Draft Leaving Certificate Latin specification

Contents

Senior cycle

Senior cycle educates the whole person and students' experiences in senior cycle contribute to their intellectual, social and personal development and their overall wellbeing. During senior cycle students develop a stronger sense of their identity, learning with and from their peers, teachers, other adults, and various media. Senior cycle has eight guiding principles.

Senior Cycle Guiding Principles	
Wellbeing and relationships	Choice and flexibility
Inclusive education and diversity	Continuity and transitions
Challenge, engagement and creativity	Participation and citizenship
Learning to learn, learning for life	Learning environments and partnerships

These principles are a touchstone for schools and other educational settings, as they plan and design their senior cycle with the aim of enhancing the educational experience for all.

Senior cycle consists of an optional Transition Year, followed by a two-year course consisting of subjects and modules, key competencies, learning outcomes and a range of approaches to assessing student learning. Building on their learning in junior cycle, learning happens in schools, communities, educational settings, and other sites where students' increasing independence is recognised. Relationships with teachers are established on a more mature footing and students take more responsibility for their learning. Senior cycle provides a curriculum which challenges students to aim for the highest level of educational achievement, commensurate with their individual aptitudes and abilities. Students are supported to make informed choices as they choose different pathways through senior cycle. Their experiences in senior cycle should establish firm foundations for transition to further, adult and higher education, apprenticeships, traineeships and employment, and for meaningful participation in society, the economy and adult life.

The educational experience in senior cycle should be inclusive of every student, respond to their learning strengths and needs, and celebrate, value, and respect diversity. Students vary in their family and cultural backgrounds, languages, age, ethnic status, beliefs, gender, and sexual identity as well as their strengths, needs, interests, aptitudes and prior knowledge, skills, values and dispositions. Every student's identity should be celebrated, respected, and responded to throughout their time in senior cycle.

During senior cycle, students have opportunities to grapple with social, environmental, economic, and technological challenges and to deepen their understanding of human rights,

social justice, equity, diversity and sustainability. Senior cycle gives every student opportunities to experience the joy of reaching significant milestones in their personal educational journey. Every subject and module students experience should contribute to the realisation of this overall vision for senior cycle.

At a practical level, senior cycle is supported by enhanced professional development; the involvement of teachers, students, parents, school leaders and other stakeholders; resources; research; clear communication; policy coherence; and a shared vision of what senior cycle seeks to achieve for our young people as they prepare to embark on their adult lives. It is brought to life in schools and other educational settings through:

- effective curriculum planning, development, organisation and evaluation
- teaching and learning approaches that motivate and interest students, that enable them to progress and improve and to deepen, apply and reflect on their learning and
- a school culture that respects students and promotes a love of learning.

Rationale

Latin is the ancient language of Latium, the region of the Italian city of Rome. As Rome became a dominant international power, Latin was spoken and written not only in Rome itself, but in all of Europe, North Africa and the Near East. In the medieval and early modern periods, the literature and culture of Rome's late Republic and early Principate (1st centuries BC/AD) was increasingly regarded as 'classical,' providing models to study and follow, while Latin remained the international language of literature, diplomacy, science, philosophy, scholarship and religion throughout Western Europe. Latin also became the basis of languages such as French, Italian, Portuguese, Romanian and Spanish, and had a major influence on all other western languages – so much so that even today, it is difficult to form an English sentence without using words that are derived from Latin, and Latin remains central to the technical terminology of fields such as law, medicine, and the sciences. All of this makes Latin an important and exciting language to study today.

Latin promotes the acquisition and consolidation of a broad range of core skills. These are in part similar to the experience of learning a modern foreign language, and in part unique to mastering a classical language. In learning a modern foreign language, the primary aim is to become a competent user of that language, which requires an emphasis on areas such as speaking and listening. The principal goal of learning Latin is being able to read culturally important and enjoyable written texts such as narratives, poems, histories, plays, and scripts of famous speeches.

Students of Latin develop the capacity to carefully read, understand, evaluate, correlate and situate many different kinds of texts, taking into consideration aspects such as genre, structure, style, bias and socio-historical context. They learn to identify, organise and analyse linguistic information, and to communicate their interpretation and evaluation of texts clearly and logically. They develop the ability to systematically analyse word forms and sentence structures to establish the correct interpretation of utterances, developing logical thinking skills in conjunction with intellectual agility and the cognitive ability to resolve complex problems. As students build their Latin vocabulary, they will become increasingly confident in identifying and remembering the meaning of English and Irish words which are derived from or related to Latin words. First and foremost, however, they develop an appreciation of the beauty of language and the joys of reading and discussing texts.

By learning Latin, students gain direct access to the literature, culture and thought of ancient Rome, and learn how the Roman past continues to inform the present. Using their knowledge of the language, they explore Latin texts in their various contexts. They develop a firm cultural literacy as they explore the exploits, values and traditions of 'others' who are both familiar and different. Studying Latin helps students become culturally engaged, culturally aware and culturally connected. It heightens their awareness of their own cultural environment and ethos and teaches them to appreciate the traditions and values of others.

Immersion into the world of ancient Rome offers a safe space to reflect on controversial issues such as gender, ethnicity, sexuality, class, religion, values and political power, and invites students to think about themselves with regards to these themes. Students develop the ability to form and reflect on their own viewpoints, respect the viewpoints of others, and make informed judgments based on critical thinking. This understanding through a cultural lens will help students become responsible citizens and active participants in today's increasingly diverse and complex local, national and international communities.

Latin complements and encourages connections between many other senior cycle subjects, including Classical Studies and Ancient Greek; English, Irish, and the modern foreign languages; History, Art, Music, Politics and Society, and Religious Education; and even Mathematics, Computer Science, and the natural sciences.

Combining training in the Latin language and general language awareness with a focus on textual, literary and cultural understanding, the subject provides opportunities for cross curricular and inter-disciplinary activities in the classroom. It develops students' logical thinking, nourishes their imagination, creativity and appetite for lifelong learning, and

stimulates their empathy and self-reflection. It encourages them to appreciate the structures, workings and power of language, and to value the past in its own right and as a foundation for the present.

