



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Classical Languages

An Exploration of the Classical Language Specifications

Ancient Greek and Latin





Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Classical Languages

An Exploration of the Classical
Language Specifications
Ancient Greek
and Latin

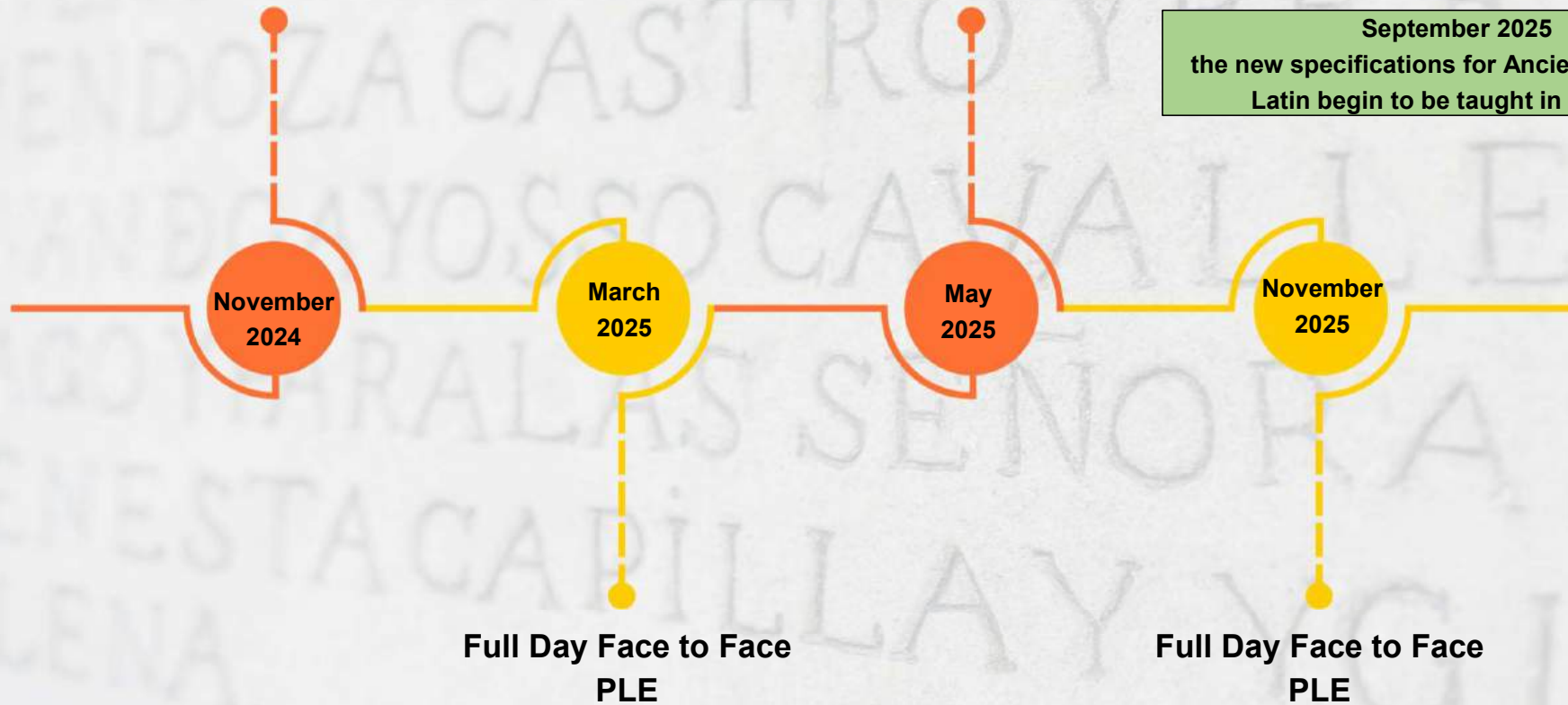


Oide Timeline of Supports for Classical Languages

Classical Languages Introduction to Ancient Greek and Latin Specifications - Webinar

Classical Languages Online Collaborative

September 2025
the new specifications for Ancient Greek and Latin begin to be taught in schools



Senior Cycle Redevelopment



Oide

Tranche 1 subjects will be introduced to the curriculum for all schools in 2025 and are set out here:

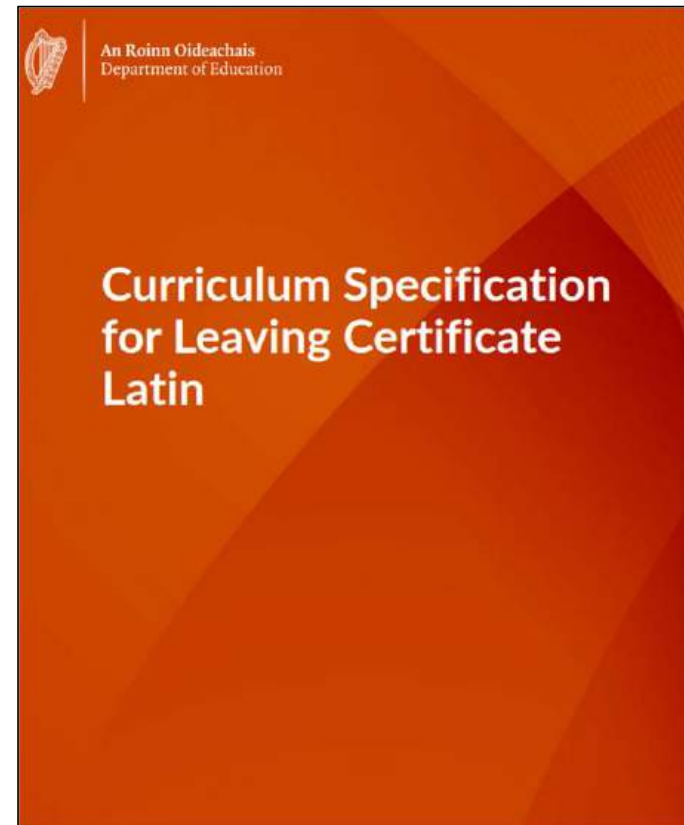
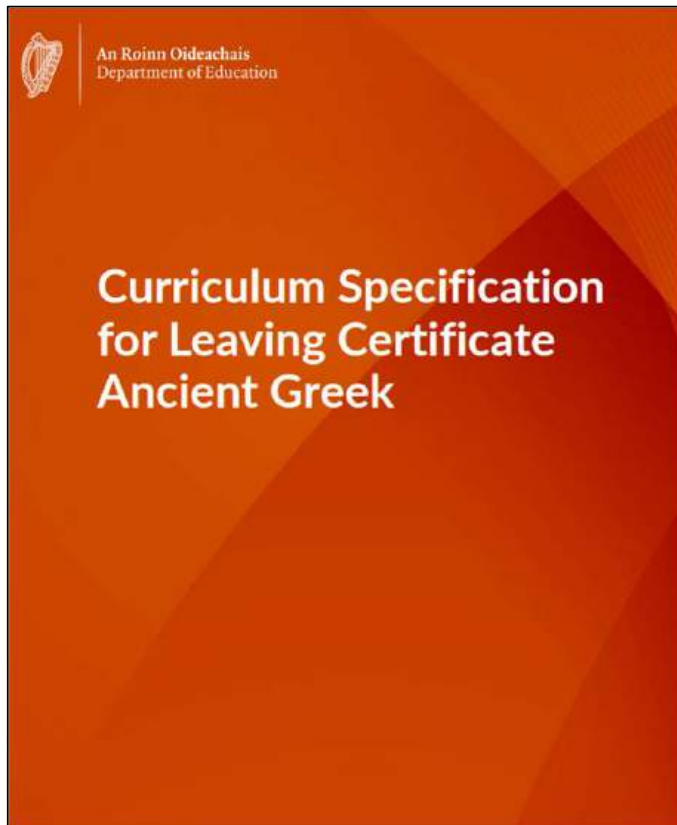
Tranche 1 subjects
Ancient Greek
Arabic
Biology
Business
Chemistry
Climate Action and Sustainable Development
Drama, Film and Theatre Studies
Latin
Physics

NCCA
An Chomhairle Náisiúnta Curraíola agus Meastóirí
National Council for Curriculum and Assessment

AN TSRAITH SH
SENIOR



Classical Languages Specifications



Mailing list



Oide

SCAN ME



Oide Mailing Lists

Kindly complete the requisite fields below and indicate the mailing list(s) you would like to subscribe to

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Classical Languages: Ancient Greek and Latin

Questions

Post your questions here and we will endeavor to get an answer to you - simply hit the + button above to add text



Senior Cycle Documents

Senior cycle key competencies



Key competencies in senior cycle

PDF

key-competencies-in-senior-cycle_en

Information notes

gov.ie

Ancient Greek Specification

Specification



PDF

SC-Ancient-Greek-Spec-ENG

Learning Outcomes

PDF download

Latin Specification

Specification



PDF

SC-Latin-Spec-EN

Learning Outcomes

PDF download

An tSraith Shinsearach

Príomhinniúlachtaí sa tsraith



Key competencies in senior cycle

PDF

key-competencies-in-senior-cycle_en

Nótaí Faisnéise

Leaving Certificate Classical Languages Specifications Webinar



Oide

- 1) General context and overview
- 2) Senior cycle key competencies and teaching and learning
- 3) Exploring the strands of study and learning outcomes
- 4) Assessment for certification

Learning Intentions



Oide

Understand the Classical Languages specifications within the broader context of senior cycle



Explore the structure of the Leaving Certificate Classical Language specifications



General Introduction



Oide

- 1) Senior cycle redevelopment
- 2) Aims
- 3) Rationale





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.”

