



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Oide Senior Cycle Classical Languages

Ancient Greek and Latin

Explore the research process, make connections and
evaluate sources to support the Research Study



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“πάντα χωρεῖ καὶ
οὐδὲν μένει”

*“Nothing is,
everything is becoming.”*

Heraclitus
(c. 540-480 BCE, Ephesus, Anatolia)



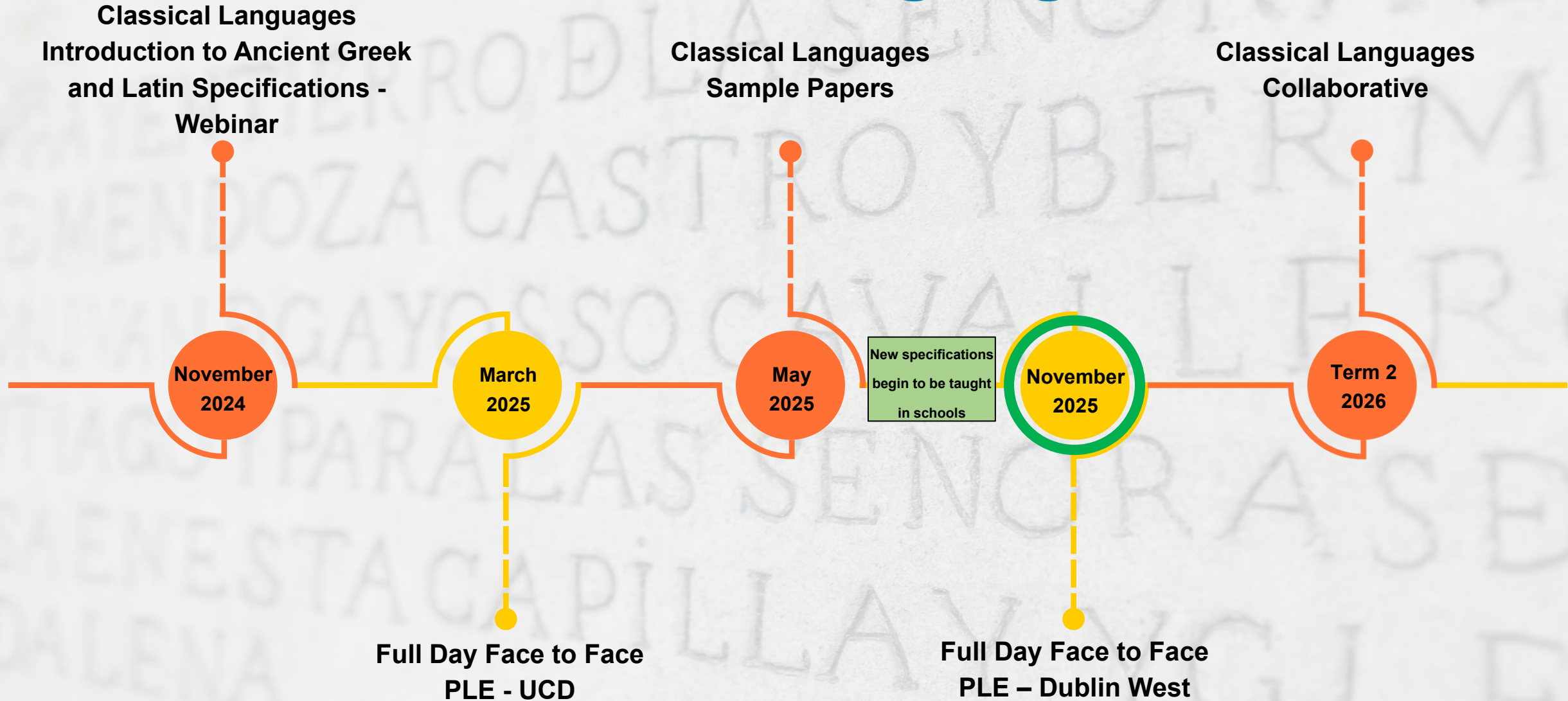
Today's Timeline



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Oide Timeline of Supports for Classical Languages



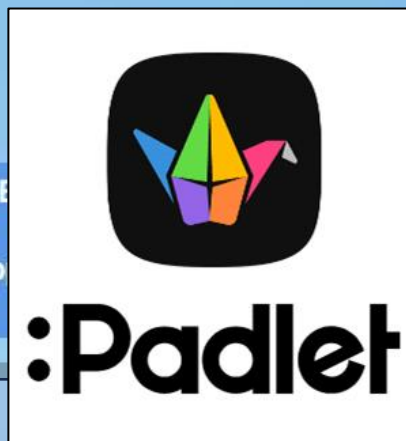
Early days



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1. How have your students responded to continuing or starting their learning an ancient language?
2. Are there particular texts, topics, or themes that have sparked strong student interest?
3. What teaching approaches have helped students engage most with the language and cultural content?
4. Have you tried any new strategies or activities inspired by the new specification?
5. What areas of the new specification have been most enjoyable or rewarding to teach so far?
6. What areas of the specification are you most looking forward to teaching next?
7. How are you supporting students with different levels of prior experience in Classical Languages?
8. Other

Classical Languages: Ancient Greek and Latin



ANCIENT GREEK
Useful Source
Material to support
research

source
support

Senior Cycle
Documents

Ancient Greek
Specification and
Key Documents



Sources to support
research - general

Perseus Digital Library



perseus.tufts.edu
Perseus Digital Library

Loeb Classical Library



Society for Classical
Studies



Epigraphic Database
Heidelberg

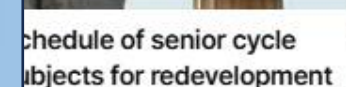
Senior Cycle Key
competencies



Information Notes



Senior Cycle Redevelopment



Questions

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





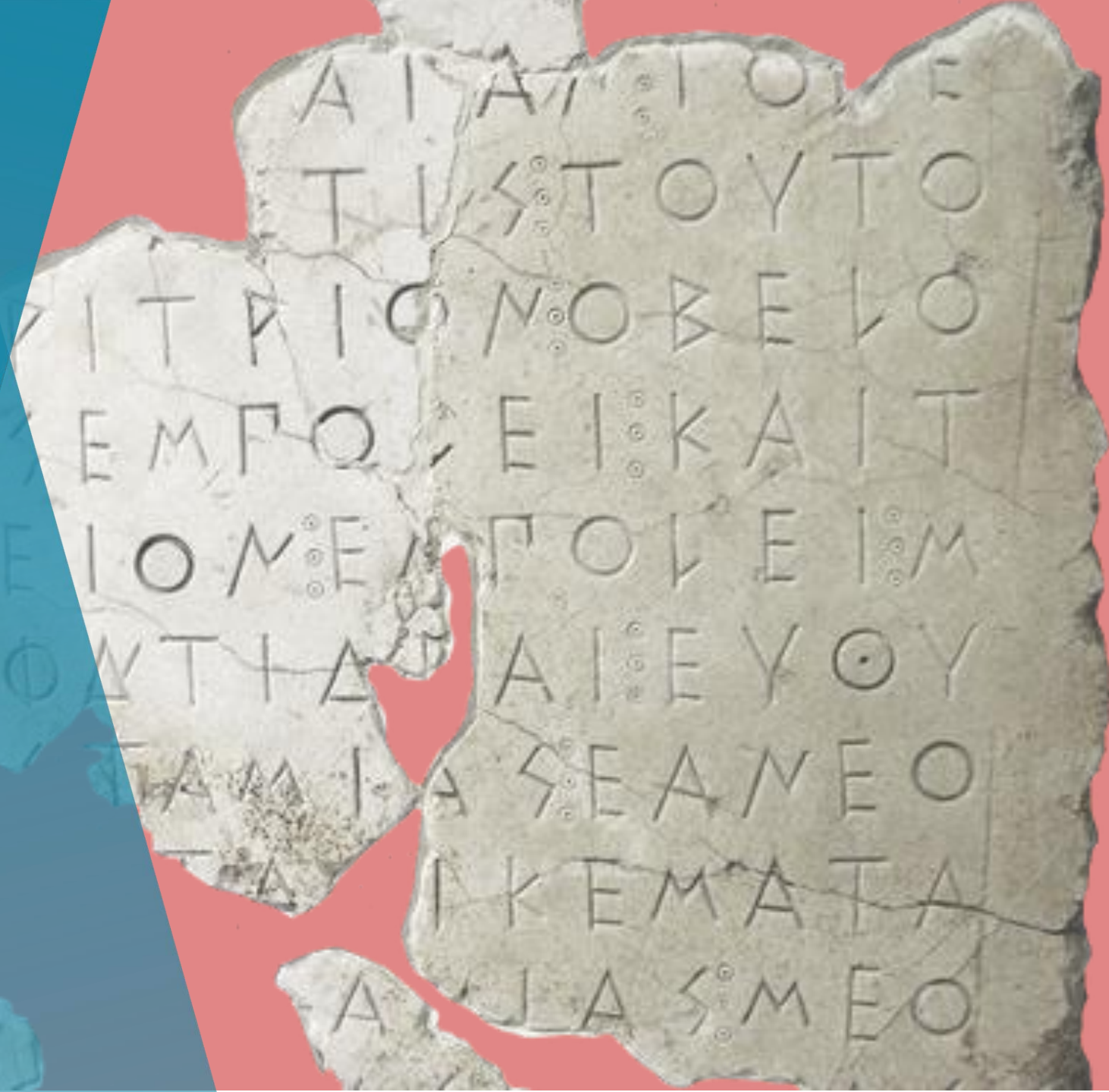
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Supporting the Professional
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Session 1

The role of the Research
Study and fostering learner
agency to support the AAC





In this session we will:

- examine the role of the Research Study as part of learning, teaching and assessment.
- explore how to foster learner agency in everyday learning, teaching and assessment practices that support independent research processes and more specifically the AAC.



1963 Cleopatra Elizabeth Taylor as Cleopatra and Richard Burton as Mark Antony

Classical Languages key documents



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January 2026
Ancient Greek
Live brief for AAC issued

January 2026
Latin
Live brief for AAC issued



Where to find the key documents

Curriculum Online

Specifications, AAC
Guidelines and Indicative
Vocabulary Lists
www.curriculumonline.ie



Gov.ie

Prescribed material: Capstone
and prescribed grammar items
www.gov.ie

NCCA

Senior Cycle Redevelopment
and Key Competencies
www.ncca.ie

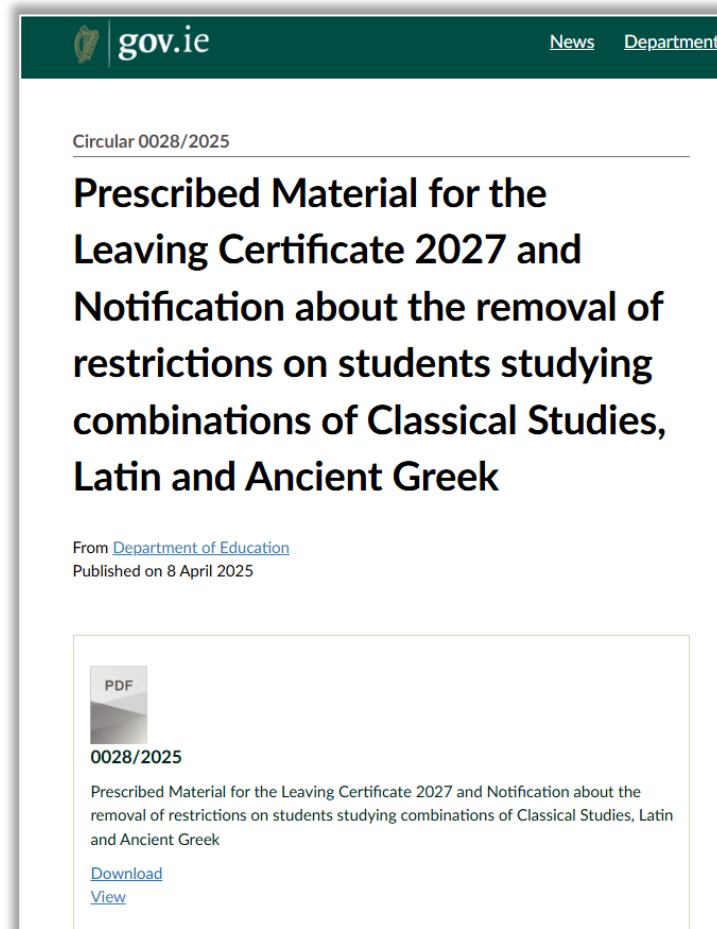
State Examinations Commission

Sample papers, AAC brief
and booklet
www.examinations.ie



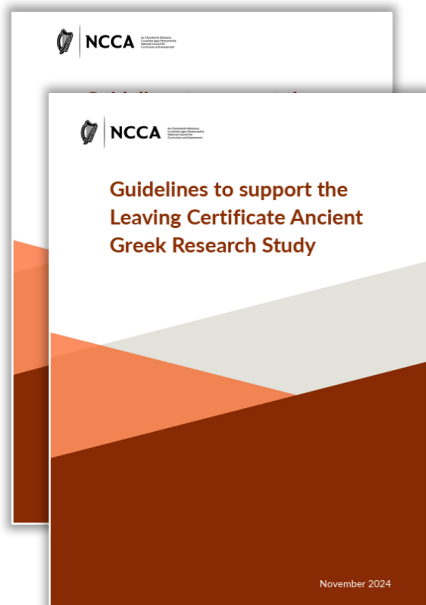
Prescribed Material for the Leaving Certificate 2027 - the Capstone Text

Circular 0028/2025

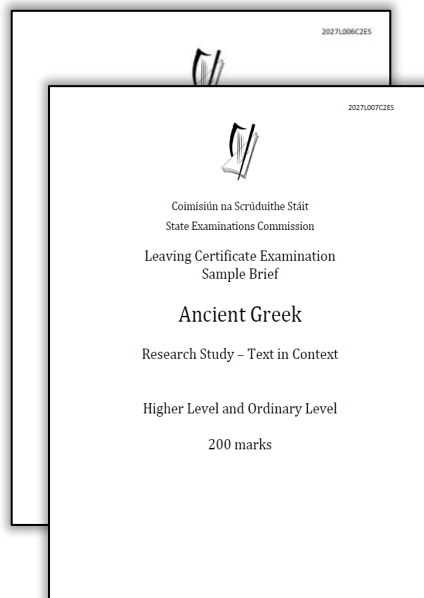




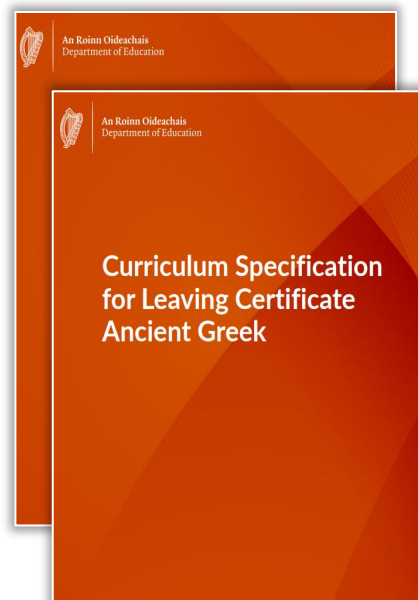
Key documents for today



Guidelines to
support the
Research Study



Research Study
Sample Brief



Classical Languages
Specifications

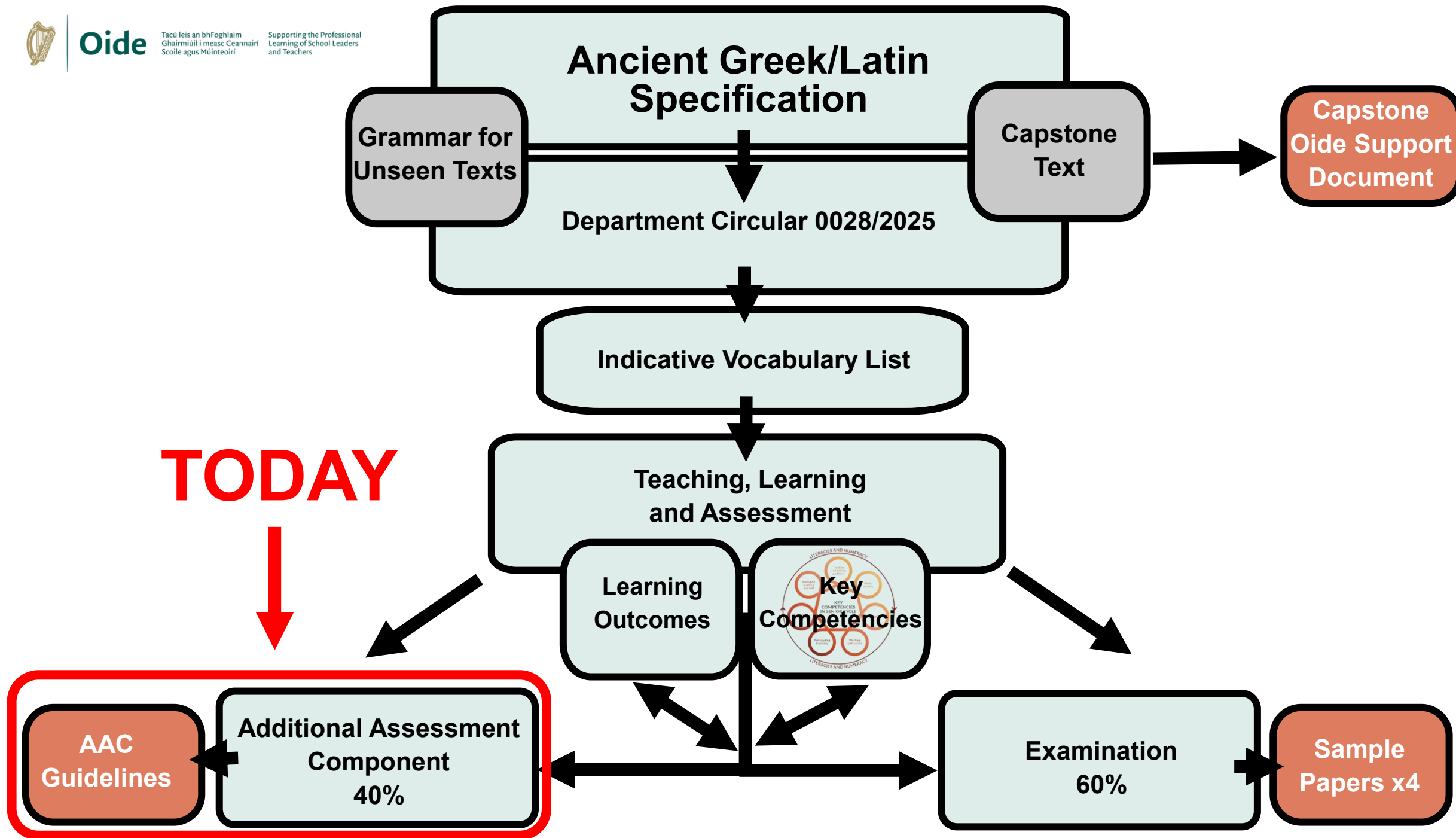




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General outline of the Research Study