Aims

Leaving Certificate Latin aims to foster proficiency, curiosity and interest in the Latin language and the literature, history and culture of Rome. It invites students to recognise the many ways in which both continue to inform the present and use these insights to help them navigate today's plurilingual and pluricultural world as active and responsible citizens. Leaving Certificate Latin develops knowledge, skills, values and dispositions that enable students to value the experience of reading texts written in a culturally important classical language, to appreciate the interdependence between language and culture, and to derive enjoyment from language learning. It fosters an understanding of how languages work, of the connections between languages, and the value of languages for lifelong personal, educational, vocational and leisure purposes.

More specifically, Leaving Certificate Latin aims to empower students to:

- develop the capacity to recognise Latin language structures and vocabulary
- develop skills of critical analysis and evaluation and apply these to extract information and derive enjoyment from a variety of Latin texts
- develop an awareness of how languages work and relate to one another
- become reflective and autonomous language learners who are actively involved in monitoring and assessing their own progress
- enjoy their language learning experiences and develop appropriate language awareness and proficiency to actively pursue language-related leisure activities and further study of Latin and other languages
- foster an appreciation of linguistic and cultural diversity and the interdependence between language and culture
- relate Latin texts to their historical, social, literary contexts and situate them within the broader ambit of Roman culture.
- begin to appreciate the aesthetic qualities and enduring relevance of literary texts written in Latin
- develop interest in the Roman world and an appetite to learn more about ancient history and transmit the past to future generations.

- assess similarities and dissimilarities between the Roman world and the world of today
- appreciate how the culture and language of Rome and the Roman world have influenced modern cultures and languages.

Continuity and progression

Leaving Certificate Latin builds on the knowledge, skills, values and dispositions that stem from learners' early childhood education through to the junior cycle curriculum.

Junior Cycle

Most students study Irish and English in the post-primary phase of their education. In addition, all junior cycle students are given the opportunity to learn a third or subsequent language. Junior cycle language specifications equip students with the skills and strategies to underpin further language learning, including languages with which they have had no prior experience. The Junior Cycle Classics specification allows students to focus specifically on learning more about the cultures and languages of ancient Greece and Rome. Students of Classics engage with the study of classical texts and with the study of material culture, and they may be introduced to a classical language, Latin or Ancient Greek.

Beyond Senior Cycle

The study of Ancient Greek can lead to many exciting and rewarding careers, including that of a creative writer, historian, literary critic, journalist; employment in government organisations, statutory and voluntary organisations and the arts and education sectors.

Key competencies in senior cycle

Senior cycle helps students to become more engaged, enriched and competent, as they further develop their knowledge, skills, values and dispositions in an integrated way.

Figure 1 The components of key competencies and their desired impact

Key competencies[1] is an umbrella term which refers to the knowledge, skills, values and dispositions students develop during senior cycle.

Students develop key competencies within and across the curriculum during senior cycle. Their learning is deeper when they can draw upon, integrate and apply their knowledge, skills, values and dispositions to various tasks, contexts, situations and events. The competencies:

- are linked and blend together
- are visible and important across the curriculum
- can help students and teachers to make meaningful connections between and across
- different areas of learning
- can improve students' overall learning.

The development of students' literacies and numeracy contributes to the development of competencies and vice-versa. Key competencies are supported when:

- students' literacies are well developed, i.e., when they can meaningfully and effectively read, watch, write, speak, listen, interpret and mediate meaning in a range of contexts
- students' numeracy is well developed, i.e., when they can understand numbers, data and symbols meaningfully and interpret and use them effectively
- students make good use of various tools, including technologies, to support their learning.

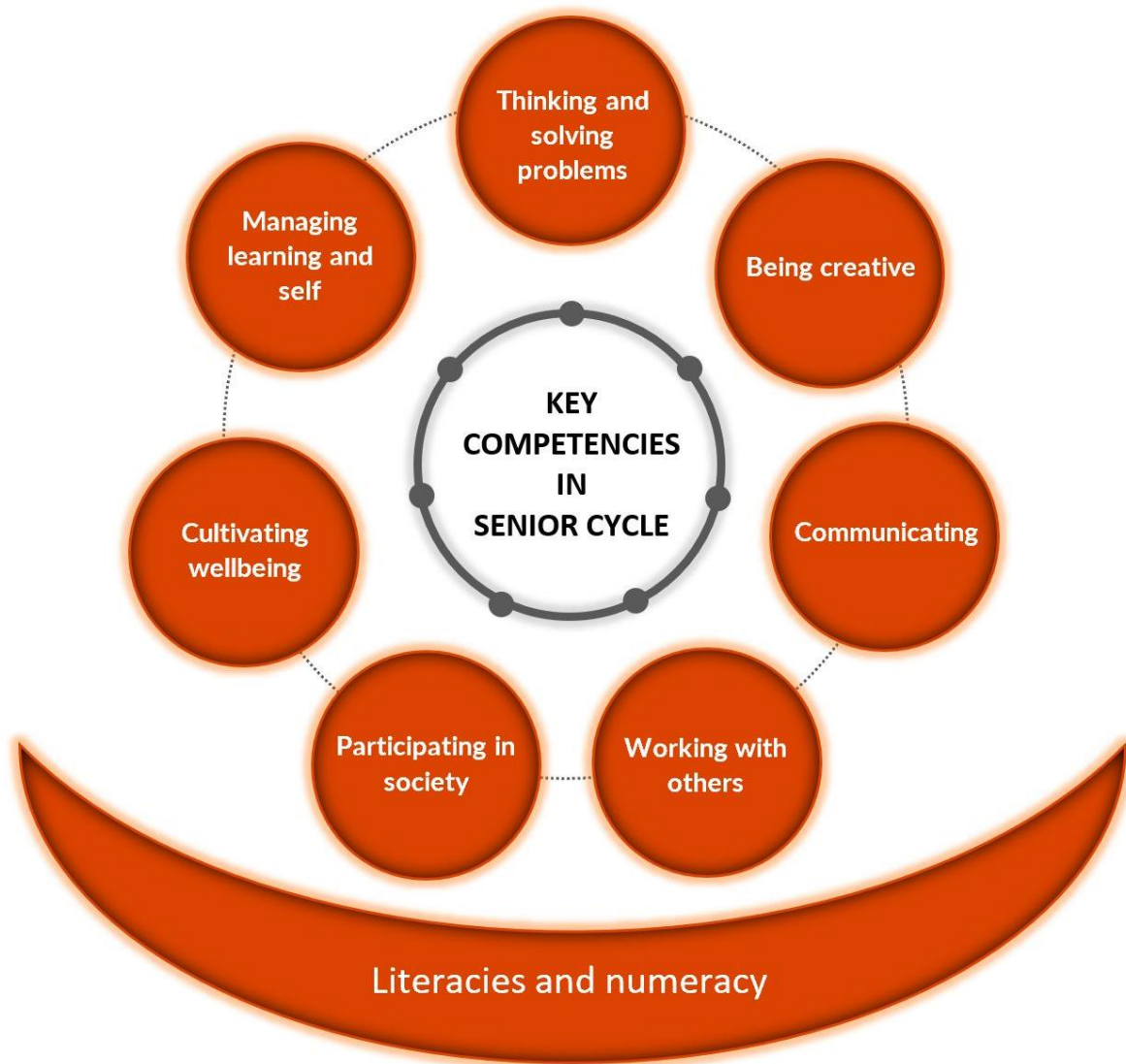[1] These are sometimes also referred to as capacities, or capabilities.