Department of Education, 2024, p.2 Curriculum Specification for Leaving Certificate Latin

Guiding Principles

Department of Education, 2024, p.2 Leaving Certificate Ancient Greek Specification

Senior Cycle Guiding Principles

Wellbeing and relationships

Inclusive education and diversity

Challenge, engagement and creativity

Learning to learn, learning for life

Choice and flexibility

Continuity and transitions

Participation and citizenship

Learning environments and partnerships



Supporting Students

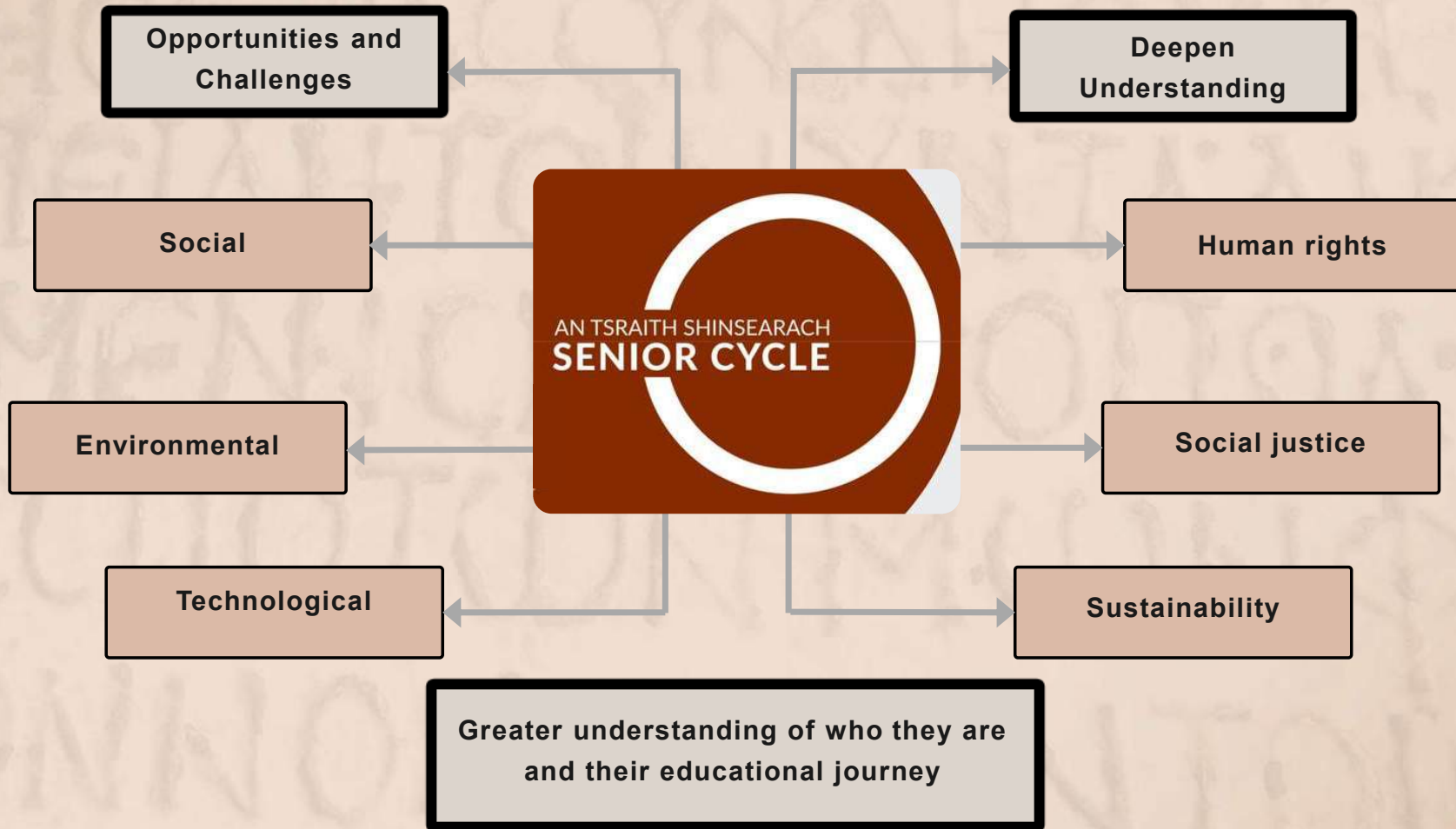
Senior cycle supports students in

- making informed choices
- preparing them for further education and employment
- becoming active participants in society

Senior cycle celebrates

- diversity
- respects individual strengths and needs
- and fosters a culture of inclusivity

Throughout Senior Cycle



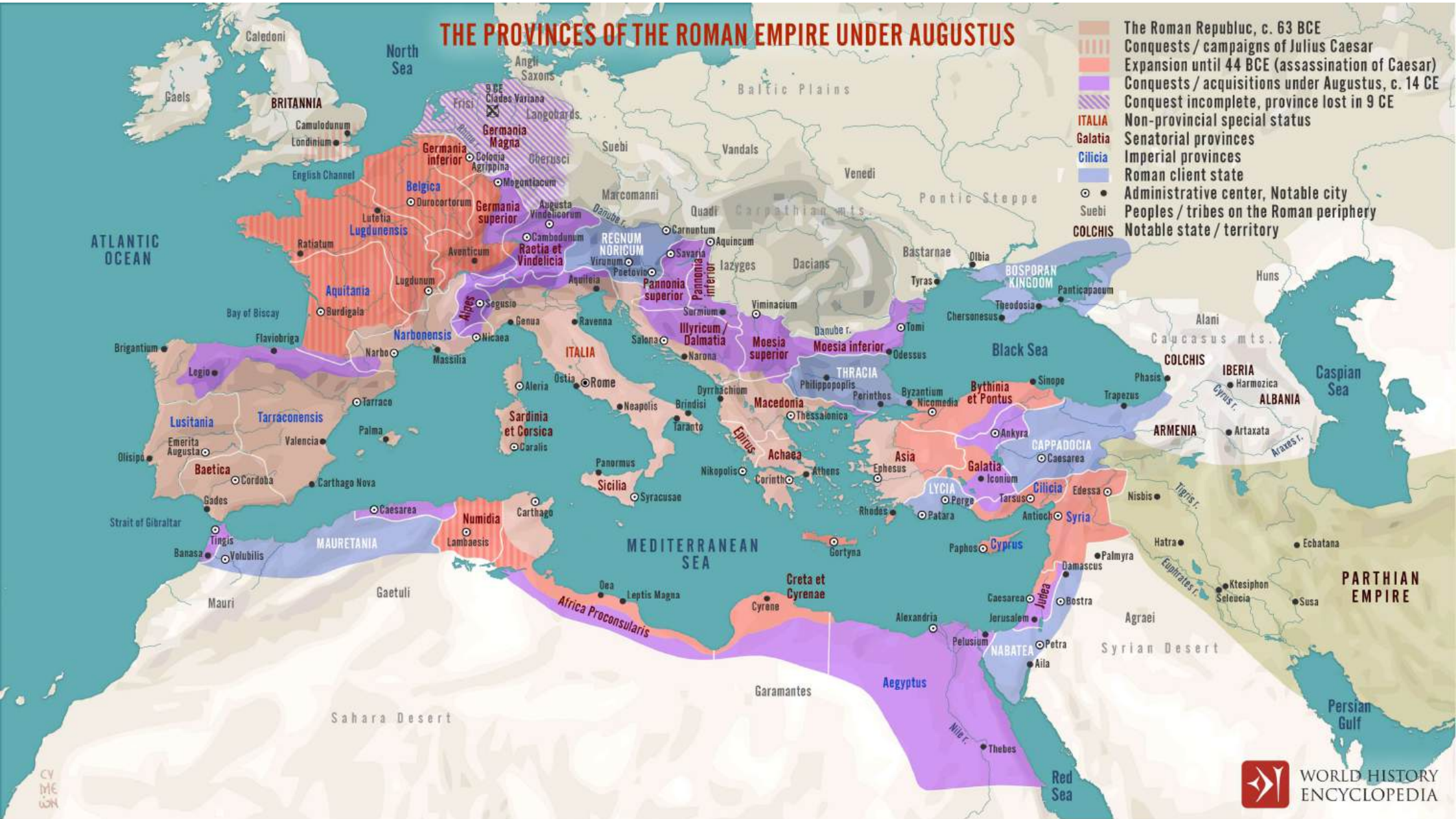
Aims of the Ancient Greek and Latin Specifications

- Please go to page 5 of the specification.
- Read the aims section.
- Choose any 2 aims from the bullet pointed list and think of your own classroom context, explain how these aims could be realised.
- Break out room to share. (10mins)