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Assessment of the Leaving certificate Ancient Greek and Latin comprises of two components:

1. Written examination - (300 marks - 60%)

2. Additional Assessment Component - Research Study – Text in Context – (200 marks - 40%)

(reported through the medium of a report called the **Research Study Report**)

- common brief for both Ordinary Level and Higher Level (differentiation is achieved at final level chosen by the student for written examination)
- PDF file submitted to SEC in 6th Year
- overall word count should not exceed 1700 words*

Key document: Guidance to Support the Research Study



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NCCA An Chomhairle Náisiúnta
Cúrsaí agus Teicnící
Cúrsaí agus Teicnící

**Guidelines to support the
Leaving Certificate Ancient
Greek Research Study**

NCCA An Chomhairle Náisiúnta
Cúrsaí agus Teicnící
Cúrsaí agus Teicnící

**Guidelines to support the
Leaving Certificate Latin
Research Study**

**Read page 4
Overview of the Research Study**

1. Identify the words, phrases or sentences that show the centrality of the student in the research process.
2. Identify and highlight the parameters within which students must complete their Research Study.

Overview of the Research Study



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**. It is 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 but also taking cognisance of the limits of time and resources. The assessment component aims to **foster in students a spirit of enquiry** about the significance and broader context of the language and literature that they encounter within the specification as well as developing a range of skills to facilitate that enquiry. The research study assessment will require students to demonstrate proficiency in learning that cannot easily be assessed by the written examination. This type of learning centres on in-depth study and a close-reading of texts, which students will be introduced to **in their engagement with the Capstone Text and other texts**. It will be important for teachers to consider this in their planning for the Research Study and how to best incorporate this assessment component into the students' engagement with the full specification in mind. It is important to note that the Capstone Text cannot be used as part of the Research Study although the skills acquired in the study of the **Capstone Text should prove useful in the Research Study process**.

The Research Study will be based on a brief issued by the State Examinations Commission (SEC) who also will publish dates for completion of the submission. **For each examination year, the brief will set out specific instructions, including information on choice of topic, authentication and submission, all of which students, teachers and schools should be made aware.**



The brief will provide important information about this assessment, and each year will give a thematic

To explore your individual topic in a broader context, you should choose a significant but manageable amount of Ancient Greek text. Examples of texts include: a short extract from a longer piece of prose or verse, a selection of poems, an inscription, graffiti, etc. Examples of broader contexts include: literary, linguistic, artistic, historical, cultural, social, political, philosophical, religious, personal significance, etc.

Regardless of your choice of text or context, language-based analysis should be central to both the Research Study process and the Research Study Report.

linguistic, artistic, historical, cultural, social, political, philosophical, or religious significance, however language based analysis should be central to this exploration.

Key points



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Students

- Investigate, evaluate, report
- Self-directed study
- Choice of topic (language centred)
- Narrow focus for depth
- Use of primary and/or secondary sources

Procedures and requirements

- Research Study assessment
- State Examinations Commission (SEC) brief
- Instructions, authentication, submission
- Completion dates (annual)
- Thematic framework provided each year

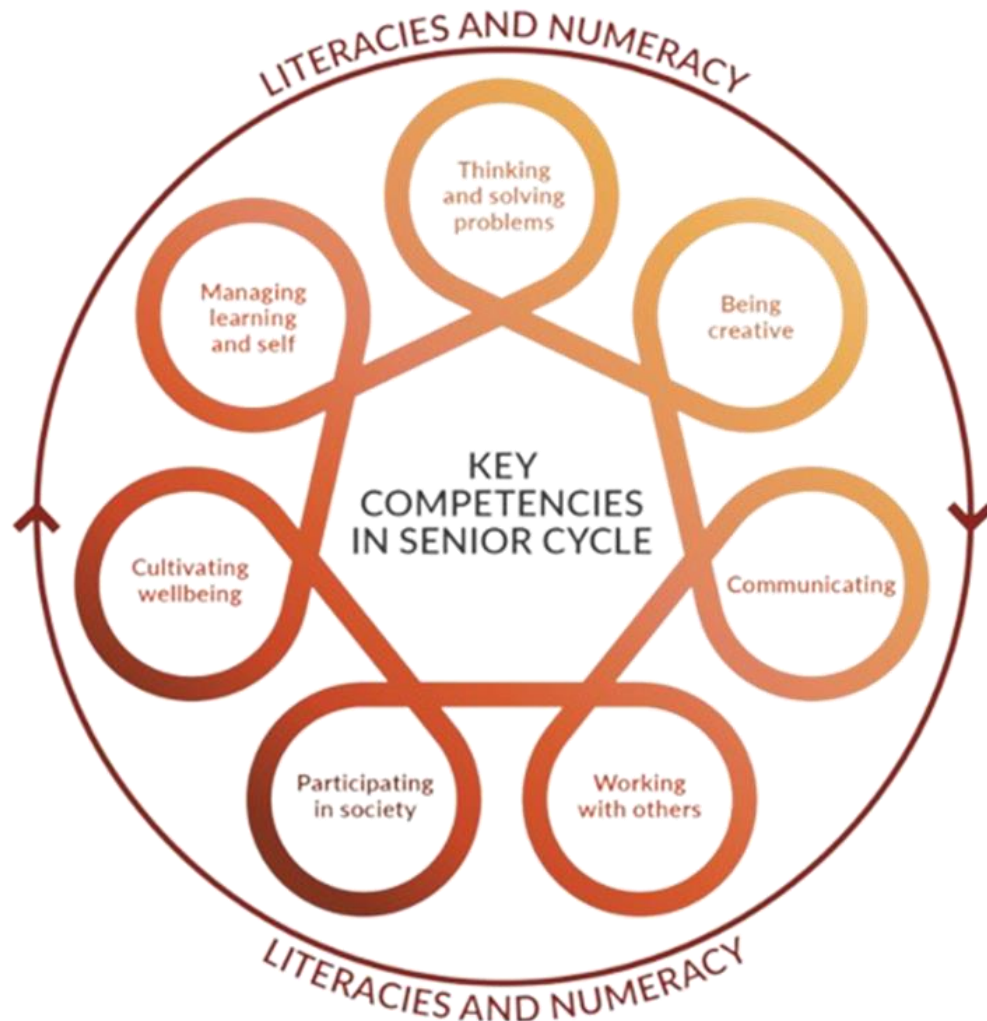
Individual topic linked to broader contexts:

- Anchored to the specification
- Literary, linguistic, artistic, historical, cultural, social, political, philosophical, religious etc.

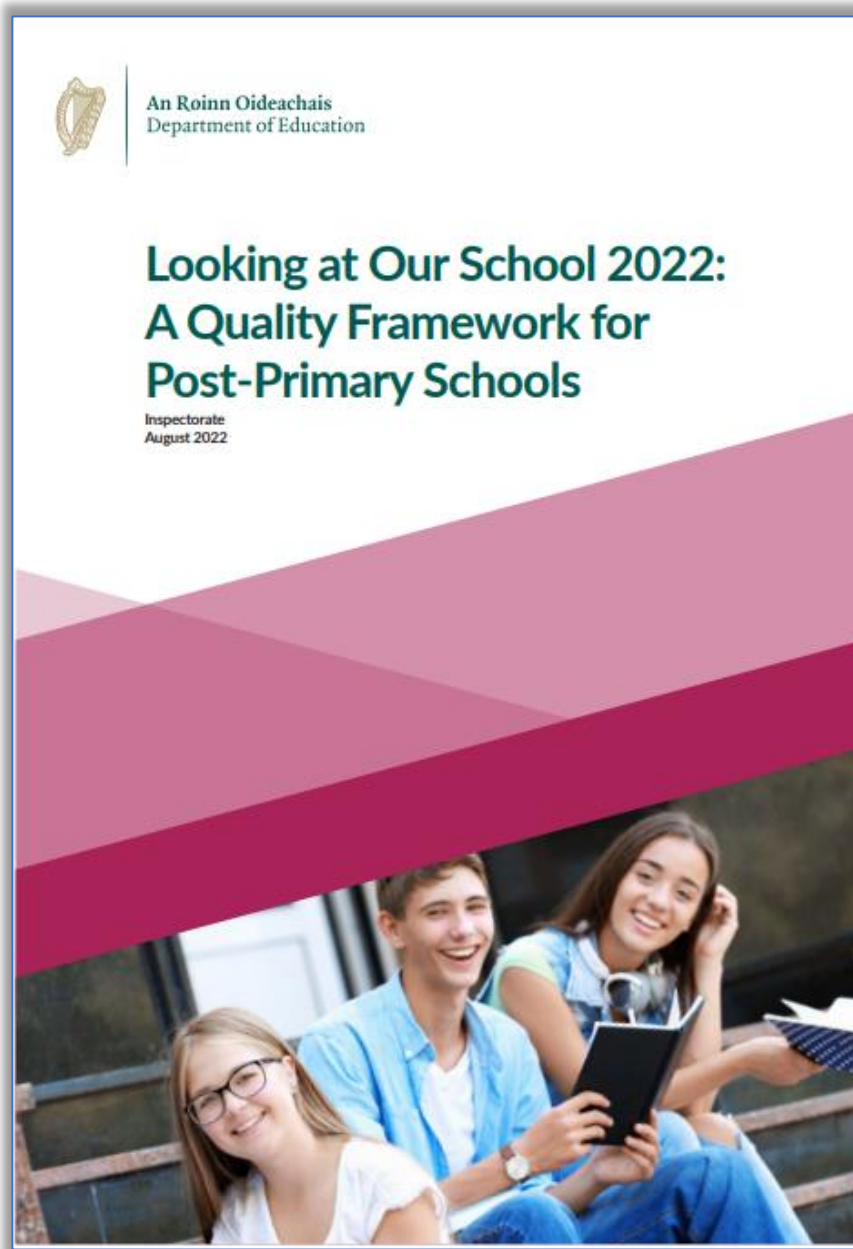
Key Competencies made visible through the Research Study



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Identify what key competencies can be made visible for students throughout the research process.



Student participation

“The quality framework emphasises the need **for all students to be meaningfully included** in their school community...

...student-centred, informed and evidence based, and that **supports young people to participate in and make progress** in all areas of their learning and development

...to ensure that all young people are **provided with opportunities to meet their full potential** in accordance with their abilities, strengths, stages of development, and identified learning needs.”

DE Inspectorate, 2022, p.8 Looking at Our School 2022: A Quality Framework for Post-Primary Schools

Student participation and learner agency



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What does student participation and learner agency mean to you?

How do you foster learner agency in your classroom?



What is learner agency?



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Agency

“... is understood as the capacity to act independently and to make one’s own choices.”

Manyukhina, Y. & Wyse, D., 2019

“... is a feeling of being in the driving seat when it comes to our actions.”

Moore, J. W. (2016). p.1 What is the Sense of Agency and Why Does it Matter? Frontiers in Psychology

Learner Agency

“the ability and the will [of students] to positively influence their own lives and the world around them’.

Chief Inspector's Report 2021-2023, p.55

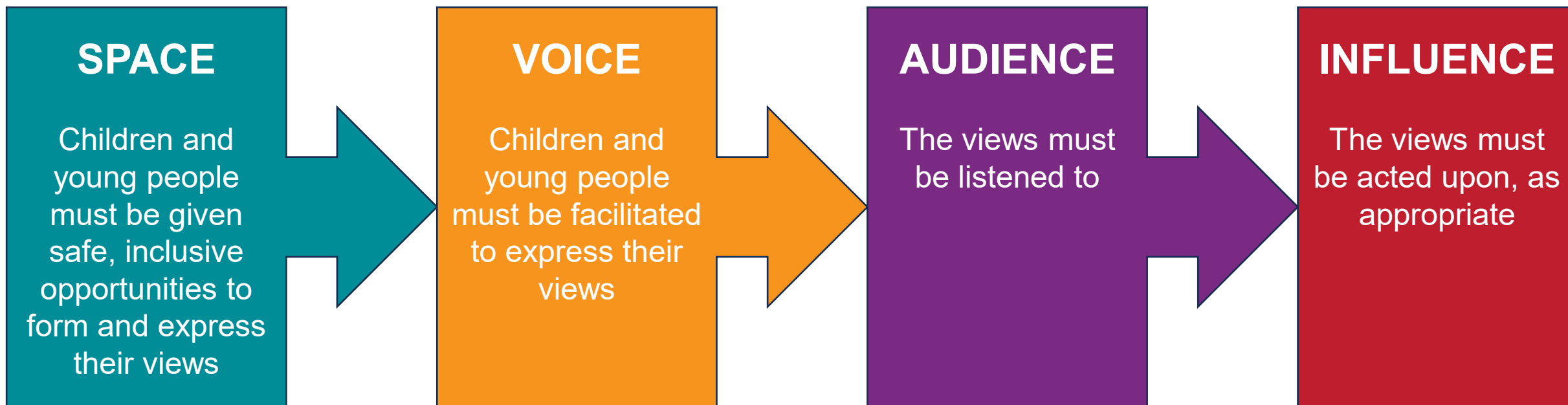
According to Albert Bandura’s social cognitive theory, agency is the “**power to originate action.**”





Lundy Model


This model provides a pathway to help conceptualise Article 12 of the UN Convention of the Rights of the Child. It focuses on four main distinct, albeit interrelated, elements. The four elements have a rational chronological order.



What is the role of the teacher in developing learner agency?



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“... merely instilling in children, a sense of agency is not sufficient for empowering them to take ownership of their learning. Real opportunities must be provided for students to exercise their agency to acquire effective control over it.”

Manyukhina, Y. & Wyse, D. (2019). Learner agency and the curriculum: a critical realist perspective. *The Curriculum Journal*.

Jennifer Bown from Brigham Young University finds a direct link between agency and students' capacity for autonomous learning.


“... to effectively manage learning and regulate emotional responses, learners must be aware of their own agency and must believe themselves capable of exercising that agency.”

Bown, J. (2009). Self-regulatory strategies and agency in self-instructed language learning: a situated view. *The Modern Language Journal*.