Figure 2 Key Competencies in Senior Cycle, supported by literacies and numeracy.

Key competencies can give young adults the power to meaningfully take part in their schools, families, communities, and society. As students mature, these key competencies can work together to help students handle and respond to more complex and varied tasks, as appropriate to their needs and abilities. They come to know what to do and how to do it, to know when to act and when not to act. Students whose key competencies are well-developed are better able to understand and learn; to deal with and respond to social opportunities and problems; to make the transition from school to further, adult and higher education, apprenticeships, traineeships and/or the world of work; and to embrace adult life.

The key competencies build on important learning from early childhood, primary and junior cycle. They come to life through the learning experiences and pedagogies teachers choose

and through students' responses to them. Students can and should be helped to develop their key competencies no matter what path they follow through senior cycle or what subjects and modules they choose and irrespective of their past or present background, circumstances or experiences. As part of teaching, learning and assessing, they should have many opportunities to make their key competencies visible. The transformative potential of key competencies is most likely to be realised when teachers and students analyse and discuss the competencies they are developing and when teachers offer students opportunities to make meaningful connections across their different subjects and modules.

The key competencies can be developed in Latin in a range of ways, as is set out in detail in the Rationale, Aims, and Strands and Learning Outcomes of this specification and summarised below.

Thinking and solving problems; being creative

Latin gives students the opportunity to think critically about arguments, evidence and ideas as presented in the texts they examine including the Capstone text. It challenges them to explain these texts in the context of the time they were written but also to analyse them in terms of today's society. Delving into the meanings and contexts of Latin texts fosters students' curiosity and imagination. It allows them to develop their creative skills alongside their critical understanding of cultural phenomena and language features. As they decode the language of texts identifying meaning of words, grammatical forms and syntactical constructions, students gain a deeper understanding of patterns and systems.

Working with others; participating in society; communicating

As language is a system of communication, engaging with Latin empowers leaners to connect with each other and cultivate an appreciation of working together. They collaborate on a range of activities connected with Latin texts which foster motivation and capitalise on all talents within a group. Students are encouraged to respond to different perspectives on the material they are studying. Discussion and discovery are key as students work with others to gain a deeper comprehension of Latin texts, negotiate interpretations, and formulate considered evaluations. Exploring the nuances of Latin texts and their historical contexts, students together develop an understanding of the culture and society of ancient Romans and other users of the language. They can then compare and contrast this knowledge with contemporary society and culture. This allows for a richer appreciation of the world in which we are living and equips students to navigate the complexity of modern society more expertly. Throughout their study of Latin, students further develop the key competency of

communicating as they learn to express and share opinions, ideas and discoveries through conversation and active listening and learn to provide relevant and understandable information to people with diverse levels of language and subject knowledge.

Cultivating wellbeing; managing self and learning

Understanding self and others is critical in cultivating wellbeing. Students of Latin are immersed in the ancient world, which is similar to our own society in some ways, but very different in others. This remote and yet familiar world provides a safe space to explore and discuss important but sensitive topics such as gender, ethnicity, class, religion, values and politics. By examining Latin texts, students reflect on these topics in the context of their own lives and this immersion also invites them to understand and respect other viewpoints. This in turn allows them to make informed decisions based on a variety of relevant and critical sources. Overall, the varied activities and processes involved in studying Latin provide students with a keen sense of how to manage their learning and manage themselves in the spirit of lifelong learning. They become cognisant of structure, rules and conventions in language and culture, which will help them make sense of the world around them. Understanding the systems of language and culture supports self-awareness, self-confidence and resilience in the face of life challenges.

Teaching and learning

Senior cycle students are encouraged to develop the knowledge, skills, values, and dispositions that will enable them to become independent learners and to develop a lifelong commitment to language learning and to reading and analysing texts for study, work or leisure.

Leaving Certificate Latin supports the use of a wide range of teaching and learning approaches. As students' progress, they will develop learning strategies that are transferable across different tasks and different subjects enabling them to make connections between Latin, other subjects, and everyday experiences. Through engaging in self-directed learning activities and reflection students will plan, monitor, and evaluate their own learning and develop a positive sense of their own capacity to learn. By engaging in group work students will develop skills in reasoned argument, listening to each other, informing one another of what they are doing, and reflecting on their own work and that of others.

The interconnectivity between our language, our society and our interpersonal relationships should be embedded into classroom learning and teaching where teachers are encouraged to highlight the social nature of language. Students' participation in the classroom and their

understanding of the classical language and society will be enhanced when teachers stimulate them to connect the content of learning to their own lives and experience.

Language learning and education

Language is one of the means by which we think, organise our knowledge, express our thoughts and feelings, and communicate with others. We live in a world which is rich in languages, and Ireland, too, has its own linguistic heritage. All activities, in whatever language, are exercises in thinking.