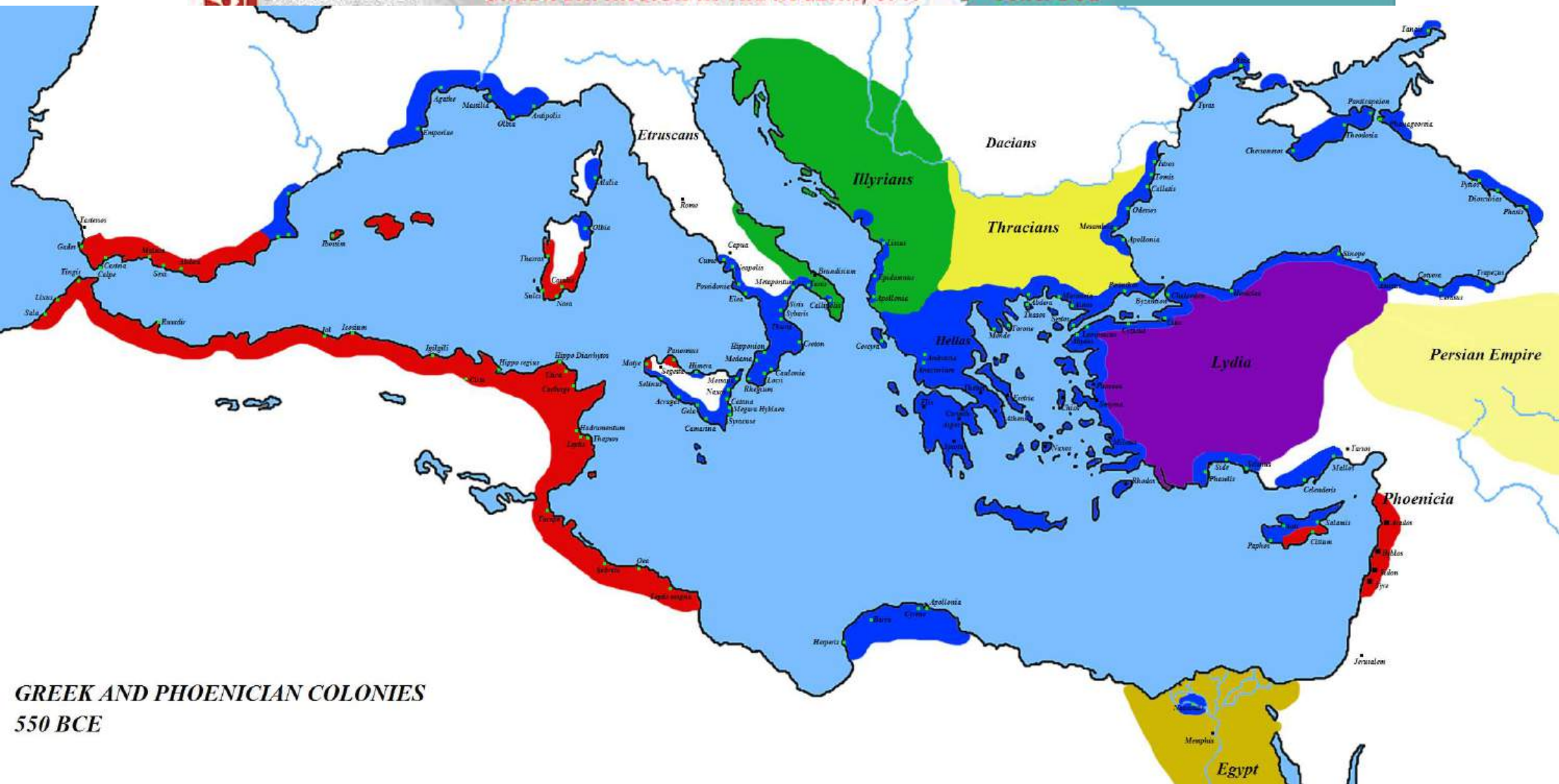
THE PROVINCES OF THE ROMAN EMPIRE UNDER AUGUSTUS

- The Roman Republic, c. 63 BCE
- Conquests / campaigns of Julius Caesar
- Expansion until 44 BCE (assassination of Caesar)
- Conquests / acquisitions under Augustus, c. 14 CE
- Conquest incomplete, province lost in 9 CE
- ITALIA**
- Galatia
- Cilicia
- Roman client state
- Administrative center, Notable city
- Peoples / tribes on the Roman periphery
- Notable state / territory





GREEK EXPANSION IN THE AEGEAN, c. 11th - 6th cent. BCE

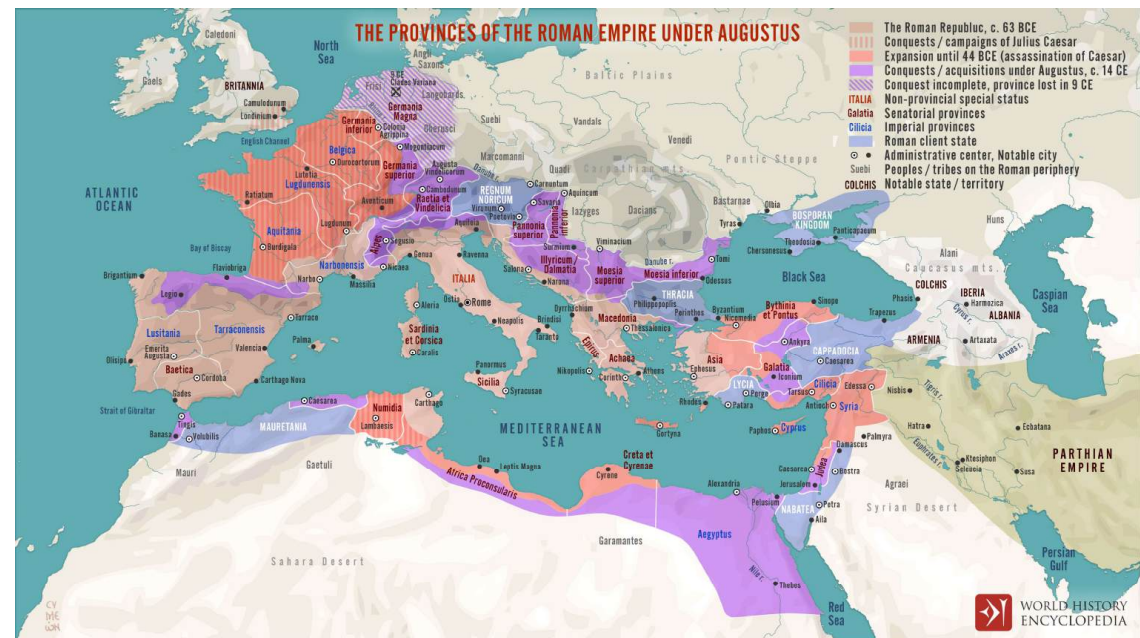


GREEK AND PHOENICIAN COLONIES
550 BCE



History and Rationale - Latin

- pivotal place in history
- became a *lingua franca* as Roman culture spread
- shaped intellectual thought and cultural norms
- Latin's influence transcended borders
- remains intertwined with technical terminology, law, medicine and the sciences





History and Rationale – Ancient Greek

- Athens, in the 5th century BC, became a cultural and political hub, influencing the region
- Greek was the language of administration, education, literature and science
- famous literature of ancient Greece, especially of Athens, remained a seminal source of inspiration
- it has had a major influence on modern foreign languages and technical terminology



Studying Ancient Greek and Latin



Oide



Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Which of the following do you find most important as a reason for studying an ancient language particularly when considering your students learning experiences.