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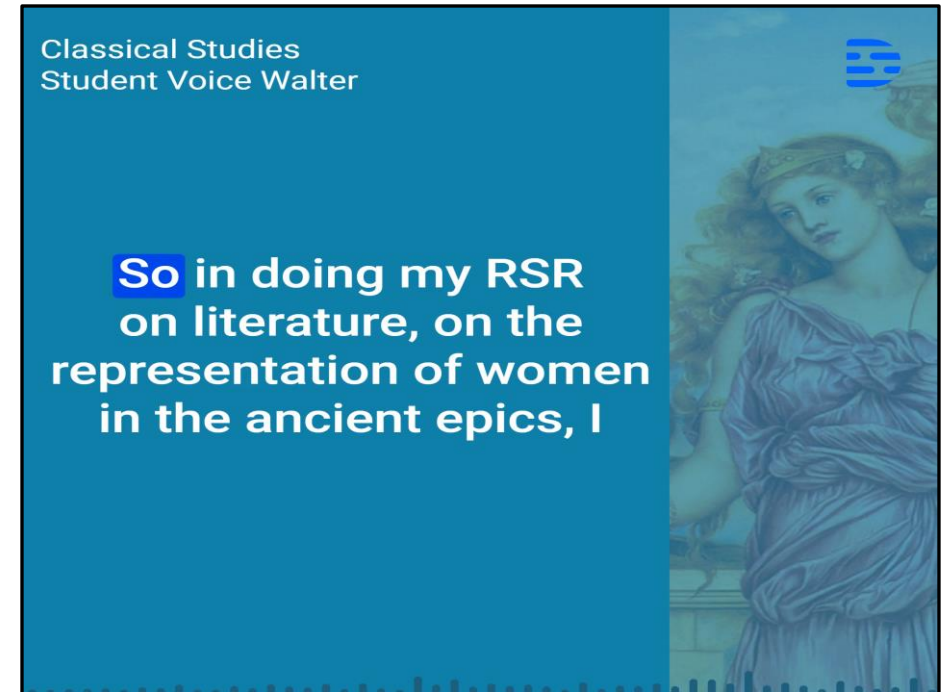
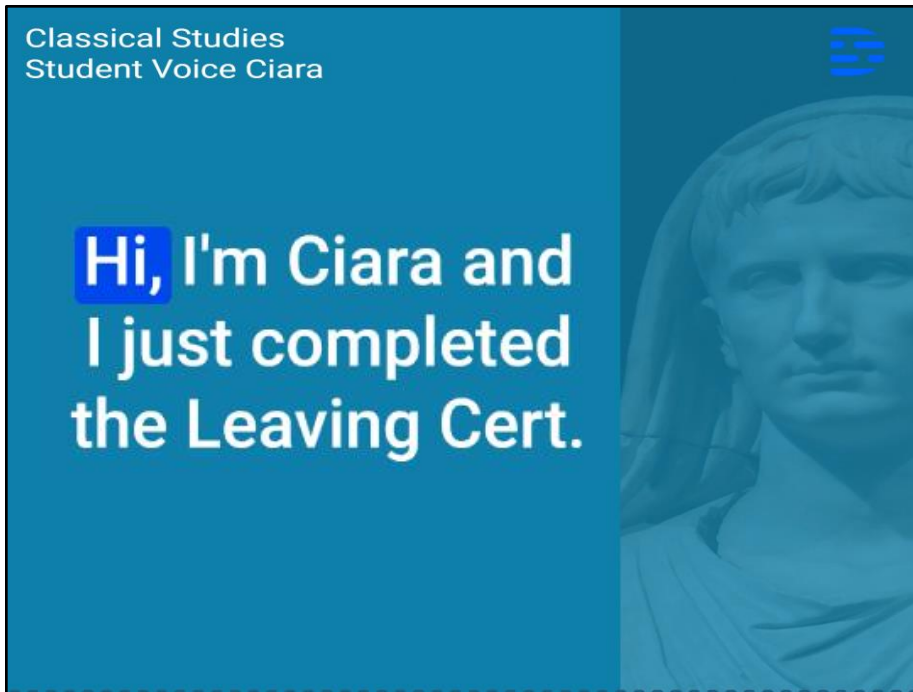
“... to effectively manage learning and regulate emotional responses, learners must be **aware of their own agency and must believe themselves capable of exercising that agency.**”

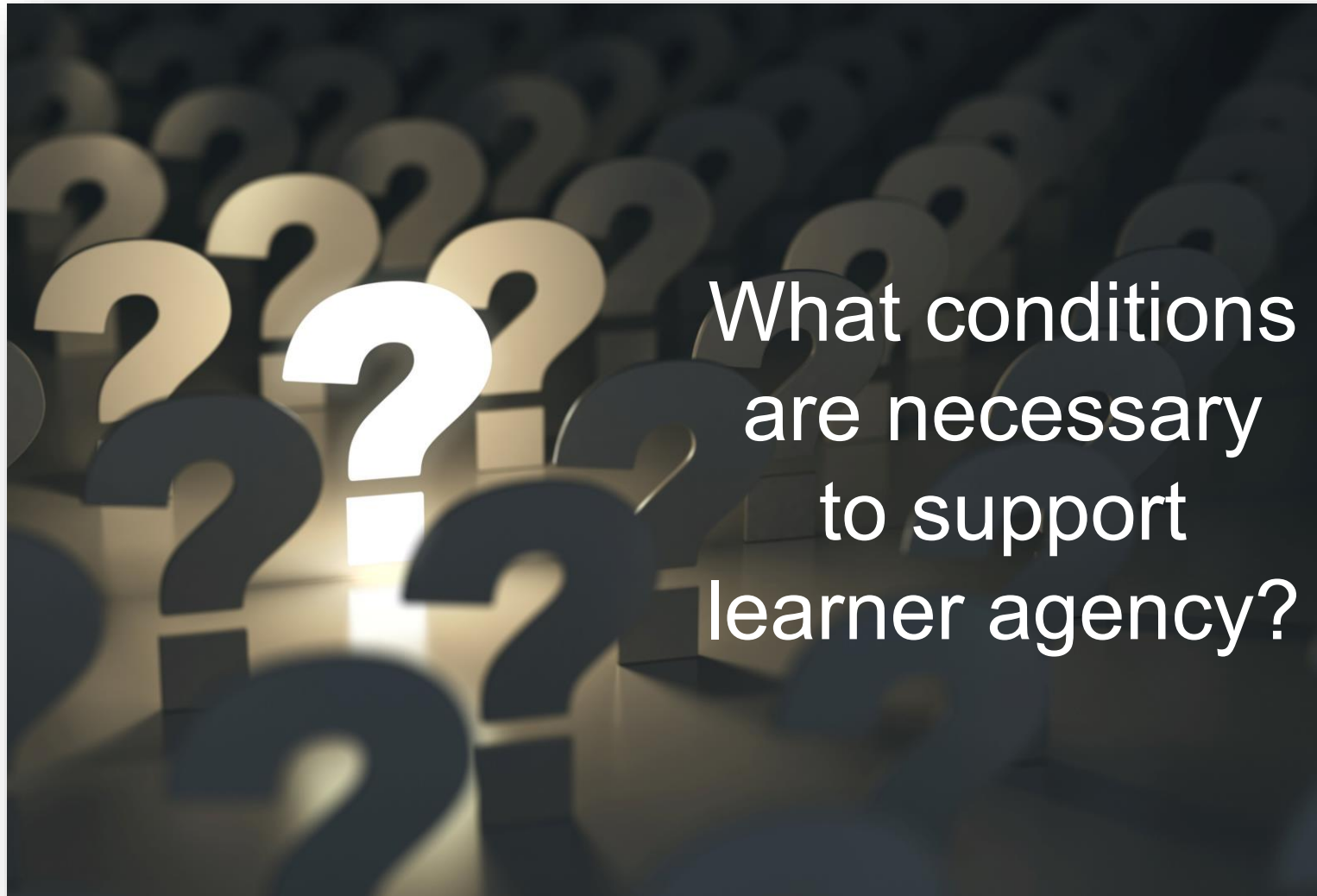
Bown, J. (2009). Self-regulatory strategies and agency in self-instructed language learning: a situated view. *The Modern Language Journal*.

Student Voice: Classical Studies at Leaving Certificate



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Classroom culture and classroom context



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- 1) How do/could you, foster learner agency in the classroom?
- 2) What supports must be in place for students to make meaningful decisions?





The Research Study (AAC)

“It is 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**...

... aims to foster in students a spirit of **enquiry** about the significance and broader context of the language and literature that **they encounter within the specification** as well as developing a range of skills to facilitate that enquiry.”





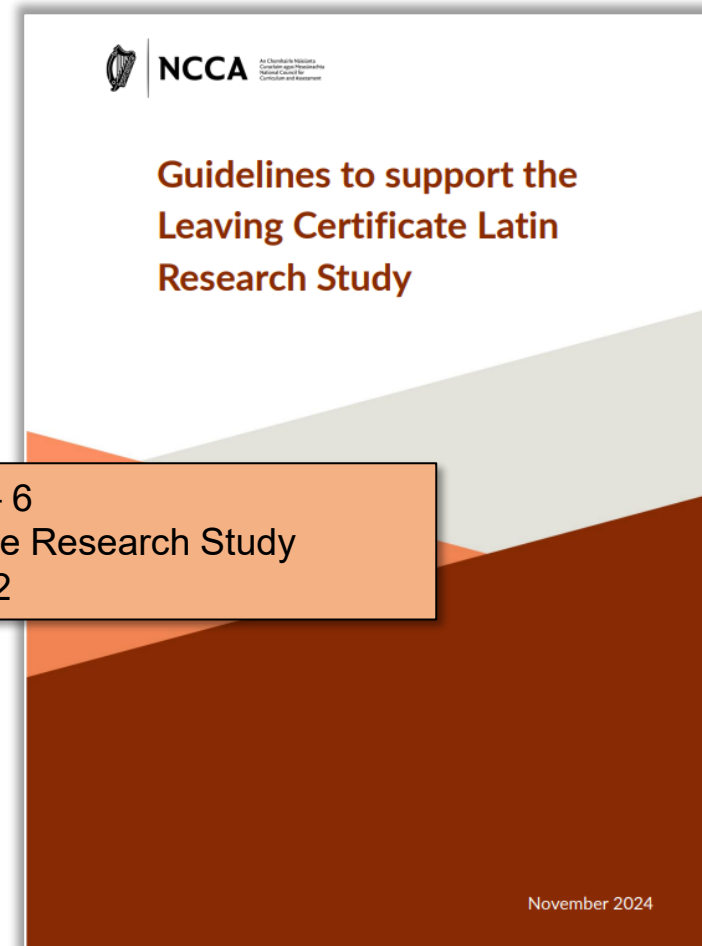
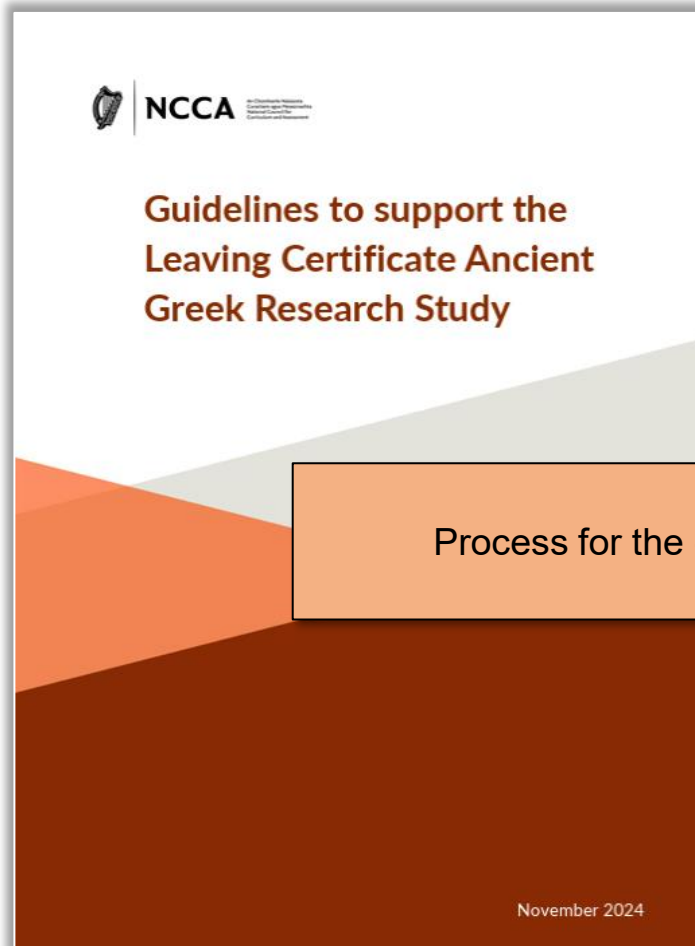
The research process



Key Document: Guidance to Support the Research Study



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Read pages 5 – 6
Process for the completion of the Research Study
Stages 1 and 2

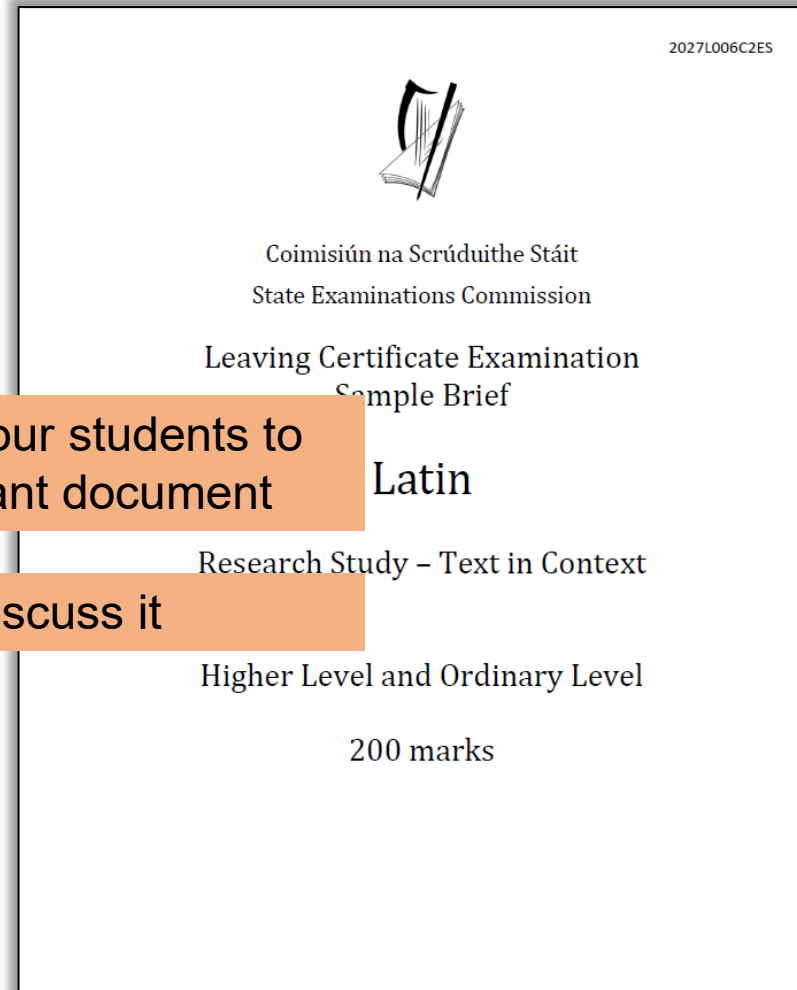
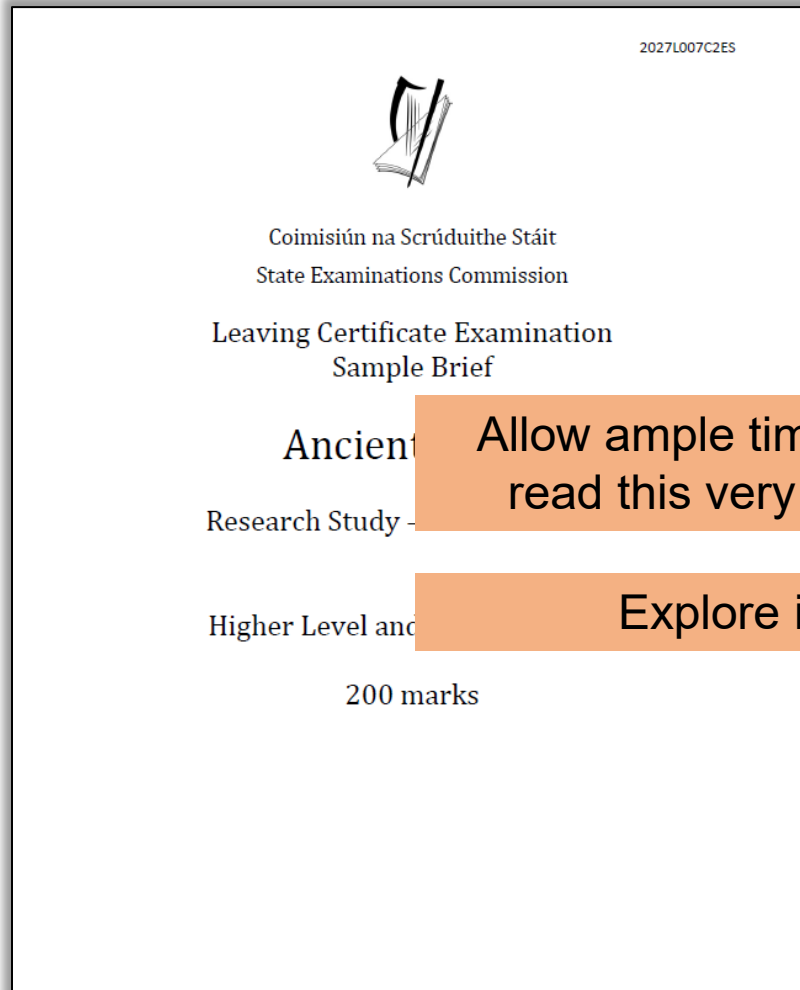


What advice could you give to students after reading the ‘Process for the completion of the Research Study – Stages 1 and 2’?