One of the main ways that societies define and share their culture and identity is through language. It is a medium of interaction, through which knowledge and experience are communicated and organised. Every language has its own rich, distinctive features and complexities, as well as an intrinsic value as a resource for social participation, social cohesion, lifelong employment possibilities and mobility opportunities.

Language is also the means of self-expression and interpersonal communication as well as being the conduit for learning in the education process. It is a central factor in the growth of the student as a person; how we learn about ourselves, others and the multilingual and multicultural world in which we live. Language learning also gives us access to the richness of the cultures and the mindset of the people who use that language.

Young people in Ireland are growing up in a dynamic, multilingual and multicultural society which is rapidly changing at local, national and global levels. They live in a world in which digital technologies, migration and mobility are bringing people closer together than ever before. In this society, shaped by social, political and economic forces, the opportunity to develop their plurilingual repertoire can be a source of empowerment for students. Being exposed to language learning experiences offers students' knowledge, skills, values and dispositions to negotiate these changes so that they can participate fully and effectively in our multilingual society and in the world of work.

As well as benefitting society, a rich language learning also has positive effects for students' personal and intellectual development and their leisure activities. Cognitive development is enhanced by language learning and can contribute to higher levels of achievement in other educational areas such as mathematical abilities and the formulation of scientific hypotheses.

The curriculum in Ireland is language-rich and therefore progress in every learning area involves competence in language. There are two official state languages [2] Irish and English, both of which are offered to students alongside a range of languages from within and beyond Europe. Language learners gain a range of skills that relate to and build upon learning in other senior cycle subjects, enabling them to apply their existing language knowledge to new knowledge and to transfer their skills across all learning on their journey of lifelong learning.

Learning a classical language

This classical language specification takes cognisance of the framework approach used for the learning and teaching of Leaving Certificate curricular languages. This framework involves a common approach across foreign language specifications, including the aims, expectations for students and assessment approaches. An important feature of the framework is the development of students' ability to use language across the four modes of communication (reception, production, interaction and mediation),[3] which helps promote and support an action-oriented approach to language learning and teaching. In learning a classical language, the emphasis is different, because the ultimate goal is not that students become effective users of the classical language, but that they become effective readers of texts written in the language, which is no longer the native language of any community but retains significant cultural and historical relevance. This implies that within the modes of communication, certain aspects of reception and mediation take precedence over elements such as language production, aural reception, interaction, and mediation through the studied language, which are included only as far as they can help students to achieve the primary objectives of the course.

Like students of modern foreign languages students studying Leaving Certificate Classical Languages bring their own unique language repertoires and experiences to learning a language. While none will be heritage speakers of Latin or Ancient Greek, students may have varying levels of classical language skills and plurilingual and pluricultural competence, arising from their prior learning. The Leaving Certificate Classical Languages specifications are intended for students from all language backgrounds. This includes students who have some previous experience with the language – for example, through the Classical Language strand in Junior Certificate Classics – and students who have no prior experience with the language.

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[2] The Irish Sign Language Act 2017 (Act 40 of 2017) enacted in December 2020. This legislation recognises the right of Irish Sign Language users to use ISL as their native language and the right to use, develop and preserve the language.
[3] CEFR Companion Volume, Council of Europe, 2018, p.33.

Accordingly, learning outcomes and experiences in this specification are intended to meet the needs of all students. Assessment is available at both Higher and Ordinary levels. Because the goal of learning a classical language is not to become an effective user of a second language, it is not possible to align the expectations for students in this classical language specification to a specific level of the CEFR[4] In relevant areas, however, the specification is broadly aligned to levels A2/B1.

It is intended that the experience of learning classical languages in senior cycle will be highly relevant to the lives of students today and in the future. It will inspire in them an interest and curiosity about how they can use and learn languages and cultivate an appreciation of the similarities and differences between different countries, communities and cultures. This will set a solid foundation for students to embark on a lifelong journey as plurilingualists, empowering them to have the skills and strategies to become more autonomous learners, to engage with the wider world, to integrate socially, and to become active citizens.

The language learning journey

The learning and acquisition of a classical language can be viewed as a language learning journey. The students' principal focus on this journey is to be capable, independent and self-governing readers of texts written in the classical language. An important part of the journey is prior language learning and acquisition. While they may not have learned the classical language before, the skills students have developed acquiring their first and subsequent language(s) play a very important role in their acquisition and development of this language. They develop language learning strategies that are transferable across different languages, enabling them to make connections between aspects of language and everyday experiences.

Self-awareness is the most effective tool that language learners can use to make progress. With teachers' help and feedback and by reflecting on their language learning journey, students take the necessary steps to develop their language proficiency. Teachers and students collaborate on this path of lifelong language learning. With the caveats that apply to production and interaction in a language that is no longer the native language of any community, communicative use of the classical language by both parties can be helpful to support the development of classical language competence. Teachers have expertise in the language and have particular knowledge and special skills relating to the teaching and

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[4] The communicative competences that language learners need, in order to be effective users of a second language, are described by the Common European Framework of Reference for Languages (CEFR), published by the Council of Europe in 2001. The CEFR was updated in 2018 with the launch of the CEFR Companion Volume. Following consultation and engagement from stakeholders across Europe, the final version of the CEFR Companion Volume was published in 2020 (Council of Europe 2001, p. 1: www.coe.int/portfolio).

assessment of language to facilitate learning. When students encounter challenges and difficulties, teachers provide guidance, encouragement, help, feedback and support so that they may progress.

To support a language-rich environment, it is desirable that students are encouraged and scaffolded to engage with authentic texts. This includes literary texts such as epics, histories, lyric poems, fables, dialogues and plays, but also texts such as graffiti, mottos and epitaphs.

Classmates, the learning environment and the school community also have a role to play. By engaging with classmates in group work, pair work and other collaborative activities, students are encouraged to listen to each other and reflect on their own work and that of others.

Engaging in a variety of meaningful tasks and language activities will enable students to take charge of their own learning, motivating them to set goals, develop action plans, to receive, respond to and reflect on assessment feedback. As well as varied teaching strategies, varied assessment strategies will support learning and provide information that can be used as feedback. In this way, learning and teaching activities can be designed and/or delivered in ways that best suit individual students and their language skills. By setting appropriate, real-life and engaging tasks, by asking higher-order questions and by giving feedback that promotes student agency, assessment will support learning as well as capturing achievement.