Historical importance

Critical thinking and analysis

Influence

Cultural reflection

Cultural connections

Cross curricular connections

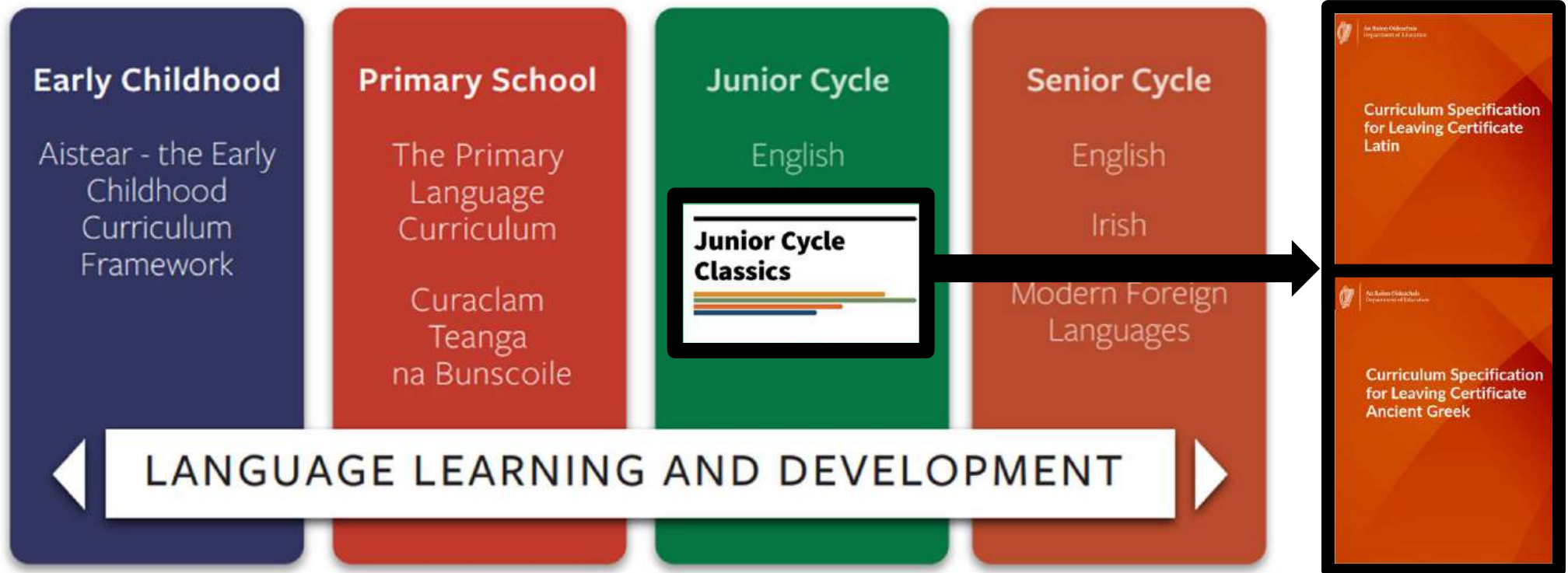
Language skills

Holistic development

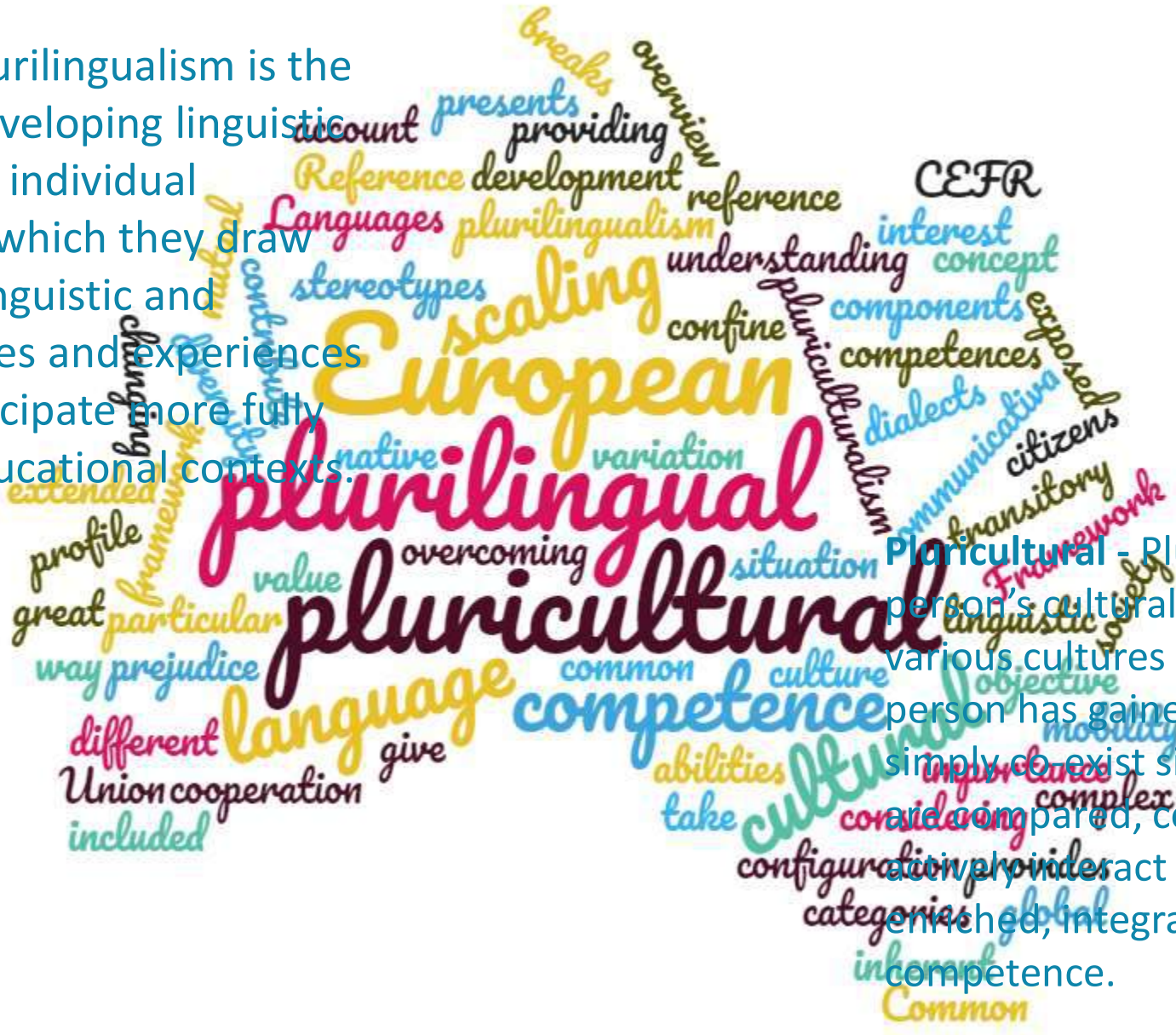
Reading skills

Other

Continuity and Progression



Plurilingual - Plurilingualism is the dynamic and developing linguistic repertoire of an individual user/learner in which they draw on all of their linguistic and cultural resources and experiences in order to participate more fully in social and educational contexts.



Pluricultural - Pluriculturalism: In a person's cultural competence, the various cultures to which that person has gained access do not simply co-exist side by side; they are compared, contrasted, and actively interact to produce an enriched, integrated pluricultural competence.

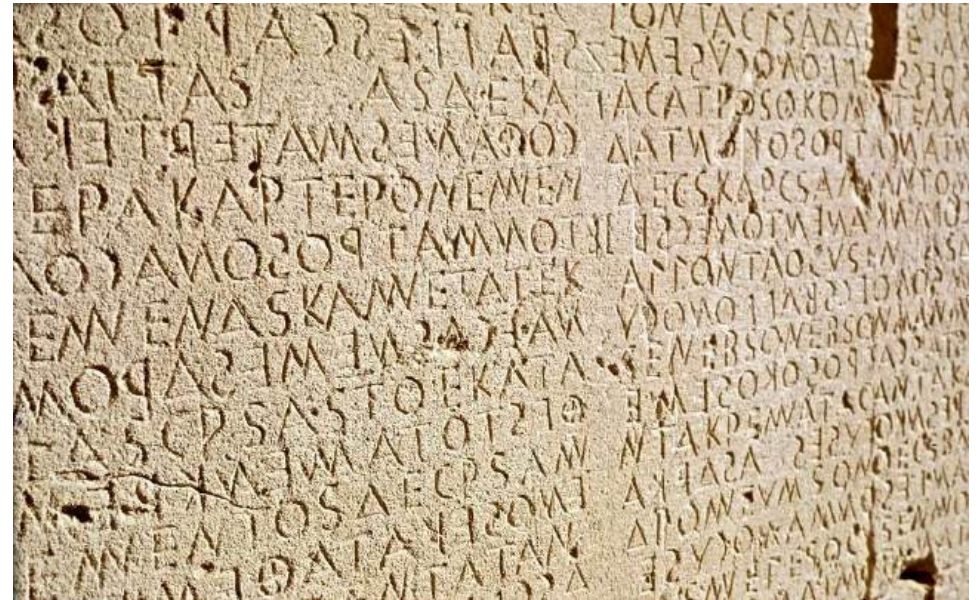
Part 2

Key Competencies, Teaching and Learning



Oide

- 1) Senior cycle Key Competencies
- 2) Teaching and Learning
- 3) Language Portfolio



Senior Cycle Key Competencies



Oide



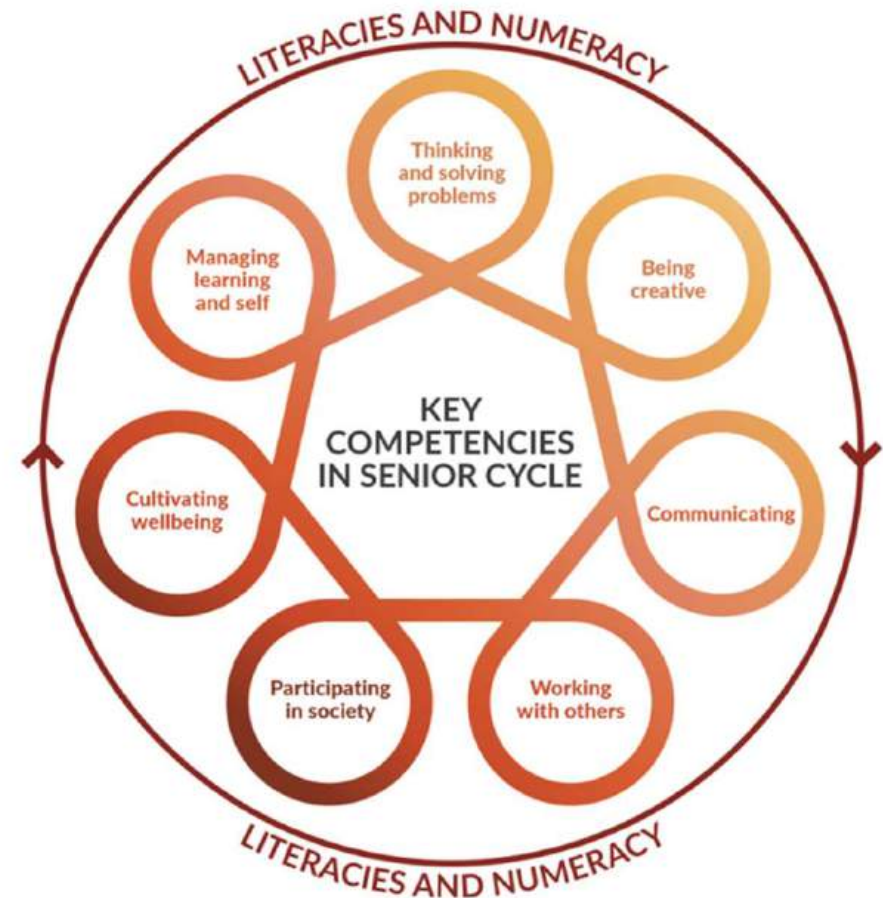
**Enriched, engaged
and
competent learners**

Key Competencies

- are linked and blend together

“The key competencies come to life through the learning experiences and pedagogies that help students and teachers to make meaningful connections between and across different areas of learning.”