Sample Brief



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Allow ample time for your students to
read this very important document

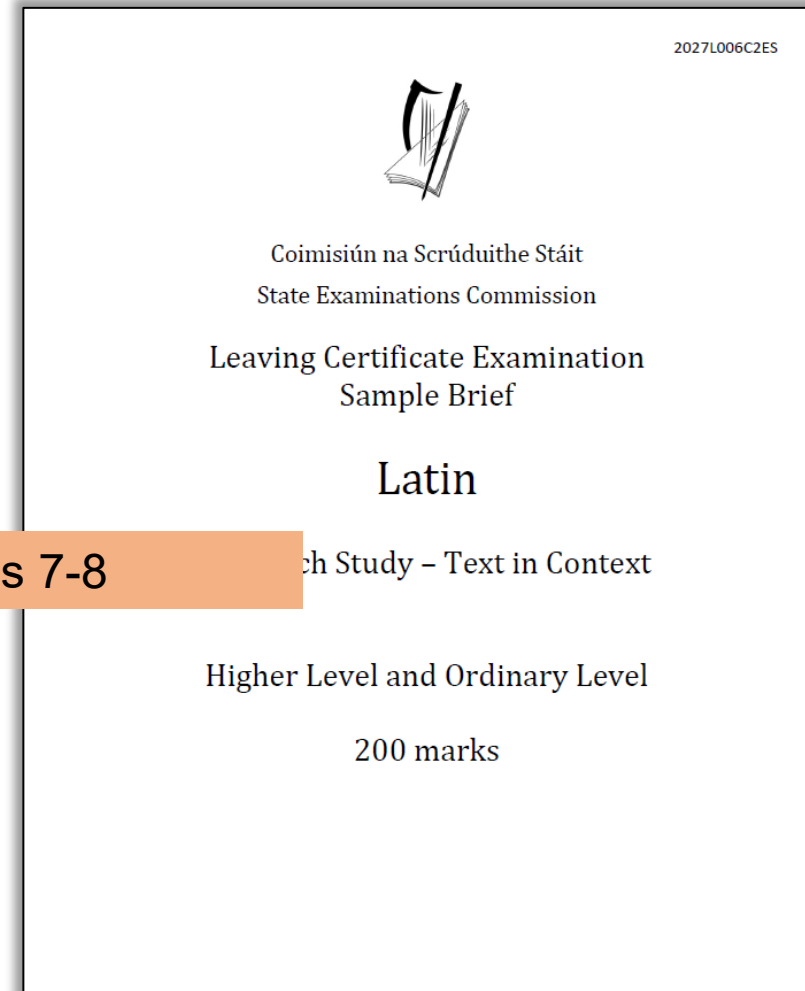
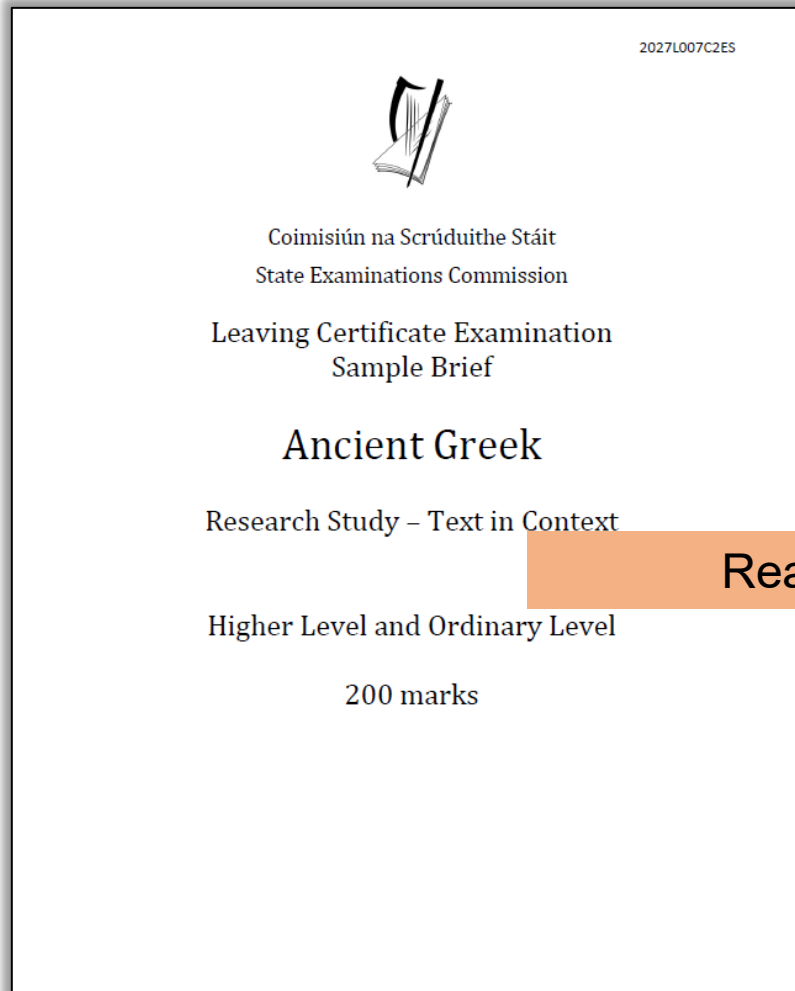
Explore it and discuss it



Research Study Report - structure



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Read pages 7-8

Overall structure, word count and mark allocation

Section A	100-200 words	Rationale and Approach	7.5%	15 marks
Section B	1200-1500 words*	Research Findings	60%	120 marks
Section C	100-200 words	Review and Reflection	7.5%	15 marks
Section D		Bibliography	5%	10 marks
*Overall Coherence		Communication & Structure	20%	40 marks

The AAC and Capstone Text



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“...it is important to note that candidates **are not permitted to include research on this year’s Capstone Text** in their Research Study Report. This exclusion **pertains to the Capstone Text in its entirety** and not only the sections prescribed in Ancient Greek and in translation.”



Overall structure: time to discuss

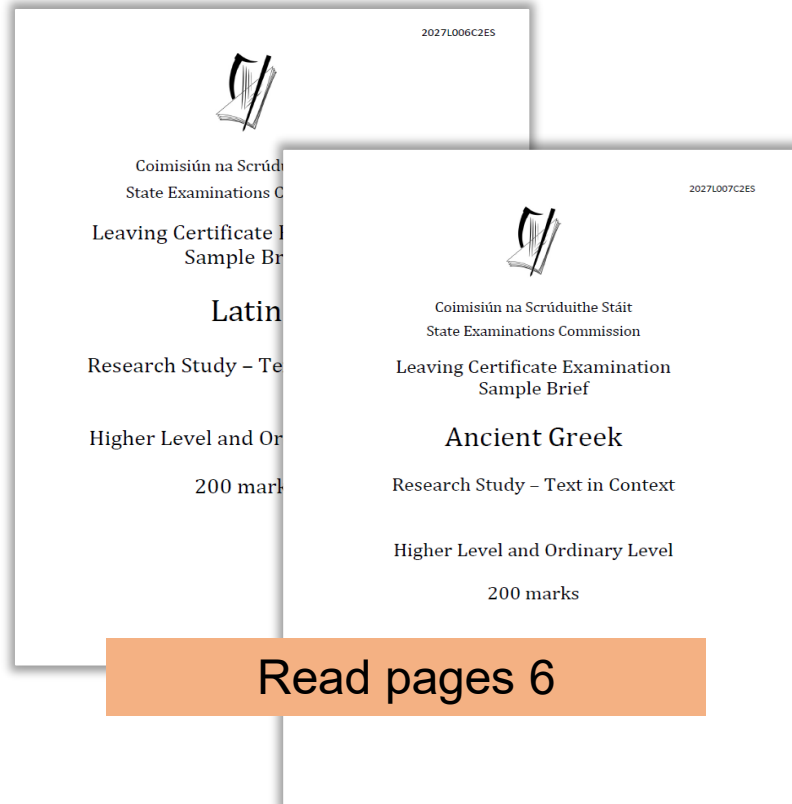


A Roman Feast depicted by Roberto Bompiani in the late 19th century. Getty Museum

Sample Brief - Research Study - Linking to the Specification



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Read pages 6

Latin strands of study and learning outcomes							
Strand 1 Latin Language				Strand 2 Literature in Context			
Understanding Latin texts		Developing language awareness and analytical skills		Latin literature		Roman culture explored through Latin texts	
Students should be able to	Students learn about	Students should be able to	Students learn about	Students should be able to	Students learn about	Students should be able to	Students learn about
1.1 explore a range of authentic, adapted and collected Latin texts in a variety of genres and formats	<ul style="list-style-type: none">different text formats, narratives, plays, speeches, different types of poetry, inscriptions, graffiti, mottoesdifferent ways of reading, such as for pleasure, linguistic practice, research, interpretation, comparison						
1.2 recognise a range of lexical items at the level of words, expressions and collocations in context	<ul style="list-style-type: none">the importance of lex and expressions, and do thislexical phenomena such as idiomatic, poetic, colloquial expressions, metaphors						
1.3 pronounce Latin words, phrases and sentences accurately enough to be understood, with appropriate intonation and rhythm	<ul style="list-style-type: none">how Latin may have been used in a living languagethe importance of tone, stress, rhythm, metre						
1.4 collaborate with others to understand Latin	<ul style="list-style-type: none">effective strategies to support their own development and that of others						
1.5 explore vocabulary and grammatical rules by completing and transforming phrases and sentences in Latin	<ul style="list-style-type: none">composition into Latin endinghow parts of words convey a range of meaning						
1.6 create accurate and idiomatic translations of Latin sentences and passages	<ul style="list-style-type: none">applying knowledge of grammar and contextual information in a translation processhow the source and target language convey meaning differently						
1.7 evaluate information contained in Latin texts for a particular purpose	<ul style="list-style-type: none">strategies to identify and specific factual or linguistic informationstyle, register, tone, etc.questions, premises and viewpoints and positionsarguments and conclusions						
1.8 describe the content and structure of Latin texts in a range of ways	<ul style="list-style-type: none">ways to communicate and understanding such as summarising, listing, etc.creative ways of presenting their understanding of texts						
1.9 evaluate different translations of a Latin text	<ul style="list-style-type: none">critical readingdifferent ways of conveying meaning through translationthe role of the translator as interpreter, mediator and creator						
1.10 appreciate distinctive features and aims of Latin texts	<ul style="list-style-type: none">different text formats, narratives, plays, speeches, different types of poetry, inscriptions, graffiti, mottoesdistinctive literary techniques, formal features and figures of style						

Ancient Greek strands of study and learning outcomes							
Strand 1 Ancient Greek Language				Strand 2 Literature in Context			
Understanding Ancient Greek texts		Developing language awareness and analytical skills		Ancient Greek literature		Hellenic culture explored through Ancient Greek texts	
Students should be able to	Students learn about	Students should be able to	Students learn about	Students should be able to	Students learn about	Students should be able to	Students learn about
1.1 explore a range of authentic, adapted and collected Ancient Greek texts in a variety of genres and formats	<ul style="list-style-type: none">different text formats, such as narratives, plays, speeches, different types of poetry, inscriptions, graffiti, mottoesdifferent ways of reading, such as for pleasure, linguistic practice, research, interpretation, comparison	1.1.1 make sense of unfamiliar Ancient Greek words and word forms by considering the constituent parts of the word and the immediate and wider context	<ul style="list-style-type: none">using comparative reasoning to derive the meaning of unfamiliar words from similar words, word forms and word families they already knowusing contextual information to derive the meaning of words	2.1 give a response to Ancient Greek texts in a range of ways	<ul style="list-style-type: none">ways of responding to texts, such as relating events to personal valuesexplaining the significance of events and settingsmaking connections between a text and its contextinvestigating characters and their relationships, attitudes, dilemmas and decisions	2.8 research and discuss aspects of the regions, communities and cultures who have used Ancient Greek	<ul style="list-style-type: none">places, significant historical events, and people they encounter in Ancient Greek texts
1.2 recognise a range of lexical items at the level of words, expressions and collocations in context	<ul style="list-style-type: none">the importance of learning words and expressions, and strategies to do thislexical phenomena such as idiomatic, poetic, colloquial expressions, metaphors	1.1.2 recognise a range of inflected patterns and structures in Ancient Greek and explain their use in context	<ul style="list-style-type: none">the concepts of morphology and syntaxdifferent word types, inflection, grammatical functions, word orderspelling and punctuation conventionsthe constituent parts of words, notably roots, stems, prefixes, suffixes, endings	2.2 research the content of Ancient Greek texts and their authors	<ul style="list-style-type: none">how to use a text to gain information about the time period in which it was writtenfinding and evaluating the reliability and relevance of information about Ancient Greek texts & their authors	2.9 examine aspects of the diverse cultural heritage and daily life of ancient Greece and the Hellenistic world	<ul style="list-style-type: none">aspects such as myths and legends, the arts, traditions, religion, housing, cuisine
1.3 pronounce Ancient Greek words, phrases and sentences accurately enough to be understood, with appropriate intonation and rhythm	<ul style="list-style-type: none">how Ancient Greek may have sounded when it was a living languagethe importance of tone, stress, rhythm, metre	1.1.3 explain the reasoning that led them to a specific interpretation of a Ancient Greek phrase or sentence	<ul style="list-style-type: none">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	2.3 explain specific aspects of a Ancient Greek text with reference to the text's various contexts	<ul style="list-style-type: none">contexts which are relevant for understanding Ancient Greek texts, such as history, politics, ideology, philosophy, social norms, visual art, architecture and material culture	2.10 examine what we can learn from Ancient Greek texts about Greek values and attitudes	<ul style="list-style-type: none">Ancient Greek texts as sources of evidence for social hierarchy, status, social conventions, interpersonal relations, values, beliefs, customs, and attitudeswhat Greek authors' representation of others suggests about their norms and their ideas about what it means to be a Greek (male/male) citizen
1.4 collaborate with others to understand Ancient Greek	<ul style="list-style-type: none">effective strategies for collaboration to support their own language development and that of their peers	1.1.4 effectively use Ancient Greek language resources, to establish the meaning of words, phrases and sentences	<ul style="list-style-type: none">the purpose of, and information contained within, dictionaries, vocabulary lists, grammars and commentaries, in both traditional and electronic formats, and how to use them	2.4 apply close reading to support their interpretation of a Ancient Greek text with reference to the words of the text	<ul style="list-style-type: none">the importance of paying careful attention to word choice, grammar, syntax and text structure for in-depth study of texts	2.11 critically discuss aspects of Greek society, history, politics and culture	<ul style="list-style-type: none">formulating considered views and opinions on Greek topics based on primary and secondary sources
1.5 explore vocabulary and grammatical rules by completing and transforming phrases and sentences in Ancient Greek	<ul style="list-style-type: none">composition into Ancient Greekdistinguishing between stem and endinghow parts of words change to convey a range of meanings	1.1.5 monitor and assess their own language confidence, language learning strategies and utilisation of learning resources	<ul style="list-style-type: none">taking ownership of one's learningcreating resources such as graphic organisers and flashcards	2.5 consider the significance a literary text has for its audience	<ul style="list-style-type: none">the difference between the significance a literary text may have had for its original audience and how it may be relevant to audiences today	2.12 use Ancient Greek texts to examine Greek cultural identity and self-representation and critically reflect on how their own perceptions, biases and assumptions inform their understanding of Greek society	<ul style="list-style-type: none">literary and historical representations of the Greeks including stereotypes, biases and propaganda'otherness' in the Hellenic world, such as women, foreigners and slaves
1.6 create accurate and idiomatic translations of Ancient Greek sentences and passages	<ul style="list-style-type: none">applying knowledge of vocabulary, grammar and contextual information in a translation processhow the source and target language convey meaning differently	1.1.6 recognise similarities and differences in the way concepts are expressed and understood across different languages	<ul style="list-style-type: none">Ancient Greek abstract culture-specific concepts in spheres such as gender, justice, personal relationships, occupations which have no direct equivalents in other languages, such as diké, philia, logos	2.6 examine examples of reception of a Ancient Greek literary text	<ul style="list-style-type: none">receptions of Greek literature, history and culture over time, including the portrayal of Greeks in modern media, such as film, games and historical fiction		
1.7 evaluate information contained in Ancient Greek texts for a particular purpose	<ul style="list-style-type: none">strategies to identify and evaluate specific factual or linguistic informationstyle, register, tone, mood, purposequestions, premises and claimsviewpoints and positionsarguments and conclusions	1.1.7 compare and contrast the language they know to support their comprehension of Ancient Greek texts	<ul style="list-style-type: none">the similarities and differences between linguistic patterns and lexical expressions in Ancient Greek and other languages	2.7 appreciate the continued importance of Ancient Greek as a language of literature, learning, science and religion over time, across the world and in Ireland			
1.8 describe the content and structure of Ancient Greek texts in a range of ways	<ul style="list-style-type: none">critical readingdifferent ways of conveying meaning through translationthe role of the translator as interpreter, mediator and creator	1.1.8 assess how Ancient Greek appears differently in, for example, Latin or koine texts, or in epic poetry and fables	<ul style="list-style-type: none">words derived from Ancient Greek or related to Ancient Greek words in languages such as English, Irish, French				
1.9 evaluate different translations of a Ancient Greek text	<ul style="list-style-type: none">critical readingdifferent ways of conveying meaning through translationthe role of the translator as interpreter, mediator and creator	1.1.9 assess how Ancient Greek appears differently in, for example, Latin or koine texts, or in epic poetry and fables	<ul style="list-style-type: none">how Ancient Greek appears differently in, for example, Latin or koine texts, or in epic poetry and fables				
1.10 appreciate distinctive features and aims of Ancient Greek texts	<ul style="list-style-type: none">different text formats, such as narratives, plays, speeches, different types of poetry, inscriptions, graffiti, mottoesdistinctive literary techniques, formal features and figures of style						

Capstone Text		The Capstone Text is an in-depth and context-aware reading of a prescribed Capstone text. 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 challenging Ancient Greek text. For each examination year a circular will issue from the Department of Education relating to the prescribed material for examination. The circular will provide the title and author of the Capstone text with specified passages and guidance on general content (such as literary, cultural, historical aspects). The circular will also provide a list of grammatical forms and constructions prescribed for examination at Higher and Ordinary Level.	
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Description

With this discussion technique you can immediately include everyone regardless of how large the group is. You can generate better ideas and more of them faster than ever before. Engage everyone simultaneously in generating questions, ideas, and suggestions.

How to use this strategy

1. Invitation for Discussion

Ask a question in response to the presentation of an issue, or about a problem to resolve or a proposal put forward. (Examples: What opportunities do you see for making progress on this challenge? How would you handle this situation? What actions do you recommend?)