As described below, students may use their Language Portfolio to regularly describe what they observe about the language, reflect on their progress and on the cultures of country/countries and communities using the language there are studying. They might also describe the steps they must take to make progress as a learner and a language user. Such elements necessarily underpin their ongoing progress in the language.

Language portfolio

Over the two years of Leaving Certificate Latin, each student develops a collection of materials which accumulate as a matter of course, and of good practice, in the language learning process, including items such as notes, vocabulary lists, exercises, translation samples, analyses and discussions of texts, and projects and presentations in various formats and media, as well as learning logs, learner reflections and learning goals. This collection is called the Language Portfolio.

The Language Portfolio reflects the students' language journey, the process and progress of their language learning experiences. It places the student at the centre of learning, teaching and assessment and facilitates autonomous learning. It creates a space in which students can

document and reflect on their growing language proficiency and the language learning process. It provides them with an opportunity to set personal classical language proficiency goals, develop language learning strategies, and become more aware of themselves as language learners and users.

The Language Portfolio supports ongoing formative assessment in the language classroom and allows students to showcase their language-learning achievements. Self-assessment is fundamental to the Language Portfolio and students are encouraged to set goals for their learning and monitor their own progress through evaluative reflection. In addition to teacher feedback, students will be encouraged to self-assess and peer-assess their work. This will further develop their autonomy as language learners. The Language Portfolio does not play a role in assessment for certification.

Strands of study and learning outcomes

The Leaving Certificate Latin specification is presented in two strands which each have two core elements:

Latin language	Literature in Context
Understanding Latin texts	Latin literature
Developing language awareness and analytical skills	Roman culture explored through Latin texts

Figure 3 Strand structure in the Latin specification

The two strands of the specification Latin Language and Literature in Context are divided to distinguish between skills related to language acquisition and skills related to understanding texts written in its original language, their literary value, historical context, and cultural significance. They are, however, fundamentally inter-related and inter-dependent, and the strands and learning outcomes should not be considered in isolation but approached in a fully integrated way. While the strands and the learning outcomes in each strand are numbered, this is for ease of identification and navigation and does not imply a hierarchy. It is recognised that to achieve the aims of the specification, students must conjunctly develop language competence, pluricultural and plurilingual competence, and the ability to interpret texts of the past within their various contexts.

The specification is structured in this way to support teachers in planning for learning, teaching and assessment. Teachers identify pathways through the specification which respond to students' prior learning, leading to deeper comprehension and application of their language skills. By encountering increasingly complex language, texts and contexts, students become more proficient and confident readers and interpreters of Latin literature.

Students may engage with any authentic Latin material during their study of the strands, but they specifically build up to in-depth and context-aware reading of the prescribed *Capstone text*. The purpose of the Capstone text is to provide a common focus of study and examination for all students, regardless of their individual learning pathways, the textbooks they may have used, and the Latin texts they may have explored in a classroom context or independently. The Capstone text provides a culminating and integrative experience, which allows all students to showcase and apply key knowledge and skills they have acquired in the course to a stimulating and context-rich Latin text of a suitable level of difficulty. For engagement with the Capstone text, the emphasis is not on the quantity of Latin text studied

but on the quality of students' engagement with this original Latin text and the various contexts in which it can be situated, including historical, social, literary and reception contexts.

The Capstone text will be prescribed for each examination year and issued via circular by the Department of Education. For each examination year, the title and author of the Capstone text with specified range and a time period that corresponds to the context of the Capstone text (typically a central period of Roman history, such as late Republic/early Principate, 1st centuries BC/AD) will be provided.

In designing the strands and learning outcomes for this specification, the following concepts and ideas were given particular attention:

- languages are interrelated and interconnected especially at the level of the individual
- every student brings a unique and varied linguistic repertoire to their language learning experience
- languages and cultures are not kept in separate mental compartments
- all knowledge and experience of languages, including classical languages, contribute to building up communicative competence.

An overview of each strand is provided below, followed by a table. The right-hand column contains learning outcomes which describe the knowledge, skills, values and dispositions students should be able to demonstrate after a period of learning. The left-hand column outlines specific areas that students learn about. Taken together, these provide clarity and coherence with the other sections of the specification.

Learning outcomes should be achievable relative to students' individual aptitudes and abilities. They promote teaching, learning and assessment processes that develop students' knowledge, skills, values and dispositions incrementally, enabling them to apply their key competencies to different situations as they progress. Students' learning is supported through a variety of pedagogical approaches that engage their cognitive abilities appropriately.

The Leaving Certificate Latin specification is designed for a minimum of 180 hours of class contact time.

Strand 1: Latin Language

At the heart of the aims of this specification is an ambition for each student of Leaving Certificate Latin to become a proficient reader of texts of cultural and historical importance which were written in the language long ago, such as famous epics, histories, poems, speeches, plays or philosophical works. This implies that there are fundamental differences between acquiring competence in a classical language and learning a modern foreign language, where the goal is to become a proficient *user* of the foreign language. Of the four modes of communication—reception, interaction, production and mediation[5]—certain aspects of reception and mediation take precedence in learning a classical language, including skills related to reading comprehension and translation. Other elements, such as speaking, listening and interaction and mediation through the studied language, are pursued only as far as they help students achieve the of learning the language.

The learning outcomes in this strand are organised under two headings. Those associated with the element *Understanding Latin texts* stimulate the development of students' ability to explore and enjoy texts written in Latin. To build their reading skills and develop the linguistic, sociolinguistic and pragmatic competences needed to read authentic Latin texts, students undertake a wide range of activities. Students memorise words and expressions which they encounter repeatedly in sentences and texts. They determine the grammatical function and meaning of word forms in phrases, clauses and sentences. They discuss possible interpretations and evaluate different translation options and ambiguities with their classmates, learning to pronounce Latin words accurately, and develop a sense of the information order and pragmatic force of Latin sentences. They learn to search for specific information in texts, elucidate their structure and content, and discuss their specific nature, distinguishing the characteristics of specific literary genres or text types. They become close readers and deep readers, alert to the precise details of form, content and function of texts.

