latin be considered a 'dead language' when so many of its words, phrases and derivatives are found in English and other contemporary languages?
4. How does our reading of Latin texts shape our understanding of ancient Roman culture?
5. How does the structure of Latin differ between genres?
6. How are Latin texts enhanced through the author's use of stylistic features?
7. How did the inflected nature of Latin shape the ancient Romans' view of their world and how had this influenced modern interpretations of the Latin language?

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

Nouns	Case	Use
5 declensions	Nominative	subject of verb complement (<i>esse</i>)
	Accusative	direct object of verb governed by preposition time motion 'towards' subject in an indirect statement
	Genitive	possessive descriptive quality partitive charge value completing certain adjectives
	Dative	indirect object of verb interest possession predicative agent with 'dative' verbs completing certain adjectives

	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, <i>domi, ruri, humi, militiae</i>
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
1 st /2 nd declension 3 rd declension	positive comparative superlative	including irregular: <i>bon(us), mal(us), magn(us), parv(us)</i> and <i>mult(us)</i> and those with variations in the superlative degree <i>-llim(us)</i> <i>facilis/difficilis, similis/dissimilis, gracilis, humilis</i> <i>-rrim(us)</i> adjectives whose masc sing positive form ends in <i>-er</i>
Numerical	<u>cardinal</u> 1 to 100 <u>ordinal</u> 1 st to 20 th	including all forms of <i>un(us)</i> <i>duo, duae, duobus</i> <i>tres, tres, tria</i>

Adverbs - common adverbs including those related to adjectives

Adverbs	Degrees	Variations
relationship to regular and irregular adjectives	positive comparative superlative	including irregular: <i>bene, male, magnopere, parvum, multum</i> 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 <i>esse/posse, velle/nolle/malle, ire, ferre</i> semi-deponent and defective

Tenses			
<u>Simple</u>	Present Imperfect Future	<u>Perfect</u>	Perfect Pluperfect Future Perfect
Voice			
Active		Passive	
Mood			
Imperative	Indicative	Subjunctive	

Verbal Forms - formation and use

Form	Use
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	-

Subordinate Clauses

Adjectival	Indicative	Subjunctive
Relative	I	-

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

Substantival (Noun)		
Indirect Statement	Accusative and Infinitive	
Indirect Question	-	S
Indirect Command	-	S
Indirect Wish	-	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 of basic figures which are likely to be met in the course of reading Latin 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
- Translation and/or comprehension of unseen texts
- Knowledge of grammar and vocabulary – either explicitly or implicitly
- Stylistic/rhetorical/literary analysis of texts.

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 <i>ἡ ἡμέρα,</i> <i>ὁ νεανίας</i> <i>ὁ δοῦλος</i> <i>ἡ γυνή, ἡ</i> <i>πόλις, ὁ</i> <i>ἱερεύς</i> irregular <i>ἡ ναῦς, ὁ βοῦς,</i> <i>ὁ πατήρ</i>	Nominative	subject of verb complement
	Accusative	direct object prepositions taking adverbial time respect absolute oaths

	Genitive	possession partitive prepositions taking adjectives taking time comparison separation verbs taking
	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

<i>ὁ, ἡ, τό</i>	predicative, attributive, + participle
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Pronouns - all forms of cases, singular and plural

Type	Pronouns
Personal	<i>ἐγώ, σύ, ἡμεῖς, ὑμεῖς, αὐτός</i>
Relative	<i>ὃς</i>
Interrogative	<i>τίς, τί</i>
Reflexive	<i>ἐμαντόν</i>
Emphatic	<i>αὐτός</i>

Adjectives - all forms of cases, singular and plural

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

Adverbs - common adverbs including those related to adjectives

Adverbs	Degrees	Examples
	positive comparative superlative	<i>-ως, κακῶς ἀληθῶς ἀληθέστερον ἀληθέστατα</i>

Verbs

Verbs	
1 st , 2 nd , 3 rd Conjugations Contract verbs irregular	<i>φιλέω, τιμάω, δηλόω εἰμί, εἶμι, οἶδα, δύναμαι, κείμαι, ἐπίσταμαι</i>

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

Verbal Forms - formation and use

Form	Examples
Infinitives	
present	<i>παύειν</i>
aoist	<i>παῦσαι</i>
future	<i>παύσειν</i>
Participles	
present	<i>παύων</i>
aoist	<i>παύσας</i>
future	<i>πανσόμενος</i>
-τέος forms	<i>πανστέος</i>

Sentences

simple sentence	indicative, imperative
compound sentence	participial use
questions	<i>ἄρα, πότερον ... ἢ</i>
commands	positive and negative imperatives

Clauses

causal	<i>ὅτι, ἐπεὶ</i> clauses
temporal	<i>πρίν</i> clauses
concessive	<i>καίπερ</i> phrases
correlatives	<i>τοσοῦτος ... ὅσος</i>
purpose	<i>ὥς</i> + future participle
relative	<i>ὅς/ὃσπερ</i> 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
- Translation and/or comprehension of unseen texts
- Knowledge of grammar and vocabulary – either explicitly or implicitly
- Stylistic/rhetorical/literary analysis of texts.

Appendix G – ACARA Language Glossary

A glossary of language terms is available at:

<https://www.australiancurriculum.edu.au/f-10-curriculum/languages/glossary/>

Appendix H – Course Adoption

Condition of Adoption

This course and units are consistent with the philosophy and goals of the college and as an adopting college have 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, **Course** title, **A** and/or **T** and/or **M** and/or **V** to the **Classification/s** section of the table, and the relevant **Framework**.

College:				
Course Title:	Beginning Classical Languages			
Classification/s:	A	T	M	
Framework:	Languages Framework 2018			
Dates of Course Accreditation:	from	2021	to	2024