2. How the Space is Arranged and Materials Needed

- Unlimited number of groups can be used
- Consider the space needed for participants to work face-to-face in pairs and foursomes
- Chairs and tables are optional – this could be facilitated best standing up and providing opportunities to move
- Consider how participants will record observations and insights

3. How Participation is Distributed

- Everyone in the group is included (often not the facilitator)
- Everyone has an equal opportunity to contribute

4. How Groups are Configured

Start alone, then in pairs, then foursomes, and finally as a whole group

5. Sequence of Steps and Time Allocation

- Silent self-reflection by individuals on a shared challenge, framed as a question - 1 min.
- Generate ideas in pairs, building on ideas from self-reflection - 2 min.
- Share and develop ideas from your pair in foursomes, pay attention to the similarities and differences - 4 min.
- Ask, "What is one idea that stood out in your conversation?" Each group shares one important idea with all - 5 min.

- Silent self reflection
- Generate ideas in pairs building on original ideas
- Share and further develop ideas in foursomes – attention focused on similarities and differences
- Present one idea that stood out in the conversations – each group to share



In this session we:

- examined the role of the Research Study as part of assessment for Classical Languages.
- explored how to foster learner agency in everyday learning, teaching and assessment practices that support independent research processes and more specifically the AAC.



1963 Cleopatra Elizabeth Taylor as Cleopatra and Richard Burton as Mark Antony

The background of the slide is a photograph of an ancient stone wall covered in numerous lines of inscriptions. The text is carved into the stone in a classical Greek script, likely Doric. The inscriptions are arranged in horizontal rows, though some are partially obscured or faded. The stone itself is a light tan or beige color, showing signs of age and weathering. A prominent crack runs diagonally across the lower left portion of the image. The overall texture is rough and uneven.

Tea/Coffee Break

A twelfth portion of the Cretan laws on the walls written in Doric Greek 5th to 6th century BCE at Gortyn, Crete, Greece. It details laws on marriage, divorce, inheritance, property, and adultery, reflecting social hierarchies and differences in treatment based on class.



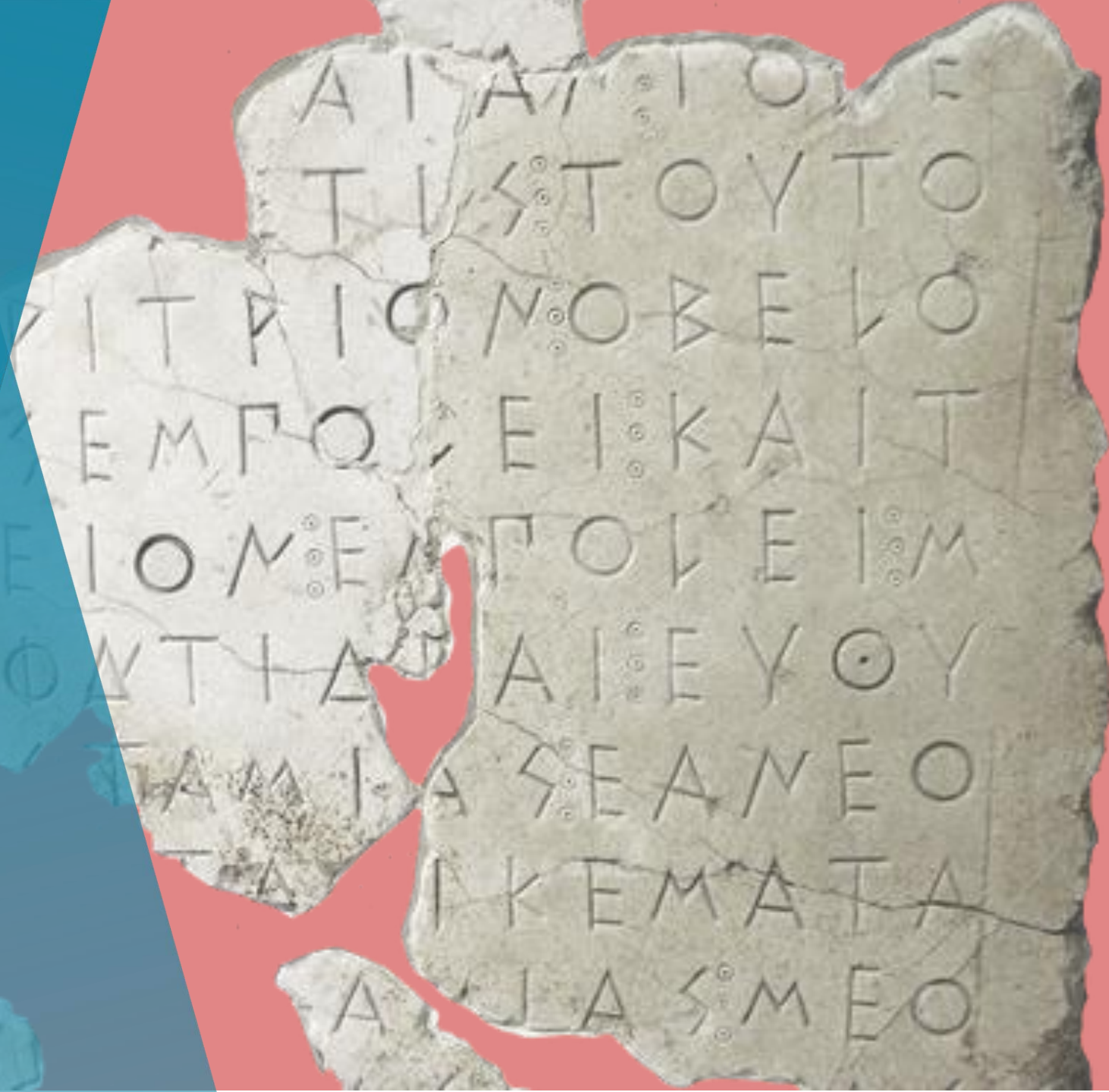
Oide

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Session 2

Making connections,
evaluating sources,
conducting research and
finding a narrow focus for
the Research Study Report

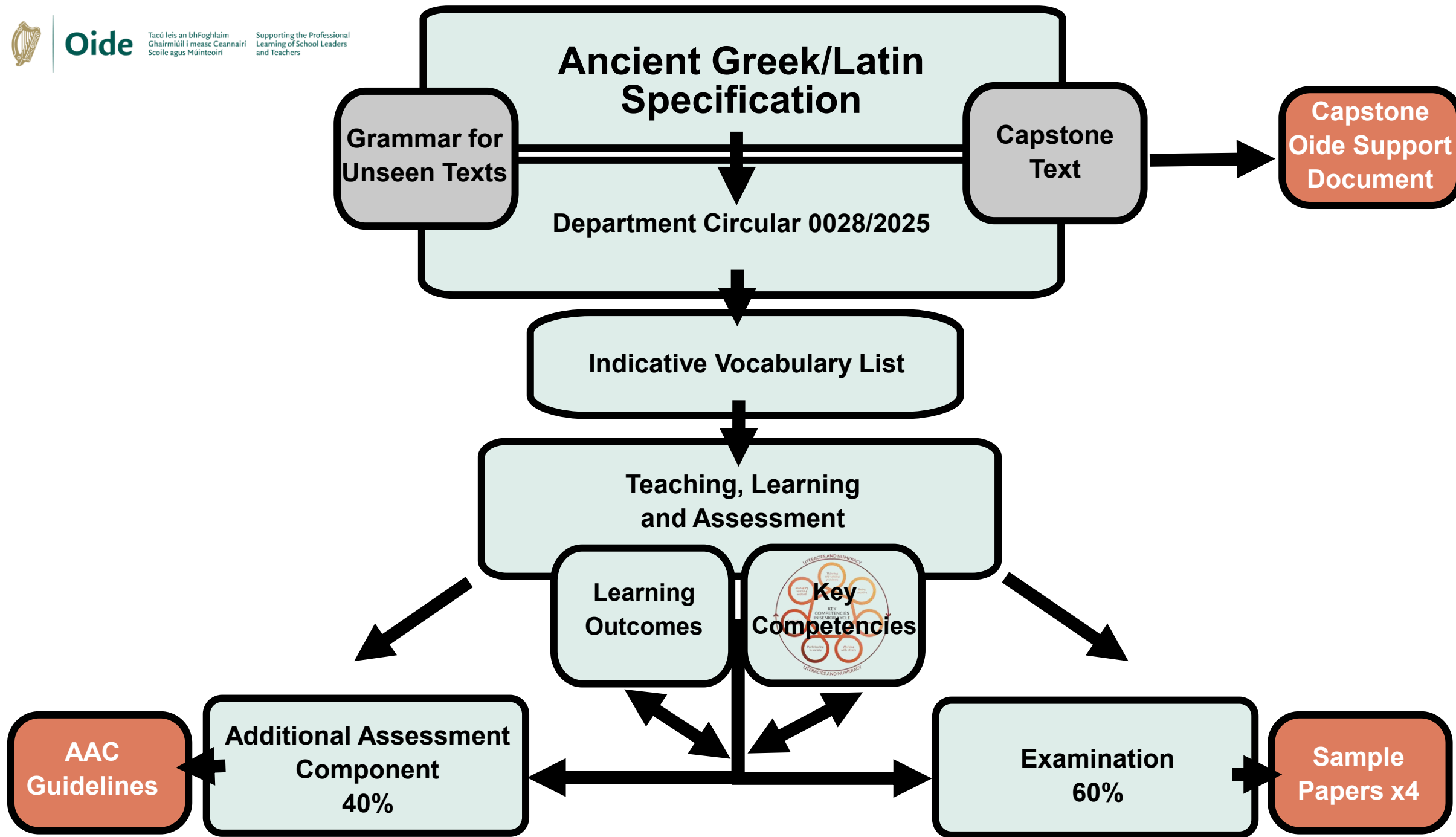




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In this session we will:



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- explore connections between the Additional Assessment Component and the specification.
- identify and examine strategies to conduct effective research.
- consider how to evaluate sources as part of the research process.





Oide

Changing perspective



Sample Research Study - Linking to the Specification



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First Steps

Topic:

Learning Outcomes:

Sources:

Broad focus/Line of enquiry:

Latin strands of study and learning outcomes

Strand 1 Latin Language		Strand 2 Literature in Context	
Understanding Latin texts	Developing language awareness and analytical skills	Latin literature	Roman culture explored through Latin texts
Students should be able to			
1.1 explore a range of authentic, adapted and collected Latin 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			
1.3 pronounce Latin words, phrases and sentences accurately enough to be understood, with appropriate intonation and rhythm			
1.4 collaborate with others to understand Latin			
1.5 explore vocabulary and grammatical rules by comparing and transforming phrases and sentences in Latin			
1.6 create accurate and idiomatic translations of Latin sentences and passages			
1.7 evaluate information contained in Latin texts for a particular purpose			
1.8 describe the content and structure of Latin texts in a range of ways			
1.9 evaluate different translations of a Latin text			
1.10 appreciate distinctive features and aims of Latin texts			

Ancient Greek strands of study and learning outcomes

Strand 1 Ancient Greek Language		Strand 2 Literature in Context	
Understanding Ancient Greek texts	Developing language awareness and analytical skills	Hellenic culture explored through Ancient Greek texts	
Students should be able to	Students learn about	Students should be able to	Students learn about
1.1 explore a range of authentic, adapted and collected Ancient Greek texts in a variety of genres and formats	• different text formats, such as narratives, plays, speeches, different types of poetry, inscriptions, graffiti, mottoes • different ways of reading, such as for pleasure, linguistic practice, research, interpretation, comparison	2.1 research and discuss aspects of the regions, communities and cultures who have used Ancient Greek	• places, significant historical events, and people they encounter in Ancient Greek texts
1.2 recognise a range of lexical items at the level of words, expressions and collocations in context	• the importance of learning words and expressions, and strategies to do this • lexical phenomena such as idiomatic, poetic, colloquial expressions, metaphors		
1.3 pronounce Ancient Greek words, phrases and sentences accurately enough to be understood, with appropriate intonation and rhythm	• how Ancient Greek may have sounded when it was a living language • the importance of tone, stress, rhythm, metre		
1.4 collaborate with others to understand Ancient Greek	• effective strategies for collaboration to support their own language development and that of their peers		
1.5 explore vocabulary and grammatical rules by comparing and transforming phrases and sentences in Ancient Greek	• composition into Ancient Greek • distinguishing between stem and ending • how parts of words change to convey a range of meanings		
1.6 create accurate and idiomatic translations of Ancient Greek sentences and passages	• applying knowledge of vocabulary, grammar and contextual information in a translation process • how the source and target language convey meaning differently		
1.7 evaluate information contained in Ancient Greek texts for a particular purpose	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		
1.8 describe the content and structure of Ancient Greek texts in a range of ways	ways to communicate knowledge and understanding such as summarising, listing, classifying • creative ways of presenting their understanding of texts		
1.9 evaluate different translations of a Ancient Greek text	• critical reading • different ways of conveying meaning through translation • the role of the translator as interpreter, mediator and creator		
1.10 appreciate distinctive features and aims of Ancient Greek texts	different text formats, such as narratives, plays, speeches, different types of poetry, inscriptions, graffiti, mottoes • distinctive literary techniques, formal features and figures of style		

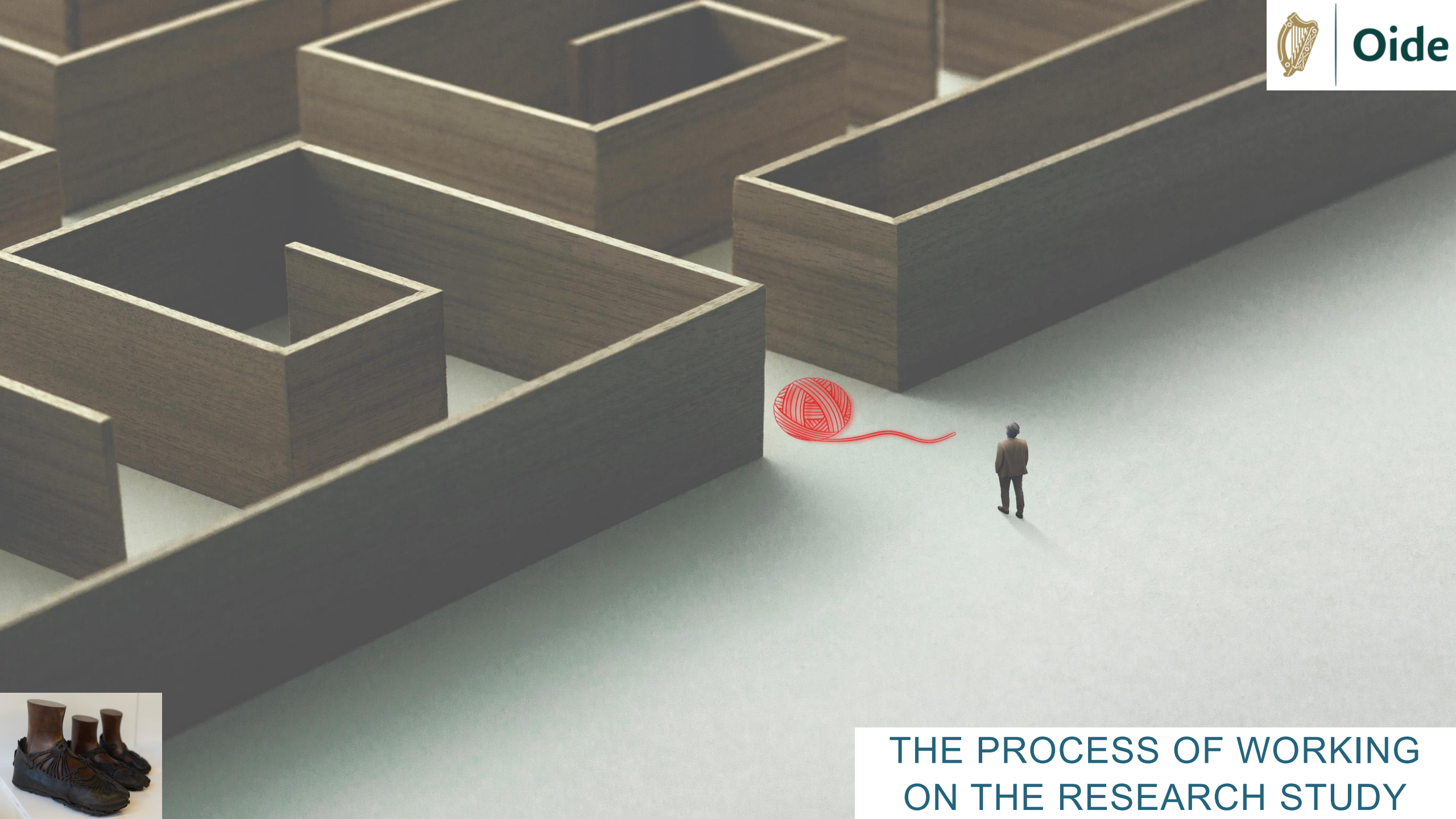
Coimisiún na Scrúduithe Stáit
State Examinations Commission
Leaving Certificate Examination
Sample Brief
Latin
Research Study – Text in Context
Higher Level and Ordinary Level
200 marks

Coimisiún na Scrúduithe Stáit
State Examinations Commission
Leaving Certificate Examination
Sample Brief
Ancient Greek
Research Study – Text in Context
Higher Level and Ordinary Level
200 marks





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THE PROCESS OF WORKING
ON THE RESEARCH STUDY



THE PROCESS OF WORKING ON THE RESEARCH STUDY



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Focus

Focus in on a topic that is of a genuine interest followed by a deeper enquiry into the topic – rationalise the worth of such research and wider significance, importance or personal interest

Planning

Adopt an approach to conduct research, develop key research questions that will achieve the overall intended aim.