Developing language awareness and analytical skills focuses on building a general plurilingual skills basis, placing value on the linguistic and cultural diversity of students, whose knowledge of different languages and cultures is not siloed but integrated. The skills emphasised in this section support the development of the specific Latin language competence needed to become a proficient reader of Latin texts but are also of great benefit to students' understanding of other languages, including the language of instruction, and help them become reflective and self-aware language learners and users.

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[5] CEFR Companion Volume, Council of Europe, 2018, p.33.

Students develop the capacity to make sense of the meaning and grammatical function of words and word forms by systematically analysing their constituent parts, including roots, stems, suffixes and endings, and explaining their reasoning to their classmates. They learn to identify words belonging to specific word types, such as nouns, adjectives, pronouns, adverbs, finite verb forms, infinitives and participles, and recognise inflection patterns such as the nominal declensions and verbal conjugations. They learn, for example, to identify main clauses and main verbs, participial and infinitive constructions, and different types of subordinate clauses and conditionals; how Latin idiom and modes of expression differ from genre to genre, from author to author, and from period to period.

In all of these activities, students relate their learning of Latin to their knowledge of other languages, drawing on and developing their linguistic repertory. They may, for example, use their receptive knowledge in a different language to deduce the meaning of a Latin word or expression; relate Latin words to their derivatives or cognates in other languages they know; compare and contrast how different languages they know work as systems; and become aware that foreign languages, such as Latin, have words for concepts that are culture-specific and unique and defy translation.

Last but not least, students acquire the dispositions and develop the ability to access the resources that will enable them to become independent, confident and effective learners of Latin, developing skills which will also serve them well for learning other languages. They learn to find and effectively use dictionaries, grammars, parsing tools, translations, editions and commentaries, on paper and online. They learn to reflect on their own learning strategies and progress and savour the joy of mastering a language that has been spoken, written and thought in for more than two-thousand years.

Strand 1 Learning outcomes

Understanding Latin texts

Students learn about	Students should be able to
• different text formats, such as narratives, plays, speeches, different types of poetry, inscriptions, graffiti, mottos • different ways of reading, such as for pleasure, linguistic practice, research, interpretation, comparison	1.1. explore a range of authentic Latin texts in a variety of genres and formats.
• the importance of learning words and expressions and strategies to do this • lexical phenomena such as idiomatic, poetic, colloquial expressions, metaphors	1.2. recognise a range of lexical items at the level of words, expressions and collocations in context.
• how Latin may have sounded when it was a living language • the importance of tone, stress, rhythm, metre	1.3. pronounce Latin words, phrases and sentences accurately enough to be understood, with appropriate intonation and rhythm.
• effective strategies for collaboration to support their own language development and that of their peers	1.4. collaborate with others to understand Latin.
• composition into Latin • distinguishing between stem and ending • how parts of words change to convey a range of meanings	1.5. explore vocabulary and grammatical rules by completing and transforming phrases and sentences in Latin.
• applying knowledge of vocabulary, grammar and contextual information in a translation process • how the source and target language convey meaning differently	1.6. create accurate and idiomatic translations of Latin sentences and passages.
• strategies to identify and evaluate • specific factual or linguistic information • style, register, tone, mood, purpose • questions, premises and claims • viewpoints and positions • arguments and conclusions	1.7. evaluate information contained in Latin texts for a particular purpose.
• ways to communicate knowledge and understanding such as summarising, listing, classifying • creative ways of presenting their understanding of texts	1.8. describe the content and structure of Latin texts in a range of ways.

• critical reading • different ways of conveying meaning through translation • the role of the translator as interpreter, mediator and creator	1.9. evaluate different translations of a Latin text.
• different text formats, such as narratives, plays, speeches, different types of poetry, inscriptions, graffiti, mottos • distinctive literary techniques, formal features and figures of style	1.10. appreciate distinctive features and aims of authentic Latin texts.

Developing language awareness and analytical skills

Students learn about	Students should be able to
• using comparative reasoning to derive the meaning of unfamiliar words from similar words, word forms and word families they already know • using contextual information to derive the meaning of words	1.11. make sense of unfamiliar Latin words and word forms by considering the constituent parts of the word and the immediate and wider context.
• the concepts of morphology and syntax • different word types, inflection, grammatical functions, word order • spelling and punctuation conventions • the constituent parts of words, notably roots, stems, prefixes, suffixes, endings	1.12. recognise a range of linguistic patterns and structures in Latin and explain their use in context.
• using logical reasoning to derive the meaning of a phrase or sentence based on syntactical construction, word-order, cases and their grammatical functions, etc. • conveying reasoning processes to others in a comprehensible way	1.13. explain the reasoning that led them to a specific interpretation of a Latin phrase or sentence.
• the purpose of, and information contained within, dictionaries, grammars and commentaries, in both traditional and electronic formats, and how to use them	1.14. effectively use Latin language resources, to establish the meaning of words, phrases and sentences.
• taking ownership of one's learning • creating resources such as graphic organisers and flashcards	1.15. monitor and assess their own language confidence, language learning strategies and utilisation of learning resources,
• abstract concepts in spheres such as gender, justice, personal relationships, occupations which have no direct equivalents in other languages, such as *virtus, otium, officium*	1.16. recognise similarities and differences in the way concepts are expressed and understood across different languages.

• the similarities and differences between linguistic patterns and lexical expressions in Latin and other languages	1.17. compare and contrast the languages they know to support their comprehension of Latin texts.
• words derived from Latin or related to Latin words in languages such as English, Irish, and romance language such as French, Spanish, Italian, Romanian	1.18. investigate the etymology of words derived from Latin in other languages they know.
• how Latin appears differently, for example, classical and medieval text, or epic poetry and graffiti	1.19. assess how Latin word choice, syntax, grammar and text structure may vary with genre, purpose, context, and period.

Strand 2: Literature in context

The learning outcomes in this strand relate to *Latin literature* and *Roman culture explored through Latin texts*. They are specific to classical language learning in that they focus on the study of Latin literary texts within their various contexts. This strand is designed with the understanding that students do not compartmentalise the various cultures to which they have access but always compare and contrast cultures whose language they are learning to norms, expectations, behaviours and outlooks they know from other cultures, including their own.