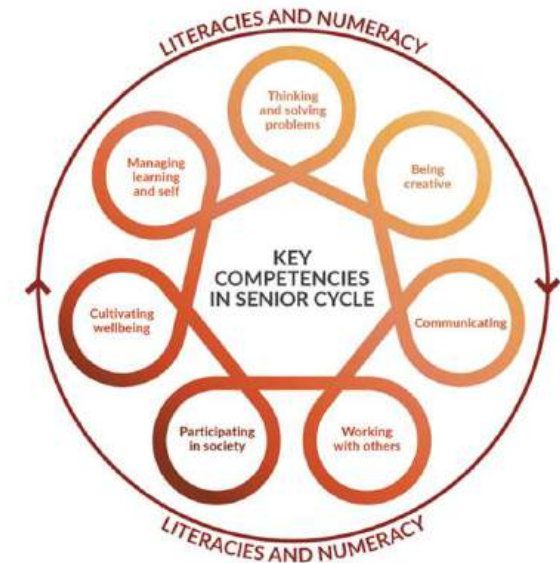
- can improve students’ overall learning





Visibility of Key Competencies

*“The key competencies 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 irrespective of their past or present background, circumstances or experiences and should have **many opportunities** to make **their key competencies visible.**”*



The Role of Ancient Greek/Latin in Developing the Key Competencies



Oide



Use the Padlet link to explore how the key competencies can be developed through learning Latin/Ancient Greek



Teaching and Learning



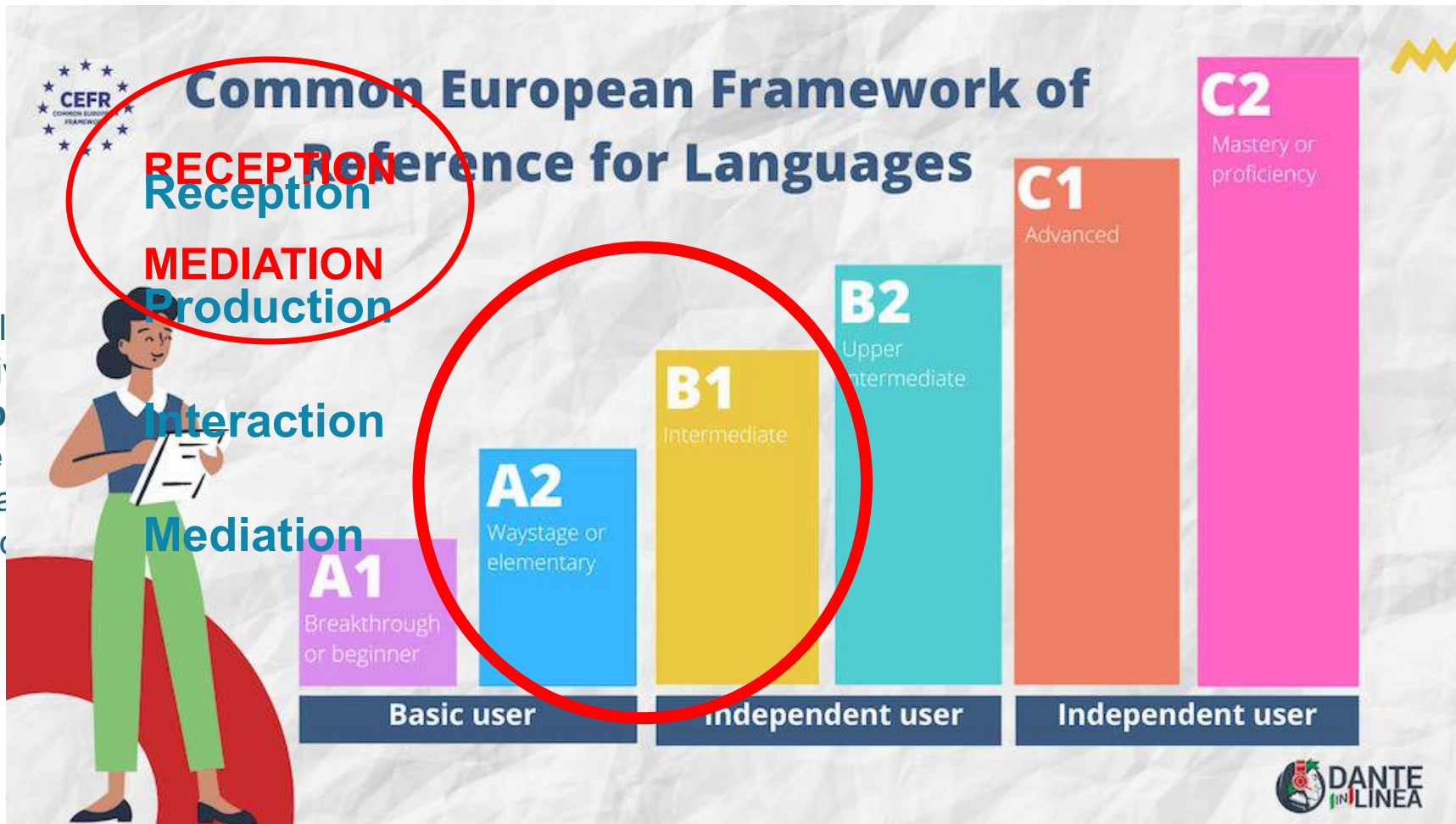
Oide



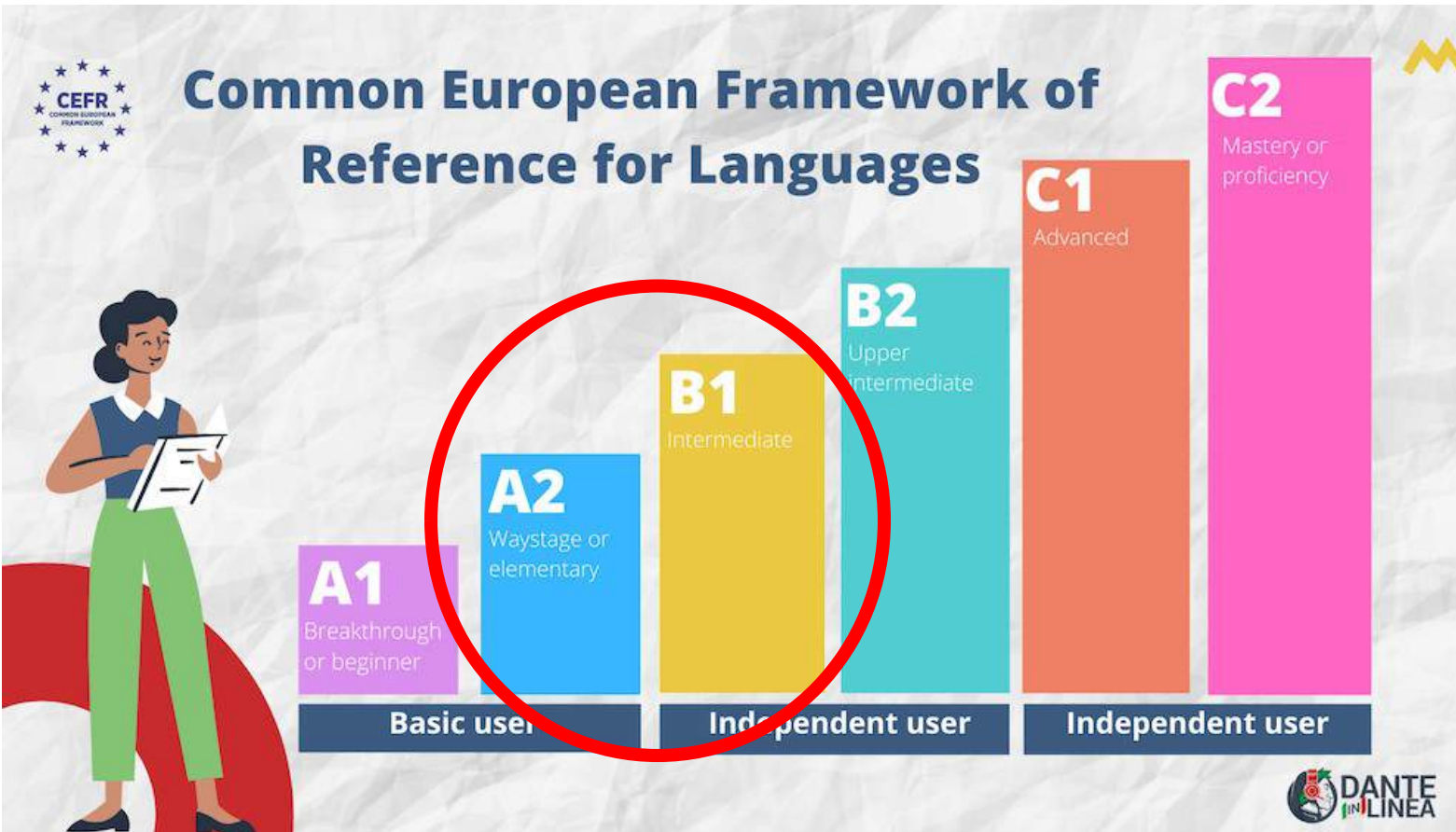
CEFR Alignment



Oide



“the ul
effecti
they b
in the
langua
signifi





Who can take Ancient Greek and Latin at Senior Cycle?

Students from all language backgrounds.