Source choice and evaluation

Evaluate what is revealed by the research process and make judgements.

Report

Develop arguments/points into a cohesive and persuasive case – this will involve critical thinking, drafting, reviewing and editing to formulate conclusions.

Reflect

Reflect upon the research process undertaken and on learning, knowledge, skills and insights acquired.

Dead End

Back on track

I'm lost!



The process of working on the research study



Oide

Focus

- Focus in on a topic that interests you followed by a plan of work for the topic – rationalise the research and wider significance or personal importance or personal interest

Planning

- Adopt an approach to develop key research skills to achieve the overall aim of the study



Research evaluation

Research evaluation is a process that is guided by the research objectives and research questions.

Research evaluation involves identifying the strengths and weaknesses of the research – this will involve analysing the data, drawing conclusions, and making recommendations.

Research evaluation is a process that involves reflecting on the research process, the research findings, and the research impact. It is a process that involves learning, knowledge, and skills that are required.

PAUSE



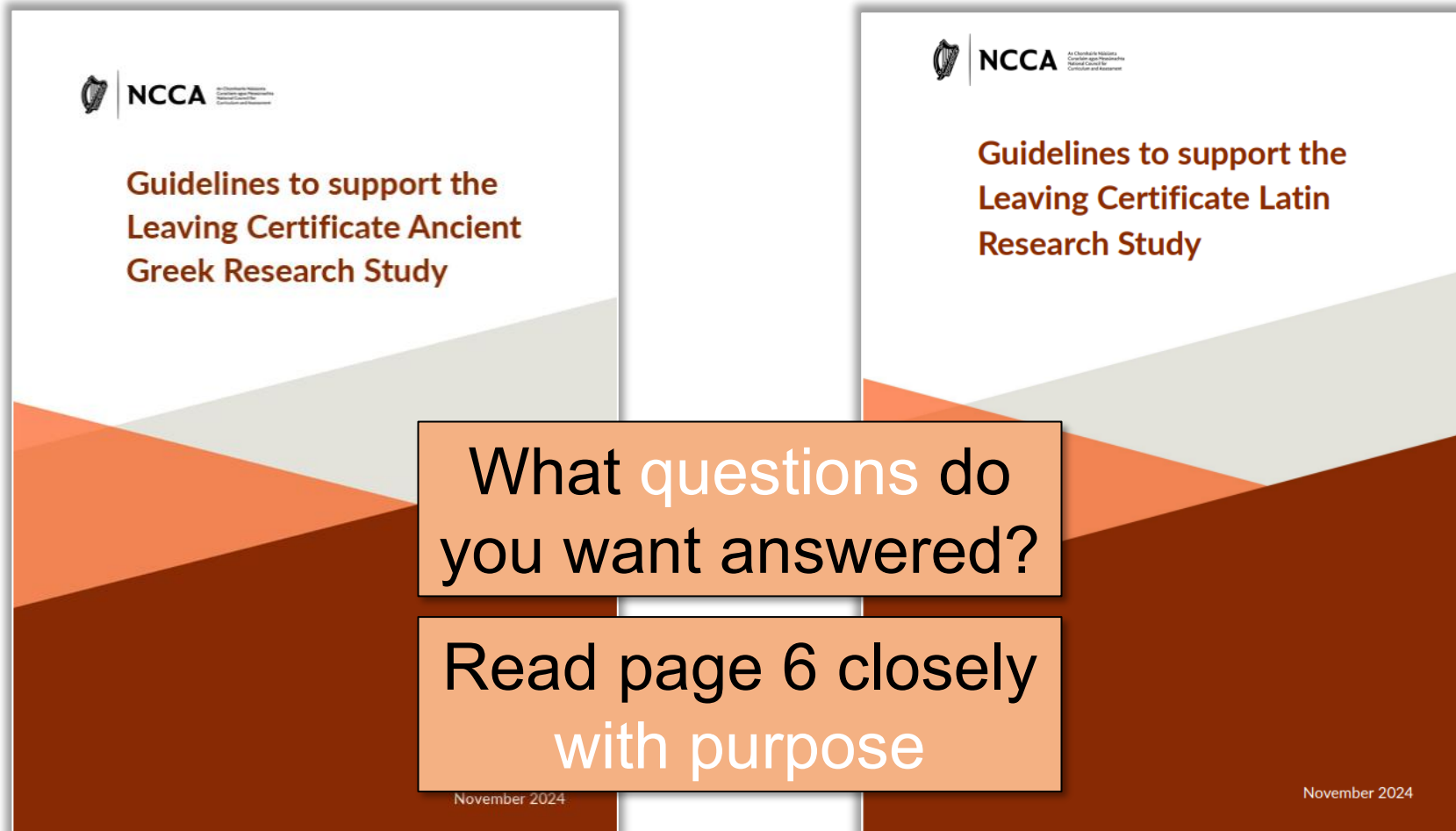
What questions do you have?
What broad area will you now examine more closely?



Key Document: Guidance to Support the Research Study



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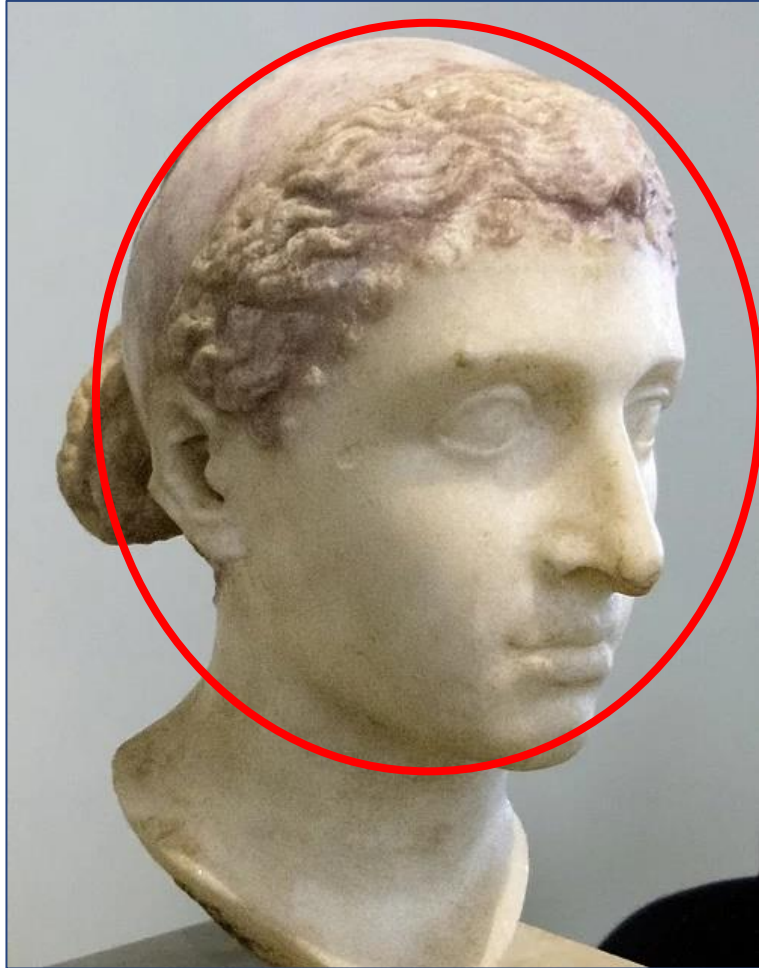
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What is your research focus? Share



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[2] αὐτὴ δὲ κατέκειτο μὲν ὑπὸ σκιάδι χρυσοπάστῳ
κεκοσμημένη γραφικῶς ὥσπερ Ἀφροδίτῃ, παῖδες δὲ τοῖς
γραφικοῖς Ἔρωσιν εἰκασμένοι παρ' ἑκάτερον ἐστῶτες
ἐρρίπιζον. ὁμοίως δὲ καὶ θεραπαινίδες αἱ καλλιστεύουσαι
Νηρηίδων ἔχουσαι καὶ Χαρίτων στολὰς, αἱ μὲν πρὸς οἴαξιν,
αἱ δὲ πρὸς κάλοις ἦσαν. ὁδμαὶ δὲ θαυμασταὶ τὰς ὄχθας ἀπὸ
θυμιαμάτων πολλῶν

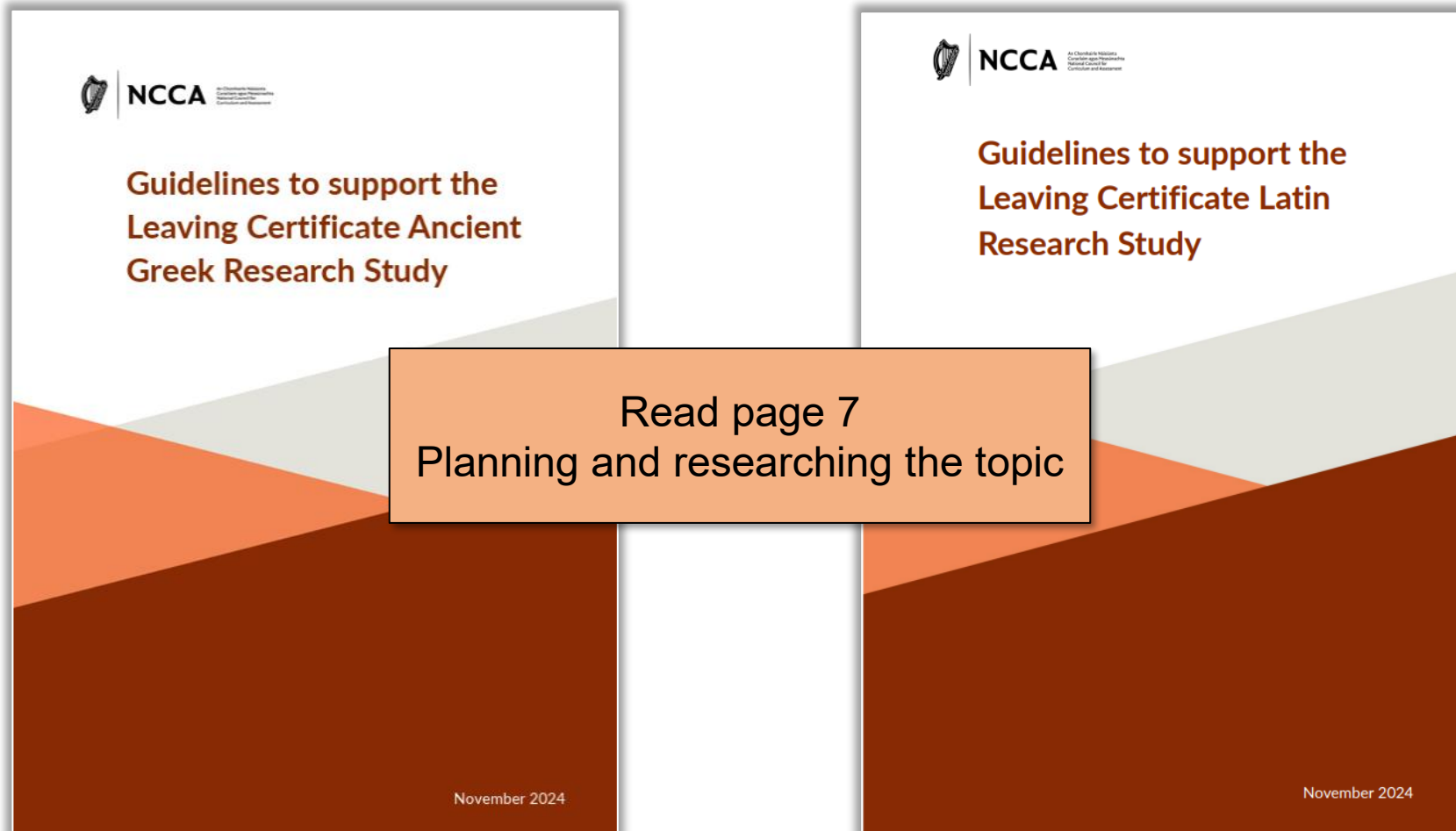
Plut. Ant. 26.2



Key Document: Guidance to Support the Research Study



Oide



What strategies/methods have, or could you use to help students conduct effective research?



Oide

Stage 3: Planning and researching the topic

Students should consider an approach that will provide a structure and plan for the research study. They should take cognisance of (i) the **identification of aims** that they intend to achieve (ii) a **narrowed focus** on **key research questions** that they intend to pursue, (iii) the details of **how they intend to pursue** these key questions and (iv) an **explanation of how the information/data will be sourced.**





Key Document: Guidance to Support the Research Study

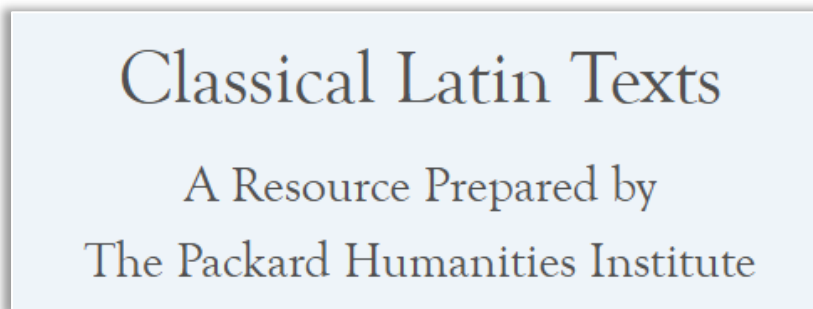
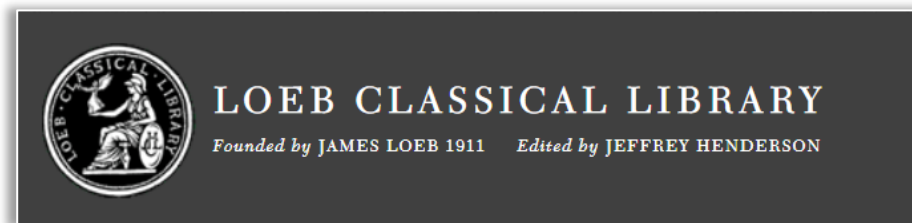
In particular, the research study requires students to demonstrate that they can:

- 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.



How to conduct research?

Selecting appropriate and reliable sources





Stage 4: Selecting relevant and reliable sources of information



Guidelines to support the Leaving Certificate Ancient Greek Research Study

Read page 7
Selecting relevant and reliable
sources of information

November 2024



Guidelines to support the Leaving Certificate Latin Research Study

November 2024



Sources to support research - general

Perseus Digital Library



perseus.tufts.edu

Perseus Digital Library

Loeb Classical Library



Society for Classical Studies



Epigraphic Database

ANCIENT GREEK Useful Source Material to support research

Theoi Greek Mythology



theoi.com

THEOI GREEK MYTHOLOGY

Latin Useful Source Material to support research

Classical Latin Texts



latin.packhum.org

PHI Latin Texts

The Latin Library



thelatinlibrary.com

The Latin Library

Approaches to the use of AI



Oide

“Plagiarism is a serious offence and occurs when work other than the student’s own is used without clear acknowledgement of the source of the work. This includes the use of **material generated using artificial intelligence (AI) software or AI applications**. Direct copying of material from any source without proper acknowledgement is not permitted and may incur penalties, up to and including the withholding of related results.”

“Where student uses **AI software and applications**, the student should include the name of the AI tool used, the date the content was generated and **provide a brief explanation of how it was used**. Many Generative AI tools generate **shareable URLs** that set out the content of chat sessions that took place. Where such a tool has been used, **the URL should be included in the list of research sources**. Where an AI tool does not generate a sharable URL, **student should include the name of the tool and the prompt used.**”





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How do/could you support your students to evaluate sources specific to an ancient language?



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Other
voices





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Evaluating Sources Classical Languages

How can you tell whether your sources are reliable, credible, and accurate? What is the difference between biased and unbiased sources?

Evaluating sources is an important part of any research process as it encourages you to think critically about the information you intend to use. Assessing the credibility and reliability of a source will allow you to make judgments about its trustworthiness and usefulness to your research.

Not all information is reliable or accurate, nor will all information be suitable for your research topic. Failing to scrutinize the reliability of historical sources exposes the danger of accepting erroneous or prejudiced information as fact, potentially resulting in misconceptions, inaccuracies, and the unwitting spread of misinformation.

By using the following strategy, you can better ensure that the sources you use in your research are reliable and support your arguments and ideas.

Who?

When evaluating the reliability of information, it is important to examine the credibility and trustworthiness of the author. This involves determining whether the author is a credible, reputable, and trustworthy source, such as a primary source, eyewitness, or academic expert. Evaluating the source's credibility requires investigating the author's credentials and reputation. Take into consideration the author's context when writing, their qualifications and expertise in the subject matter.

What?

What type of source is it? Is it a book, journal article, newspaper or magazine articles, website, podcast, blog, interview or television and radio documentaries? When using websites, examining the URL extension, '.gov', '.org', and '.edu' can tell you whether the source comes from a government agency, a non-profit organisation or educational institute. Primary sources are documents, images or artefacts that provide firsthand testimony or direct evidence such as, first-hand written accounts, diary entries, memoirs, letters, inscriptions, coins etc. Certain primary sources may be judged more reliable than others and may require further investigation into their contextual background.

Where?

Where has the source come from? Central to this is the author/creator of the source, for example a respected academic journal or reputable/well-known website. Geopolitical considerations could play an important role in the creation and publication of information.

WHO?