Latin literature is about learning to *situate* Latin creative texts, in particular literary texts, in the broadest possible sense. Students develop the ability to elucidate specific aspects of a text with reference to what we know about the text's author and audience; expectations associated with the text's genre, style or mode of storytelling; and aspects of history, politics, ideology, philosophy, social norms, visual art, architecture and material culture. Combining close reading of texts with contextual study, students explore the significance a text may have had for its original audience, how it inspired later authors and visual artists, and how it remains relevant today, relating aspects of the text to contemporary issues, ambiguities and dilemmas and their own values, dispositions ambitions and fears. By doing so they develop an appreciation of the continued importance of Latin as a language of literature and culture over time, across the world and in Ireland.

Roman culture explored through Latin texts is the counterpart of *Latin literature*. Here the emphasis is not on understanding Latin texts in context but on understanding aspects of Roman culture and history through the study of literary texts – the two approaches being complementary and inextricably connected. By reading and researching Latin texts, students gradually build a knowledge base regarding the topography of ancient Rome and the Roman

world, significant historical events, key features of Roman art, famous people, the names of the Roman gods, important myths and stories, and key aspects of daily life.

The focus of this language specification is not on acquiring historical knowledge in its own right. Throughout, the emphasis is on the relationship between text and context, and learning about Roman history, literature, art and culture should happen during the journey of learning to read Latin texts rather than as a separate learning activity. This journey will be different for each student, and the goal is not to acquire a systematic body of knowledge of historical facts, dates and names, but to lay down a foundation, anchored in Latin texts, and create an appetite for further exploration of the Roman world.

Strand 2 Learning outcomes

Latin literature

Students learn about	Students should be able to
ways of responding to texts, such as: • relating events to personal values • explaining the significance of events and settings • making connections between a text and its context • investigating characters and their relationships, attitudes, dilemmas and decisions	2.1 give a response to Latin texts in a range of ways.
• finding and evaluating the reliability and relevance of information about Latin texts and their authors.	2.2 research the context of Latin texts and their authors.
• contexts which are relevant for understanding Latin texts, such as history, politics, ideology, philosophy, social norms, visual art, architecture and material culture.	2.3 explain specific aspects of an authentic Latin text with reference to the text's various contexts.
• the importance of paying careful attention to word choice, grammar, syntax and text structure for in-depth study of texts.	2.4 employ close reading to support their interpretation of a Latin text with reference to the words of the text.
• the difference between the significance a literary text may have had for its original audience and how it may be relevant to audiences today.	2.5 consider the significance a literary text has for its audience.
• receptions of Roman literature, history and culture over time, including the	2.6 examine examples of reception of a Latin literary text.

portrayal of Romans in modern media, such as film, games and historical fiction		
• the survival and ongoing relevance of Latin since antiquity	2.7	appreciate the continued importance of Latin as a language of literature, learning, science and religion over time, across the world and in Ireland.

Roman culture explored through Latin texts

Students learn about	Students should be able to	
• places, significant historical events, and people they encounter in Latin texts	2.8	research and discuss aspects of the regions, communities and cultures who have used Latin.
• aspects such as myths and legends, the arts, traditions, religion, housing, cuisine	2.9	examine aspects of the diverse cultural heritage and daily life of ancient Rome and the Roman world.
• Latin texts as sources of evidence for social hierarchy, status, social conventions, interpersonal relations, values, beliefs, customs, and attitudes • what Roman authors' representation of 'others' suggests about their norms and their ideas about what it means to be a Roman (elite male) citizen	2.10	examine what we can learn from Latin texts about Roman values and attitudes.
• formulating considered views and opinions on Roman topics based on primary and secondary sources	2.11	critically discuss aspects of Roman society, history, politics and culture.
• literary and historical representations of the Romans including stereotypes, bias and propaganda • otherness in the Roman world, such as women, foreigners and slaves.	2.12	use Latin texts to examine Roman cultural identity and self-representation and critically reflect on how their own perceptions, biases and assumptions inform their understanding of Roman society.

Assessment

Assessment in senior cycle involves gathering, interpreting, using and reporting information about the processes and outcomes of learning. It takes different forms and is used for a variety of purposes. It is used to determine the appropriate route for students through a differentiated curriculum, to identify specific areas of strength or difficulty for a given student and to test and certify achievement. Assessment supports and improves learning by helping students and teachers to identify next steps in the teaching and learning process. As well as varied teaching strategies, varied assessment strategies will support student learning and provide information to teachers and students that can be used as feedback so that

teaching and learning activities can be modified in ways that best suit individual students. By setting appropriate and engaging tasks, asking questions and giving feedback that promotes learner autonomy, assessment will support learning and promote progression, support the development of student key competencies and summarise achievement.

Assessment for certification

Assessment for certification is based on the rationale, aims and learning outcomes of this specification. There are two assessment components: a written examination and an additional assessment component comprising a research study. The written examination will be at higher and ordinary level. The research study will be based on a common brief. Each component will be set and examined by the State Examinations Commission (SEC).

In the written examination, Leaving Certificate Latin will be assessed at two levels, Higher and Ordinary (Table 2) Examination questions will require students to demonstrate learning appropriate to each level. Differentiation at the point of assessment will also be achieved through the stimulus material used, and the extent of the structured support provided for examination students at different levels.

The senior cycle key competencies (Figure 2) are embedded in the learning outcomes of this specification and will be assessed in the context of the learning outcomes.

Assessment Component	Weighting	Level
Research study	40%	Higher and Ordinary
Written examination	60%	Higher and Ordinary

Table 2 Overview of assessment for certification

Additional assessment component: Research study - text in context

This assessment component aims to develop in students a spirit of enquiry about the significance and broader context of the language and literature that they encounter, and a range of skills to facilitate that enquiry. This assessment component is also designed to allow students to engage in self-directed study and to pursue in more depth an aspect of their study of the language that animates their interest and curiosity, at a level appropriate to their language competence and restrictions of time and resources. The research study assessment will require students to demonstrate proficiency in learning that cannot easily be assessed by

the written examination. The research study requires students to investigate, evaluate and report on a language-centred topic of their own choosing that is anchored in the specification.