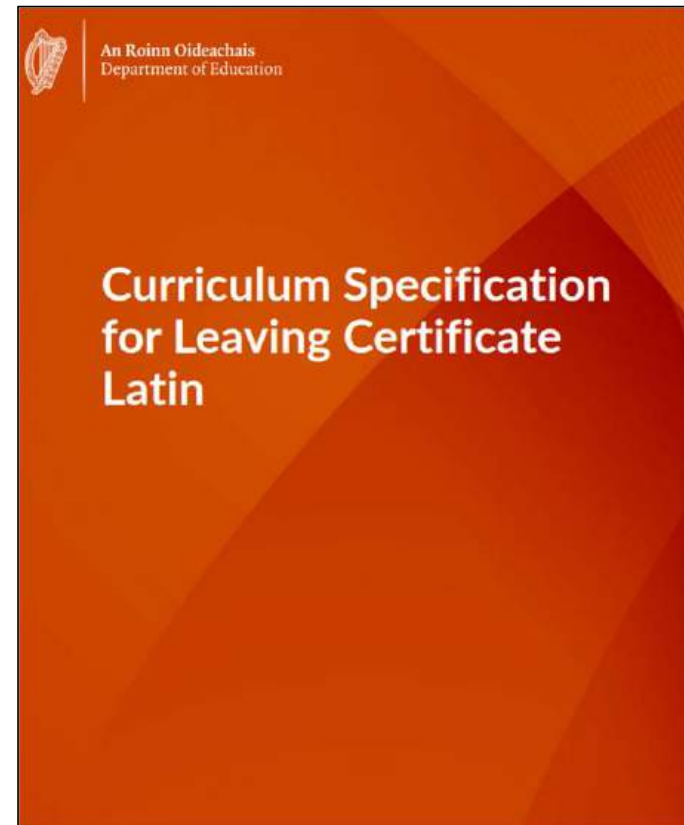
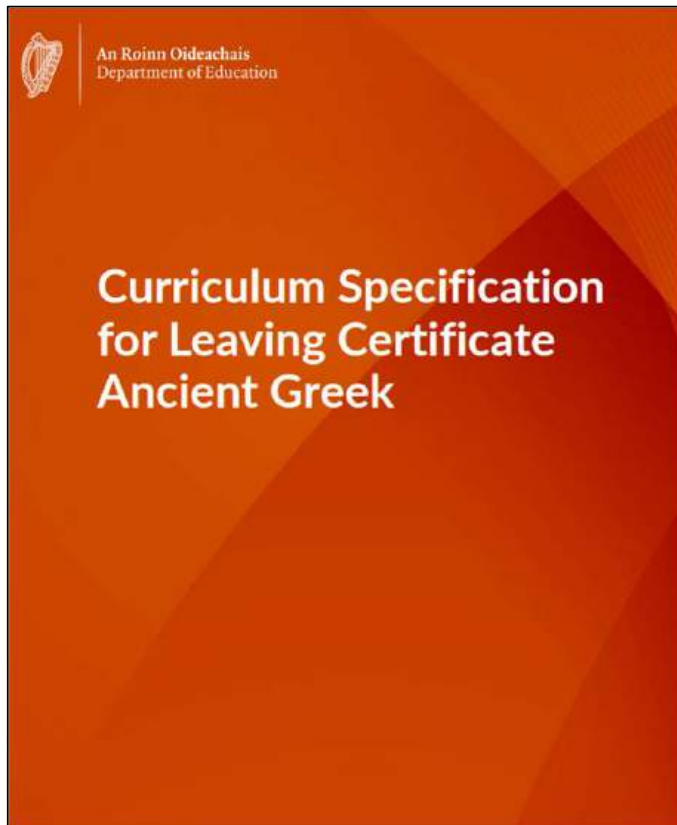
Students with some/a lot of experience of the language(s).

Students who have no prior experience.





The Language Portfolio – pg 23





The Language Portfolio



Will reflect the student's own language learning journey, process and progress of their language learning experiences

Places the student at the centre facilitating autonomous learning

Assists in reviewing and developing language learning strategies

Creates space to document and reflect on their growing language proficiency

Become more aware of themselves as language learners and users

Provides an opportunity to set personal goals specific to their language learning



Part 3: Exploring the Strands of Study and Learning Outcomes



Oide

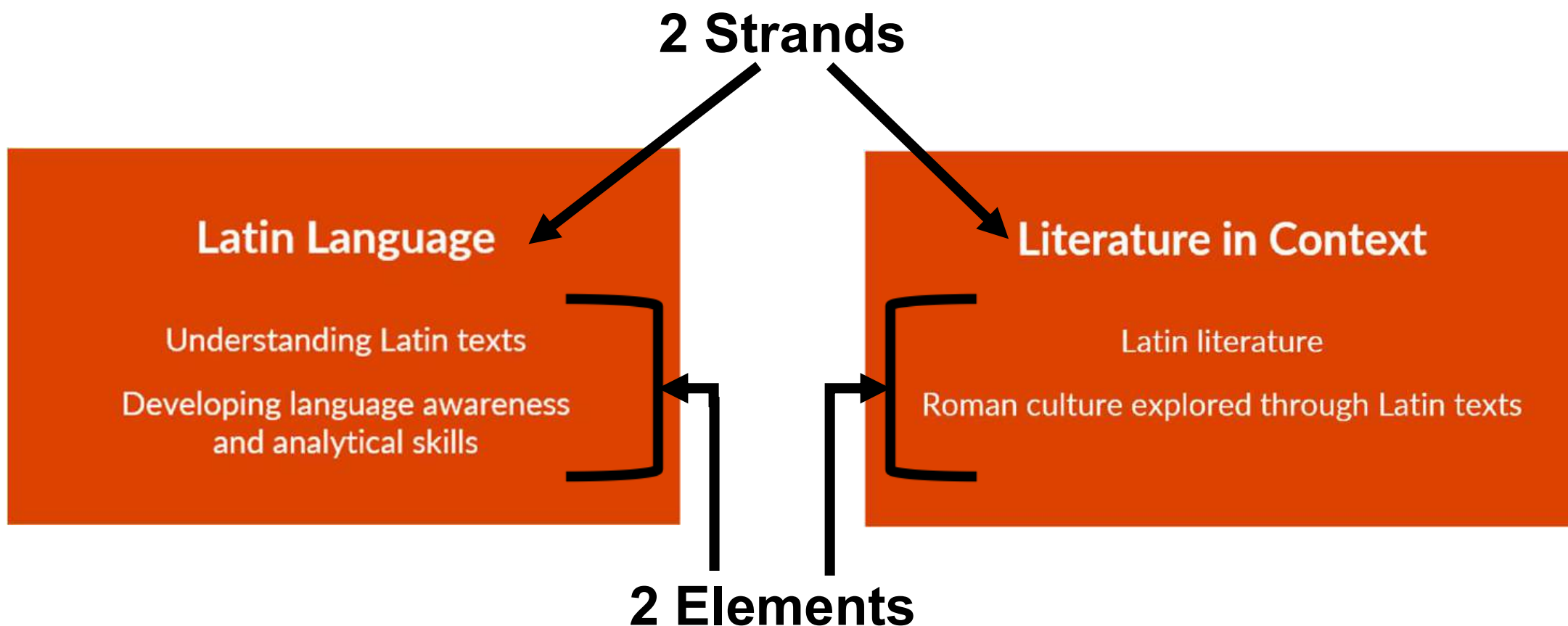
- 1) Strands of Study
- 2) Capstone Text



The Leaving Certificate Latin Specification:



Oide

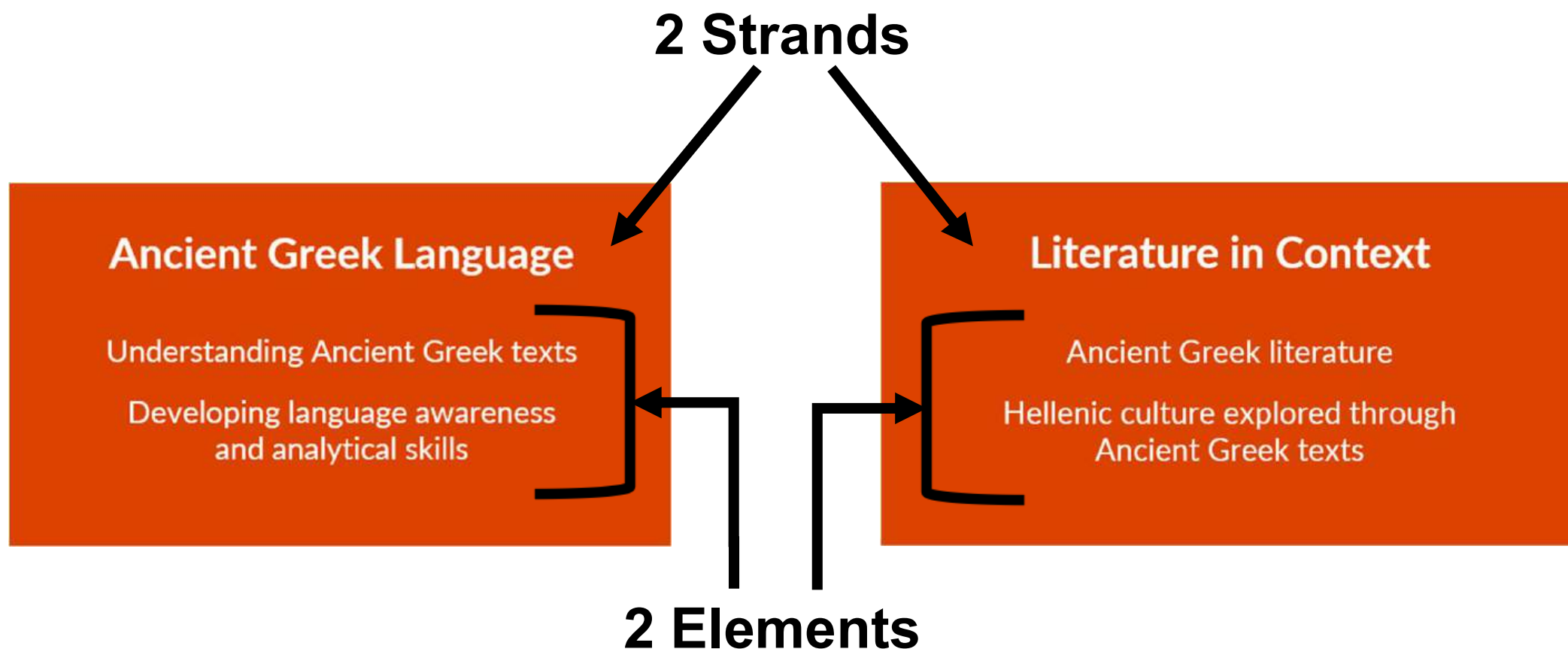


The Leaving Certificate Latin specification is designed for a minimum of 180 hours of class contact time.