WHEN?

WHAT?

WHY?

WHERE?

HOW?

When?

When was the information, written, published, created, or released? Are these dates meaningful or important for the topic being researched? Is the author/creator able to accurately comment on events or people, at the time of writing/publishing? If using websites or internet-based sources, consider how frequently they are updated and whether the information provided is still accurate.

Why?

Why was the information written/created/published? Who is the intended audience? What are the motivations of the author to create, write or produce the information? What influences may have played a part in what has been written/created/produced? Examine whether the author is showing favouritism or prejudice for or against someone or something? If the content contains bias, only one point of view is being presented. Assess for bias by examining the purpose of an article, website etc. For example, is the author trying to promote a particular viewpoint? Compare the information to other reliable sources so that you can make an informed decision whether bias is at play.

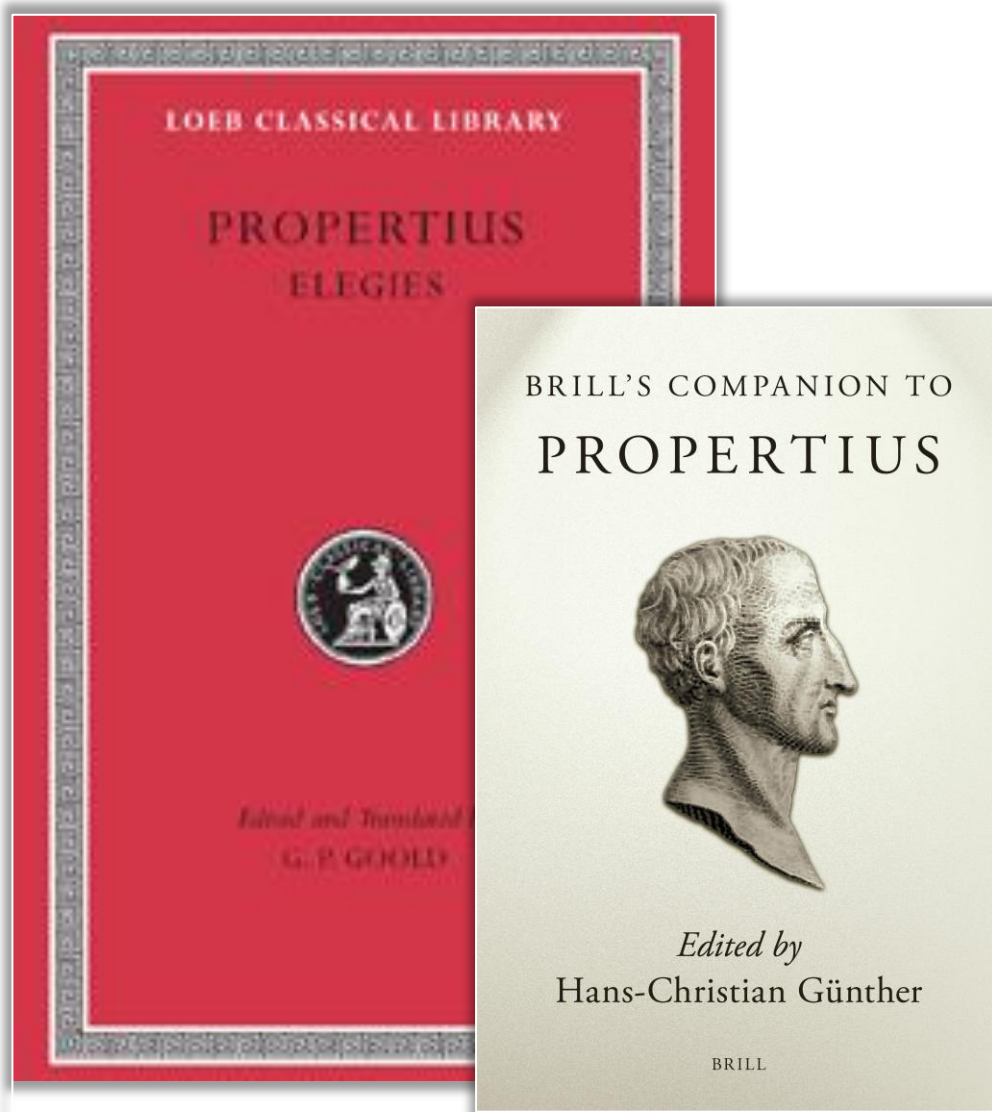
How?

How accurate is the source? Evaluating sources requires a focus on accuracy and consistency. Verifying the information for accuracy, confirming the presence of evidence behind the information presented. Cross-referencing the information across various sources to identify any disparities, inconsistencies may signal inaccuracies or biases.

Evaluating sources



Oide



- Who?** Sextus Propertius a Roman elegiac poet born around 50–45 BCE in Umbria, Italy. He was active in Rome during the reign of Augustus.
- What?** Author of *Elegies* (*Elegiarum Libri Quattuor*), a collection of Latin love poetry that explores themes of passion, jealousy, and poetic identity. His verses combine personal emotion with mythological allusion and reflect on the nature of love, art, and Roman society.
- When?** Composed between approximately 30 and 15 BCE during the early Augustan period.
- Where?** Rome
- Why?** Propertius aimed to express the complexities of love and individuality within the constraints of Roman society.
- How?** His poetry survives through manuscript tradition and is studied through critical editions by reputable classical scholars.



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Reading with Purpose



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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 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

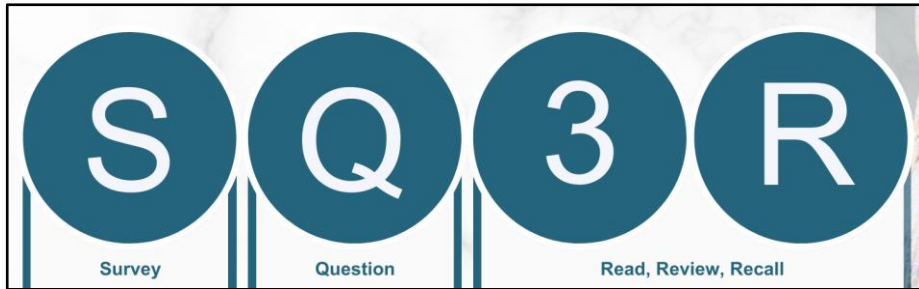
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Recall, note key points and summarise them. Try to explain what you have read out loud, in your own words. Have your questions been answered?

R



Survey: Skim the text of Elegy 3.11 - love and desire, personal emotion vs. public life, mythological references reflections on poetry itself. Look for mentions/references of Roman political figures.

Questions: How does Propertius depict Cleopatra's influence over Rome and its leaders? In what ways is Cleopatra compared to mythological women. How does the poem reflect Roman attitudes toward foreign women in positions of power?

Read: read the whole article through noting descriptive language, literary devices, context and symbolism.

Review: through lens of foreign queen challenging Roman authority.

Recall: Write the answers to my questions, and retell in my own words, back to myself.



Survey: Keywords identified and noted.

Questions: Propertius presents Cleopatra as a symbol of the threat posed by powerful, foreign women, blending fascination with fear, and reinforcing Roman anxieties about female authority outside traditional domestic and cultural norms. She is depicted as exotic and alluring, with qualities that are both seductive and dangerous.

Read: Cleopatra's power, cunning, attempts to dominate Rome, mythological allusions, contrasts, and hyperbole that emphasise her threat.

Review: Reviewed highlighted sections - mythological allusion, imagery, and Roman moral ideology.

Recall: answered my questions and told it back to myself.



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



Supporting the research process

Broad Topic:

Cleopatra and her affairs with Roman men.

- Why am choosing this?

Sources:

Need to find some primary sources for text-based analysis.



Adele James as Cleopatra - Netflix

Propertius 3.11 (Loeb)

quid, modo quae nostris opprobria nexerit armis,
30 et, famulos inter femina trita suos,
coniugii obsceni pretium Romana poposcit
moenia et addictos in sua regna Patres?
noxia Alexandria, dolis aptissima tellus,
et totiens nostro Memphi cruenta malo,
35 tris ubi Pompeio detraxit harena triumphos,
tollet nulla dies hanc tibi, Roma, notam.
issent Phlegraeo melius tibi funera campo,
vel tua si socero colla daturus eras.
scilicet incesti meretrix regina Canopi,
40 una Philippeo sanguine adusta nota,
ausa Iovi nostro latrantem opponere Anubim,
et Tiberim Nili cogere ferre minas,

house.

What of her who of late has fastened disgrace upon our arms, and, a woman who fornicated even with her slaves, demanded as the price of her shameful union ³² the walls of Rome and the senate made over to her dominion? Guilty Alexandria, land ever ready for treason, and Memphis, so often blood-stained at our cost, where the sand robbed Pompey of his three triumphs, no day shall ever wash you clean of this infamy, Rome. Better had your funeral processed over the Phlegrean fields, or had you been doomed to bow your neck to your father-in-law! ³³ To be sure, the harlot queen of licentious Canopus, the one disgrace branded on Philip's line, dared to pit barking Anubis against our Jupiter and to force the Tiber to endure the



Latin source example: close-reading

quid, modo quae nostris opprobria nexerit armis,
30 et, famulos inter femina trita suos,
coniugii obsceni pretium Romana poposcit
moenia et addictos in sua regna Patres?
noxia Alexandria, dolis aptissima tellus,
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40 una Philippeo sanguine adusta nota,
ausa Iovi nostro latrantem opponere Anubim,
et Tiberim Nili cogere ferre minas,

Close reading

- What are the key words here?
- What is the imagery?
- What themes can be identified?
- What does the language/ style/ historical references in this text tell me about Rome's opinion of Cleopatra?
- What do I learn about Cleopatra from this poem?
- What is this poem about?
- How many ways can it be read?
- What will other translations tell me about the Latin language and its interpretation? (source evaluation – Bloomsbury)

Further research



Oide

XI

Quid mirare, meam si versat femina vitam
et trahit addictum sub sua iura virum,
criminaque ignavi capitis mihi turpia fingis,
quod nequeam fracto rumpere vincla iugo?
ventorum melius praesagit navita morem,
vulneribus didicit miles habere metum.
ista ego praeterita iactavi verba iuventa:
tu nunc exemplo disce timere meo.

Colchis flagrantis adamantina sub iuga tauros
egit et armigera proelia sevit humo,
custodisque feros clausit serpentis hiatus,
iret ut Aesonias aurea lana domos.
ausa ferox ab equo quondam oppugnare sagittis
Maeotis Danaûm Penthesilea rates;

3.11 Female power

Why wonder³¹ that a woman governs my life, and hauls off a man in bondage to her sway? Why do you frame shameful charges of cowardice against me because I cannot burst my bonds and break the yoke? The sailor best predicts the temper of the winds; the soldier has learned from his wounds to feel fear. Words like yours I used to utter in my bygone youth: learn now from my example to be afraid.

The witch of Colchis forced the fire-breathing bulls under a yoke of adamant, sowed the seed of battle for the soil to produce armed warriors, and shut the fierce jaws of the guardian serpent, that the golden fleece might go to Aeson's halls. Penthesilea, the fierce maid of Maeotis, once dared from horseback to attack the ships of the Greeks



Cleopatra's Magistry of Pearl



εὐθὺς οὖν τινὰ βουλόμενος εὐκολίαν ἐπιδείκνυσθαι καὶ φιλοφροσύνην ὑπήκουσε καὶ ἦλθεν. ἐντυχὼν δὲ παρὰ σκευῇ λόγου κρείττονι μάλιστα τῶν φώτων τὸ πλῆθος ἐξεπλάγη. τοσαῦτα γὰρ λέγεται καθίεσθαι καὶ ἀναφαίνεσθαι πανταχόθεν ἅμα, καὶ τοιαύταις πρὸς ἄλληλα κλίσεσι καὶ θέσεσι διακεκοσμημένα καὶ συντεταγμένα πλαισίων καὶ περιφερῶν τρόπῳ, ὥστε τῶν ἐν ὀλίγοις ἀξιοθεάτων καὶ καλῶν ἐκείνην γενέσθαι τὴν ὄψιν.



τῇ δ' ὑστεραία πάλιν ἀνθεστιῶν αὐτὴν ἐφιλοτιμήθη μὲν ὑπερβαλέσθαι τὴν λαμπρότητα καὶ τὴν ἐμμέλειαν, ἀμφοῖν δὲ λειπόμενος, καὶ κρατούμενος ἐν αὐτοῖς ἐκείνοις, πρῶτος ἔσκωπτεν εἰς αὐχμὸν καὶ ἀγροικίαν τὰ παρ' αὐτῷ. πολὺν δὲ ἡ Κλεοπάτρα καὶ τοῖς σκώμμασι τοῦ Ἀντωνίου τὸν στρατιώτην ἐνορῶσα καὶ βάνανυσον, ἐχρῆτο καὶ τοῦτω πρὸς αὐτὸν ἀνειμένως ἤδη καὶ κατατεθαρρηκότης.

The episode represented in this painting is drawn from the Roman historian Pliny's *Historia naturalis* (Natural History). Here Pliny recounted the tale of a famous contest between the Egyptian and Roman rulers, whereby Cleopatra wagered that she could stage a feast more lavish than the legendary excesses of Mark Antony.

Tiepolo's 1743-44- Google Arts and Culture

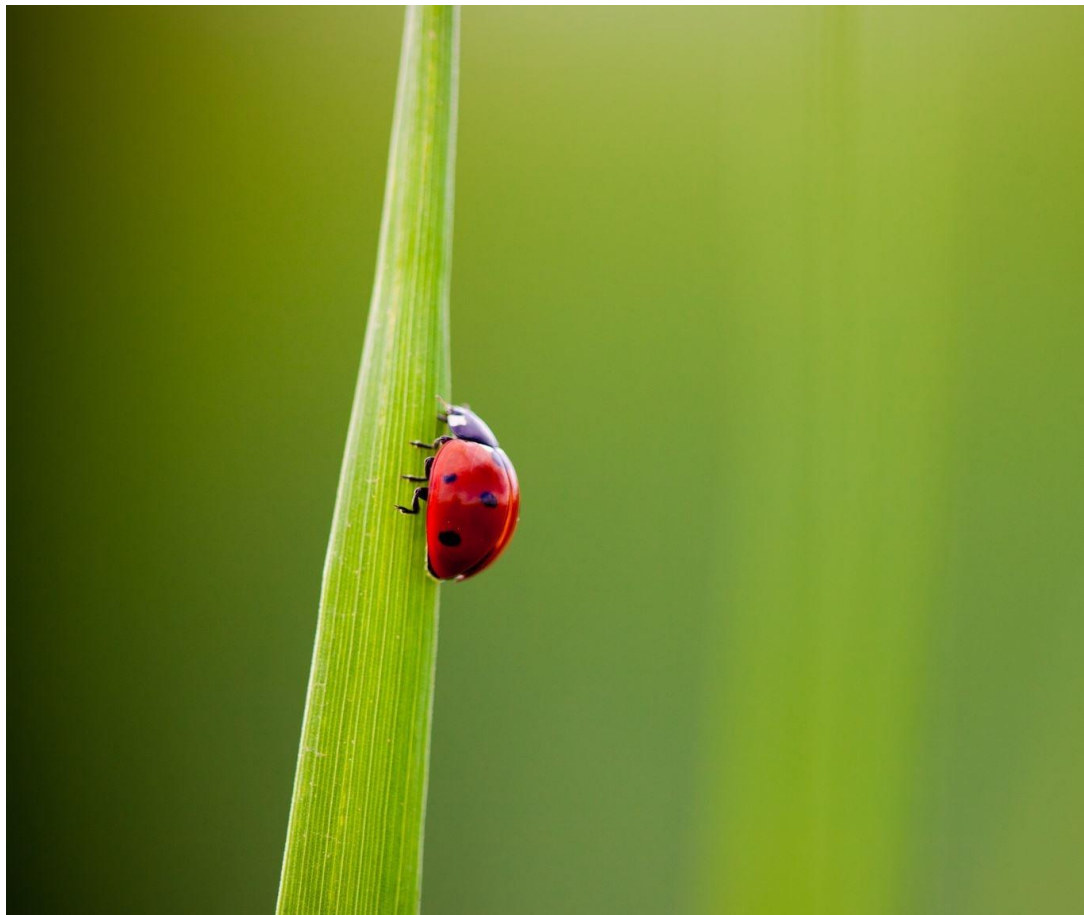


A narrowed focus





Narrowing the topic – student perspective



Some questions that could be considered at this stage:

- Will I just focus on this one poem by Propertius and write about portrayal of women in this poem?
- Will I focus on Cleopatra and use the Propertius poem along with Pliny as a secondary source?
- Will I look for secondary sources to help develop or support my argument?



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18/09/2013 · 38 MIN

Augustan Love: Propertius and Ovid

The Roman World

▶ Play

Love poetry during the Augustan period is notable for the elegiac genre, a short-lived but significant body of poetry which represents the poet as enslaved and entirely dominated by his mistress. This lectures examines the love poetry of Propertius and Ovid, and also looks at Ovid's controversial poem, *The Art of Love*, which trivialised the family values being promoted by Augustus, and was probably responsible for the harsh punishment imposed by the emperor: the poet's exile to the Black Sea.

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The research process



In this session we:



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- explored connections between the Additional Assessment Component and the specification.
- identified and examine strategies to conduct effective research.
- considered how to evaluate sources as part of the research process.