In particular, the research study requires students to demonstrate that they can:

- research Latin texts and process linguistic and contextual information
- synthesise and evaluate information using approaches and concepts connected to the Latin specification and make an informed judgement
- acknowledge the broader context of the classical world wherein the language existed and reflect on how this knowledge and understanding contributes to their understanding and appreciation of the language and specific texts in the language.

The research study will be based on a brief issued annually in fifth year by the State Examinations Commission (SEC). It will be handed in after a 12-month period. It is intended that the research study will take approximately 20-hours over the course of this time.

The brief will provide the thematic framework for the students to choose a topic, in consultation with their teacher. In their individual topic, students choose a significant but manageable aspect of language or a short text or extract from a text in Latin and explore that aspect in a broader context. This context may relate, for example, to the wider literary, linguistic, artistic, historical, cultural, social, political, philosophical, or religious significance.

Descriptors of quality for the Research Study

The descriptors below relate to the learning achieved in the Research Study. In particular, the study requires students to:

- develop knowledge and understanding of the chosen topic
- research, select, organise and process information from sources about their topic
- understand the importance of sources and evidence for judgements and conclusions
- follow a coherent approach and structure in the presentation of their research findings and be aware of the broader context and significance of the chosen topic.

Students demonstrating a high level of achievement	Students demonstrating a moderate level of achievement	Students demonstrating a low level of achievement
• display a thorough engagement with the chosen topic	• display a good engagement with the chosen topic	• display some engagement with the chosen topic
• show a highly developed knowledge and understanding of the topic	• show in the main a developed understanding and knowledge of the topic	• show some knowledge and understanding of the chosen topic
• present a laudable coherence of approach, content and structure in producing research findings	• present a coherence of approach, content and structure in producing research findings	• display a lack of coherence in the approach to content and structure in presenting research findings.
• exhibit an ability to research, select, organise and process information from a variety of sources very judiciously and shows a keen understanding of the role of sources and evidence in forming judgements and drawing conclusions	• exhibit an ability to research, select, organise and process information from a variety of sources and shows understanding of the role of sources and evidence in forming judgements and drawing conclusions	• exhibit a limited ability to research, select, organise and process information from a variety of sources and show limited understanding of the role of sources and evidence in forming judgements and drawing conclusions.
• display a deep awareness of the broader context of the subject chosen in the history of the classical world, making a compelling case for the significance of the subject chosen.	• display awareness of the broader context of the subject chosen in the history of the classical world, making a case for the significance of the subject chosen.	• display little awareness of the broader context of the subject chosen in the history of the classical world, and do not make a compelling case for the significance of the subject chosen.

Table 2: Descriptors of quality: Research study

Written examination

The written examination will consist of a range of question types that will assess, appropriate to each level the learning described in the strands of the specification and will allow for engagement with the Capstone text prescribed by the Department of Education.

Reasonable accommodations

This Leaving Certificate Latin specification requires that students engage with the nature of Latin on an ongoing basis throughout the course. In addition, the assessment involves an additional component, which accounts for 40% of the total marks awarded. In this context, the scheme of *Reasonable Accommodations*, operated by the State Examinations Commission SEC), is designed to assist candidates in the Leaving Certificate who have physical/medical/sensory and/or specific learning difficulties.

Reasonable accommodations are designed to remove as far as possible the impact of a disability on a student's performance, so that he or she can demonstrate in an examination his or her level of achievement—they are not designed to compensate for a possible lack of achievement arising from a disability.

Leaving Certificate Grading

Leaving Certificate Latin will be graded using an 8-point grading scale. The highest grade is a Grade 1; the lowest grade is a Grade 8. The highest seven grades (1-7) divide the marks range 100% to 30% into seven equal grade bands 10% wide, with a grade 8 being awarded for percentage marks of less than 30%. The grades at Higher level and Ordinary level are distinguished by prefixing the grade with H or O respectively, giving H1-H8 at Higher level, and O1-O8 at Ordinary level.

Grade	% marks
H1/O1	90 - 100
H2/O2	80 < 90
H3/O3	70 < 80
H4/O4	60 < 70

H5/O5	50 < 60
H6/O6	40 < 50
H7/O7	30 < 40
H8/O8	< 30

Table 3: Leaving Certificate Grading

Appendix 1: Glossary of action verbs

Description	
Appreciate	recognise the meaning of, have a practical understanding of
Collaborate	work jointly with another or others on an activity or project
Compare	give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout
Consider	describe patterns in data; use knowledge and understanding to interpret patterns, make predictions and check reliability
Contrast	Detect correspondences between two ideas
Create	Bring something into existence
Describe	develop a detailed picture or image of, for example a structure or a process, using words or diagrams where appropriate; produce a plan, simulation or model
Discuss	offer a considered, balanced review that includes a range of arguments, factors or hypotheses; opinions or conclusions should be presented clearly and supported by appropriate evidence
Employ	To make use of
Evaluate (DATA)	collect and examine data to make judgments and appraisals; describe how evidence supports or does not support a conclusion in an inquiry or investigation; identify the limitations of data in conclusions; make judgments about the ideas, solutions or methods
Evaluate (ethical judgement)	collect and examine evidence to make judgments and appraisals; describe how evidence supports or does not support a judgement; identify the limitations of evidence in conclusions; make judgments about the ideas, solutions or methods
Examine	consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue
Explain	give a detailed account including reasons or causes
Explore	Consider or search for meaning from different perspectives

Give a response to	Offer a reaction to a stimulus (text) according to different criteria
Investigate	observe, study, or make a detailed and systematic examination, in order to establish facts and reach new conclusions
Interpret	use knowledge and understanding to recognise trends and draw conclusions from given information
Make sense of	find meaning or coherence in something
Monitor	Observe, take note of and reflect upon
Pronounce	Make the sound of a word (or part of a word) in the correct or a particular way
Recognise	Identify facts, characteristics or concepts that are critical (relevant/ appropriate) to the understanding of a situation, event, process or phenomenon
Understand	Have and apply a well-organised body of knowledge
Use	apply knowledge or rules to put theory into practice