The Leaving Certificate Ancient Greek Specification:



Oide



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



Exploring the Strands of Study

**Reading with Purpose
Classical Languages**

S
Survey
Scan the text
Identify its structure to gain initial meaning from the title and headings, bolded text, charts and pictures.
What do you know about this topic already?
Do you need to read this text?

Q
Question
Ask yourself
What do I need to know? What is this text about? What questions do I want answered?
What is the specific information I must find out? What are the main points covered and what evidence is there for these points made in the text?

3
Read, Review, Recall
Reading with purpose
With your questions in mind, **read** the text carefully, identifying the main ideas and details, looking for the answers to your questions.
Review and reread the parts you think are important and any parts you are not sure of. Do you understand what you have read?
Recall, note key points and summarise them. Try to explain what you have read out loud, in your own words. Have your questions been answered?

R

Reading with purpose

Survey or scan the text

Ask questions

Read

Review

Recall

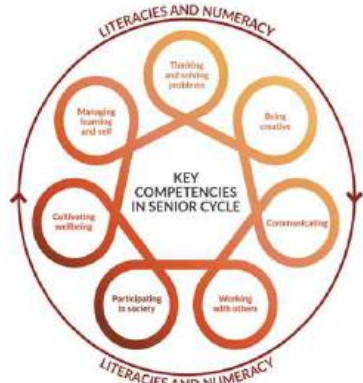


Strands of Study Overview

The left-hand column outlines specific areas that students learn about.

Learning outcomes which describe the knowledge, skills, values and dispositions students should be able to demonstrate after a period of learning.

Learning outcomes



Strand 1 Learning Outcomes

Understanding Ancient Greek texts

Students learn about

- 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
- the importance of learning words and expressions, and strategies to do this
- lexical phenomena such as idiomatic, poetic, colloquial expressions, metaphors

Students should be able to

- 1.1.** explore a range of authentic, adapted and confected Ancient Greek texts in a variety of genres and formats.
- 1.2.** recognise a range of lexical items at the level of words, expressions and collocations in context.

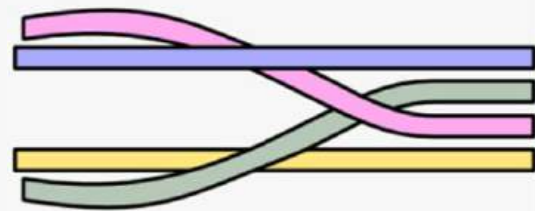
Students learn about

- how to use a text to gain information about the time period in which it was written
- finding and evaluating the reliability and relevance of information about 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.

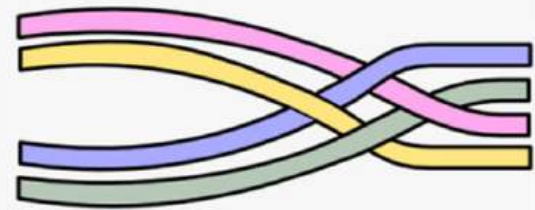
Students should be able to

- 2.2** research the context of Latin texts and their authors.
- 2.3** explain specific aspects of a Latin text with reference to the text's various contexts.

An indicative vocabulary list and guidelines will be provided by the NCCA as supports for teachers.



Understanding Ancient Greek/Latin texts



Developing language awareness and analytical skills



Ancient Greek/Latin literature



Hellenic/Roman culture explored through Greek texts

Which learning outcomes could work well together from across the strands?



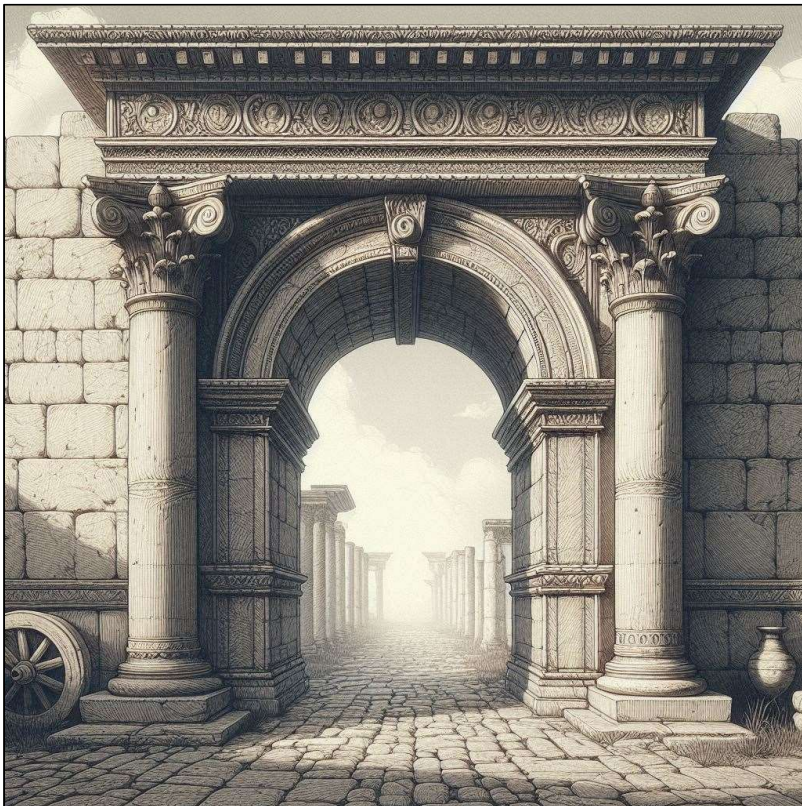
Engaging with Authentic Material Capstone Text

- to provide a common focus of study and examination for all students, regardless of their individual learning pathways
- to showcase and apply key knowledge and skills they have acquired in the course to a stimulating and context-rich text of a suitable level of difficulty
- the emphasis is not on the quantity of text studied but **on the quality of students' engagement with the original text** and the various contexts in which it can be situated, including historical, social, literary and reception contexts.
- for each examination year a circular will issue from the Department of Education relating to the prescribed material for examination
- the circular will also provide a list of grammatical forms and constructions prescribed for examination at Higher and Ordinary level.



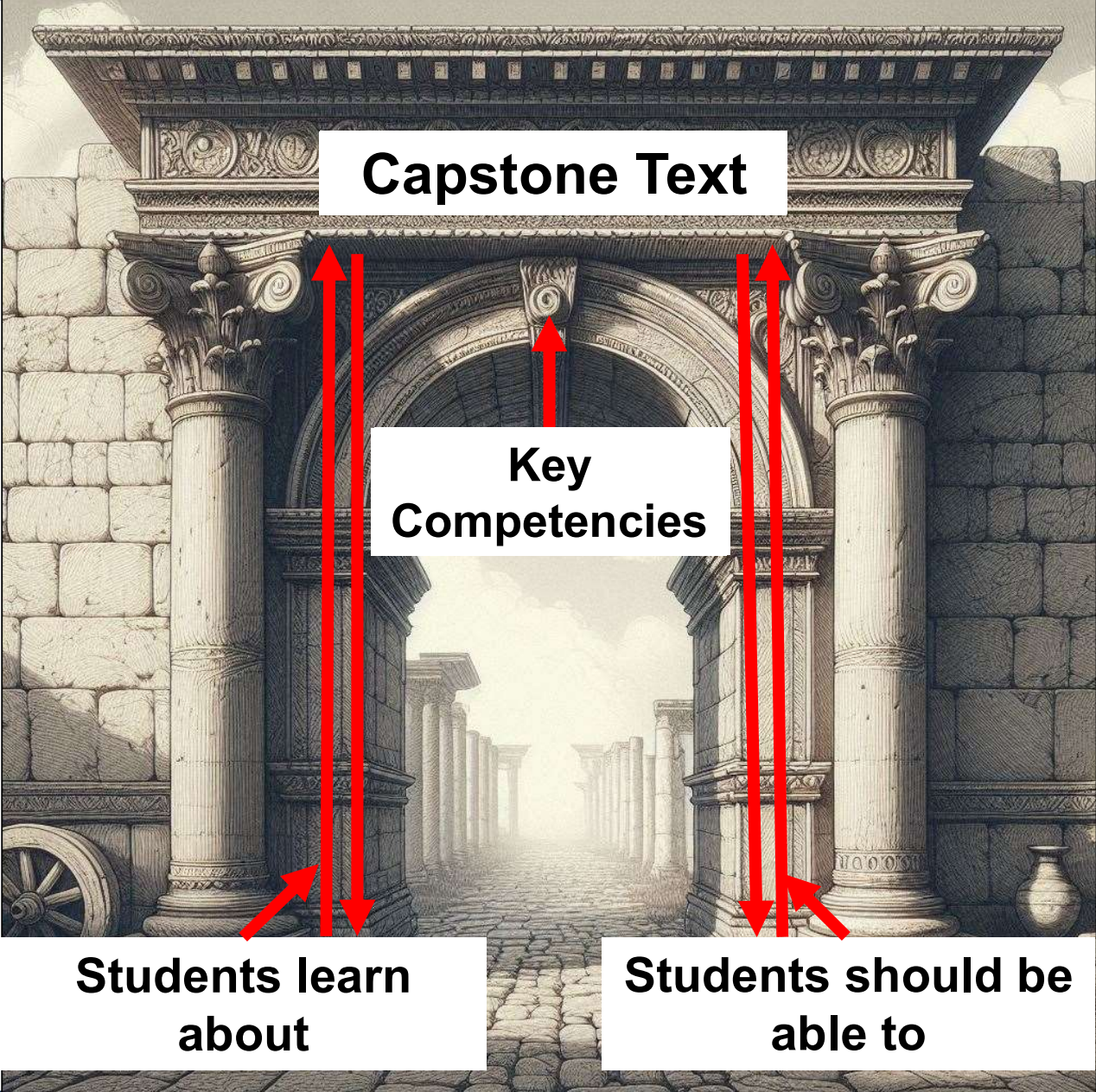


The Capstone text



“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 Ancient Greek/Latin text.”

Department of Education, 2024, p.2 Curriculum Specification for Leaving Certificate Latin





Part 4: Overview of Assessment for Certification

- 1) Overview of Assessment Components
- 2) Additional Assessment Component
- 3) Written Examination
- 4) Leaving Certificate Grading





Assessment for Certification Overview

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



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.”

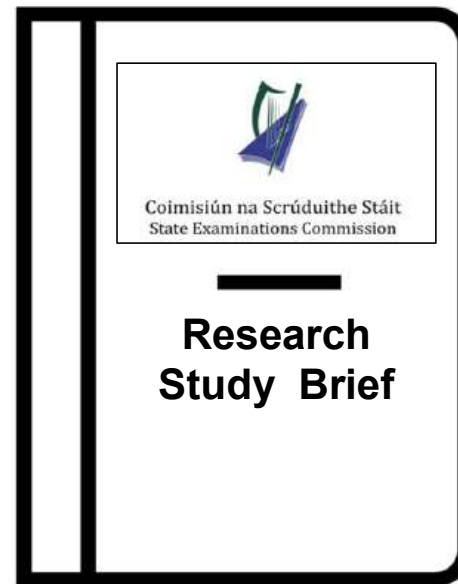


Additional Assessment Component: Research Study - Text in Context

The research study requires students to:

- investigate
- evaluate
- report

on a language-centred topic.



Coimisiún na Scrúduithe Stáit
State Examinations Commission

5th Year

Up to 20-hours

Additional Assessment Component: Research Study - Text in Context

Students are required to demonstrate that they can...



Research

research Latin/Ancient Greek texts and process linguistic and contextual information.



Synthesise and evaluate

information using approaches and concepts connected to the specification and make an informed judgement.



Acknowledge

the broader context of the classical world wherein the language existed.



Reflect

on how this knowledge and understanding contributes to their understanding and appreciation of the language and specific texts



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoil agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers



Written Examination

The written examination will consist of a range of question types and will include a selection of questions that will assess, appropriate to each level:

- the learning described in the two strands of the specification
- the prescribed material issued by DE circular for each examination year which will include:
 - the Capstone text: selected text in Latin and guidance on general context (literary, cultural, historical and prescribed grammar items)
 - prescribed grammar items and constructions





Leaving Certificate Grading

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

Sample Assessment Materials Timeline for Tranche 1 Subjects



Oide

November 2024

Additional Assessment Component (AAC) Guidelines will be in schools. These will be utilised by Oide in their SCR Professional Learning programmes

April 2025

Four sample examination papers - two Higher Level and two Ordinary Level - for each subject in Tranche 1 will issue to schools. This is a total of 36 sample papers across the nine subjects – 72 papers in total when Irish versions are included.

September 2025

Specifications in new and revised subjects introduced in schools. A sample brief for the AAC in each subject will be in schools at the same time.

January 2026

A live brief for AACs for all subjects will be issued.



Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Reflection: What are your next steps?



Oide

- familiarise yourself with the specification
- familiarise yourself with senior cycle Key Competencies
- resources: CAI-T, Oide Website, Oide X accounts, Scoilnet etc.

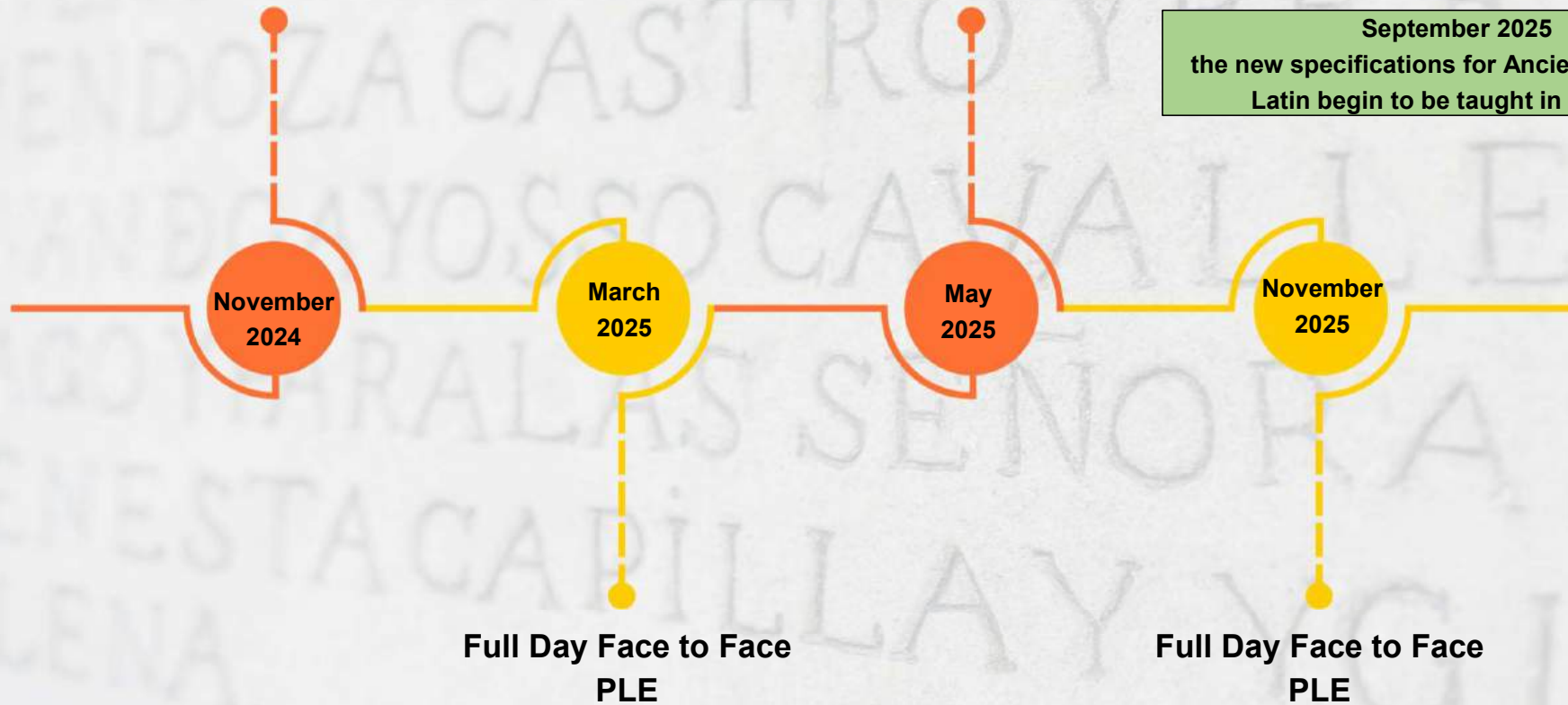


Oide Timeline of Supports for Classical Languages

Classical Languages Introduction to Ancient Greek and Latin Specifications - Webinar

Classical Languages Online Collaborative

September 2025
the new specifications for Ancient Greek and Latin begin to be taught in schools





Learning an Ancient Language

Plato's final hours recounted in scroll found in Vesuvius ash

Newly deciphered passages outline Greek philosopher's burial place and describe critique of slave musician



“The focus of these language specifications is not on acquiring historical knowledge in its own right. Throughout, the emphasis is on the relationship between text and context, and learning about Greek/Roman history, literature, art and culture should happen during the journey of learning to read Ancient Greek/Latin texts rather than as a separate learning activity.”

Department of Education, 2024, p.18 Curriculum Specification for Leaving Certificate Latin



Oide

Additional supports



Oide

Visit our website

www.oide.ie

Contact:

info@oide.ie



Join our new
mailing list to
receive news
and updates



Follow us on X
[@Oide_Classics](https://twitter.com/Oide_Classics)