Lunch 1-2pm





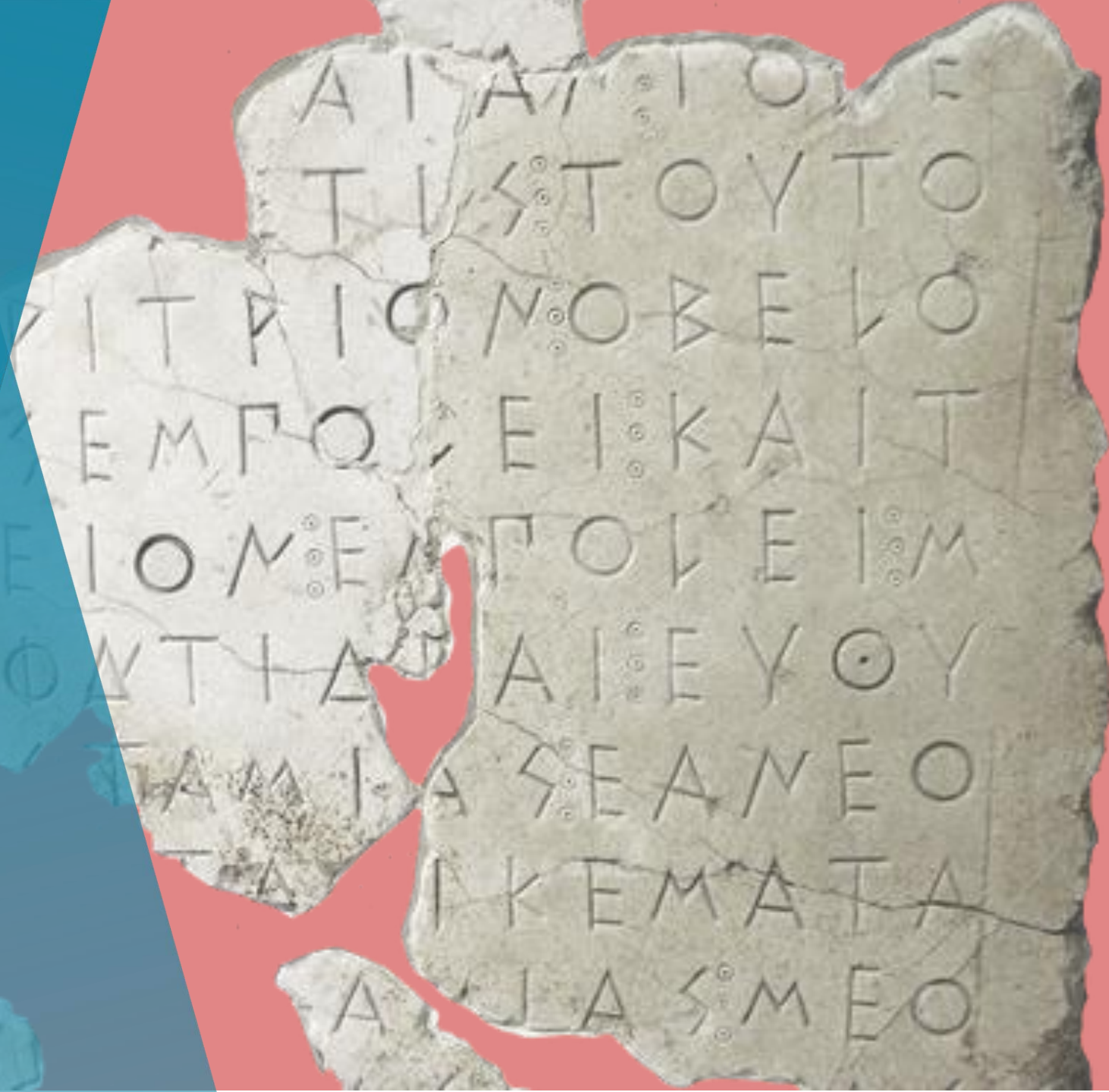
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Supporting the Professional
Learning of School Leaders
and Teachers

Session 3

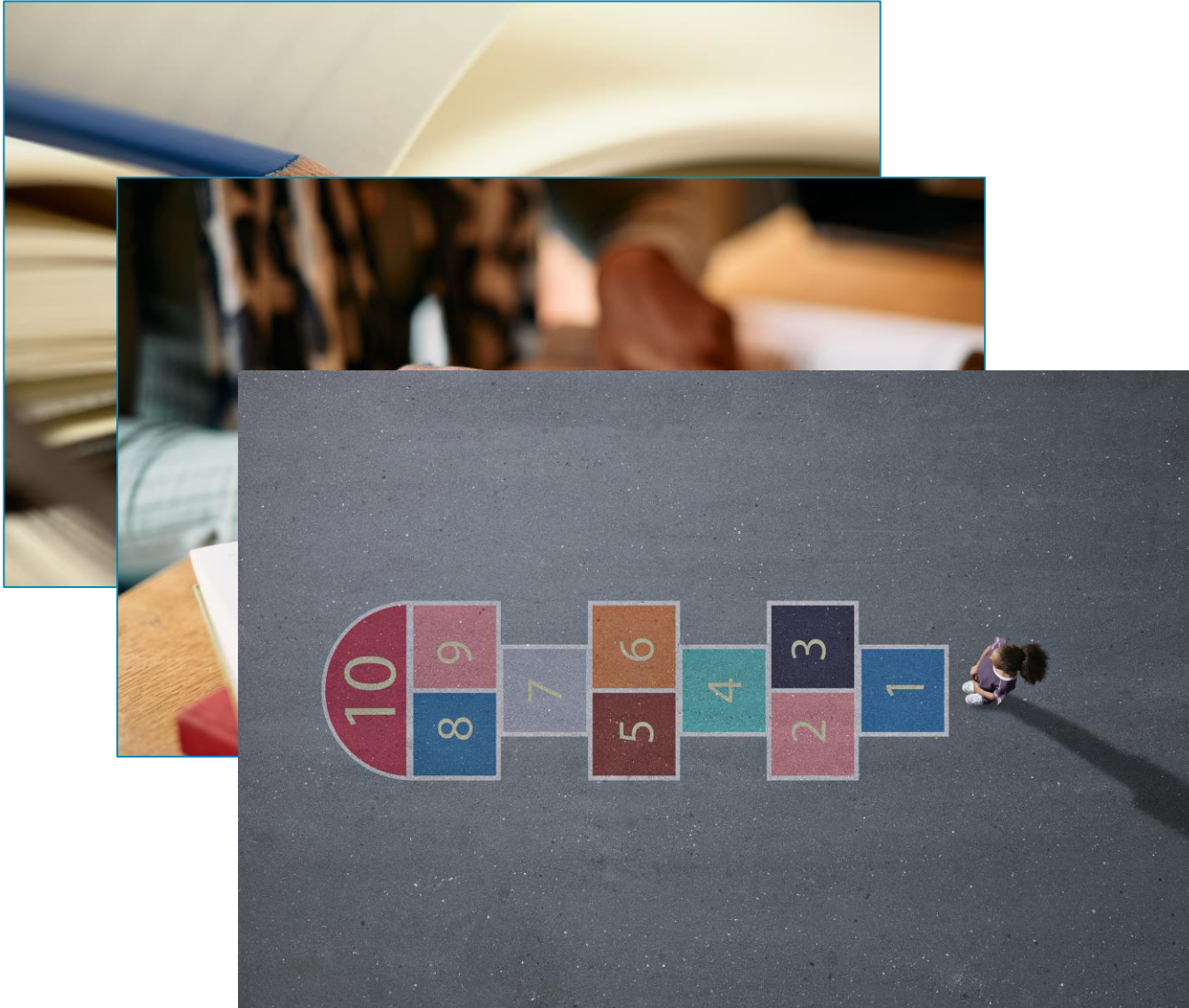
Understanding the role of the teacher, exploring the descriptors of quality and how to support students to reflect upon the research process



In this session we will:



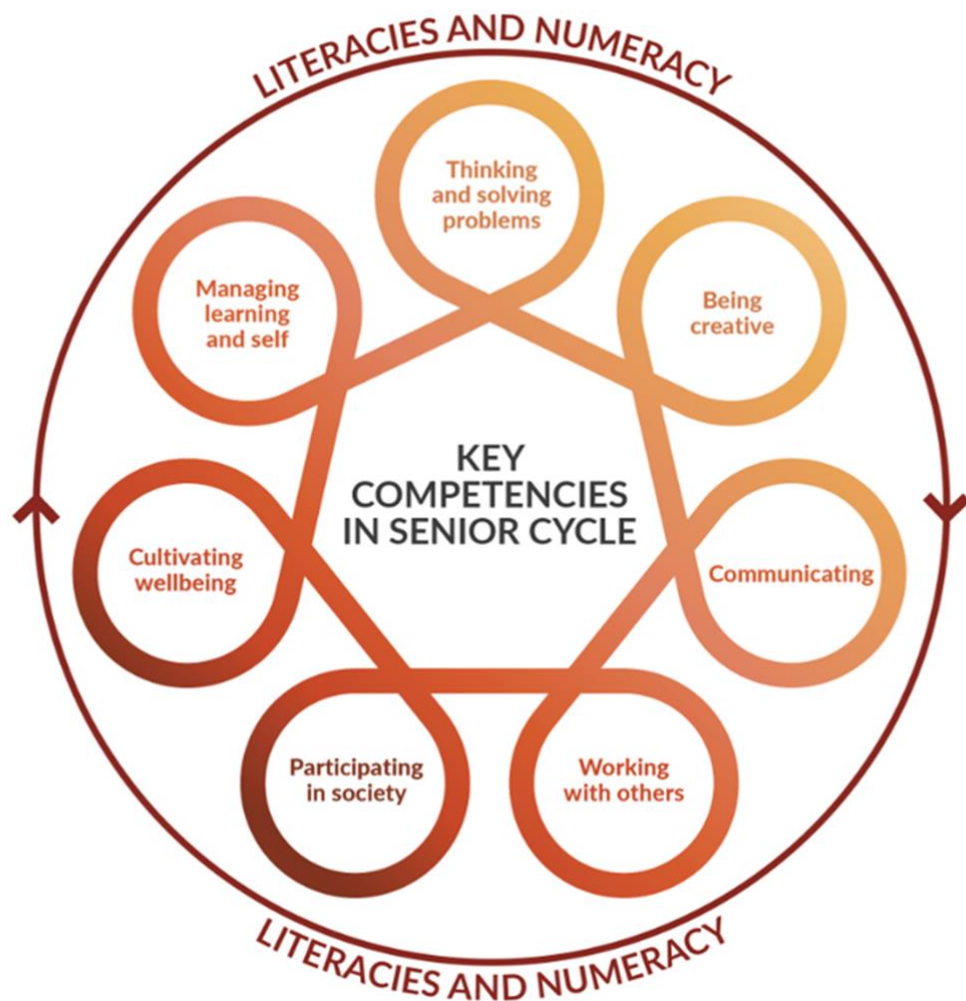
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- consider the role of the teacher and the importance of feedback as part of the research process.
- explore the descriptors of quality to support students with the writing process.
- consider how to support students to reflect upon the research process.



Key Competencies



Ancient Greek strands of study and learning outcomes

Strand 1 Ancient Greek Language

Understanding Ancient Greek texts

Students should be able to	Students learn about
1.1 explore a range of authentic, selected and contextualised Ancient Greek texts in a variety of genres and formats	<ul style="list-style-type: none">different text formats, such as narratives, plays, speeches, different types of poetry, inscriptions, graffiti, mottoesdifferent ways of reading, such as for pleasure, linguistic practice, research, interpretation, comparison
1.2 recognise a range of lexical items at the level of words, expressions and collocations in context	<ul style="list-style-type: none">the importance of learning words and expressions, and strategies to do thislexical phenomena such as idiomatic, poetic, colloquial expressions, metaphors
1.3 pronounce Ancient Greek words, phrases and sentences accurately enough to be understood, with appropriate intonation and rhythm	<ul style="list-style-type: none">how Ancient Greek may have sounded when it was a living languagethe importance of tone, stress, rhythm, metre
1.4 collaborate with others to understand Ancient Greek	<ul style="list-style-type: none">effective strategies for collaboration to support their own language development and that of their peers
1.5 explore vocabulary and grammatical rules by comparing and transforming phrases and sentences in Ancient Greek	<ul style="list-style-type: none">composition into Ancient Greekdistinguishing between stem and endinghow parts of words change to convey a range of meanings
1.6 create accurate and idiomatic translations of Ancient Greek sentences and passages	<ul style="list-style-type: none">applying knowledge of vocabulary, grammar and contextual information in a translation processhow the source and target language convey meaning differently
1.7 evaluate information contained in Ancient Greek texts for a particular purpose	<ul style="list-style-type: none">strategies to identify and evaluate specific factual or linguistic information: style, register, tone, mood, purposequestions, premises and claimsviewpoints and positionsarguments and conclusions
1.8 describe the content and structure of Ancient Greek texts in a range of ways	<ul style="list-style-type: none">ways to communicate knowledge and understanding such as summarising, listing, classifyingcreative ways of presenting their understanding of texts
1.9 evaluate different translations of a Ancient Greek text	<ul style="list-style-type: none">critical readingdifferent ways of conveying meaning through translationthe role of the translator as interpreter, mediator and creator
1.10 appreciate distinctive features and aims of Ancient Greek texts	<ul style="list-style-type: none">different text formats, such as narratives, plays, speeches, different types of poetry, inscriptions, graffiti, mottoesdistinctive literary techniques, formal features and figures of style

Strand 2 Literature in Context

Hellenic culture explored through Ancient Greek texts

Students should be able to	Students learn about
Research and discuss aspects of the plots, communities and cultures who have used Ancient Greek	<ul style="list-style-type: none">places, significant historical events, and people they encounter in Ancient Greek texts
Examine aspects of the diverse rural heritage and daily life of ancient Greece and the Hellenic world	<ul style="list-style-type: none">aspects such as myths and legends, the arts, traditions, religion, housing, cuisine
Examine what we can learn from ancient Greek texts about Greek values and attitudes	<ul style="list-style-type: none">Ancient Greek texts as sources of evidence for social hierarchy, status, social conventions, interpersonal relations, values, beliefs, customs, and attitudeswhat Greek authors' representation of others suggests about their norms and their ideas about what it means to be a Greek (alloi/male) citizen
1 critically discuss aspects of Greek identity, history, politics and culture	<ul style="list-style-type: none">formulating considered views and opinions on Greek topics based on primary and secondary sources
2 Use Ancient Greek texts to explore Greek cultural identity and representation and critically reflect how their own perceptions, biases and assumptions inform their understanding of Greek society	<ul style="list-style-type: none">literary and historical representations of the Greeks including stereotypes, biases and propaganda'otherness' in the Hellenic world, such as women, foreigners and slaves

SEC Brief

Getting Started

Delving Deeper

Planning and Researching Topic

Selecting Resources

Writing and Reviewing the Report

Reflection

Capstone Text

course to a stimulating and context-rich Ancient Greek text. For each examination year a circular will issue from the Department of Education relating to the prescribed material for examination. The circular will provide the title and author of the Capstone text with specified passages and guidance on general content (such as literary, cultural, historical aspects). The circular will also provide a list of grammatical forms and constructions prescribed for examination at Higher and Ordinary level.

Capstone Text

1.10 assess how Ancient Greek word choice, syntax, grammar and text structure may vary with genre, purpose, content, and period

how Ancient Greek appears differently to, for example, Attic or Koine texts, or in epic poetry and fables

How will you support your students with the writing process?



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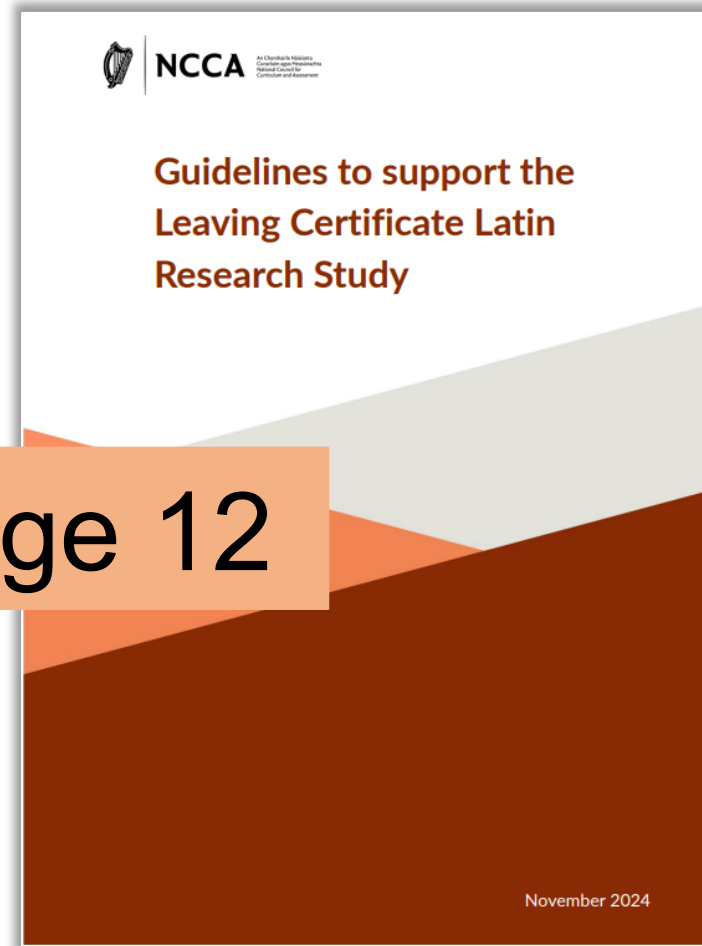
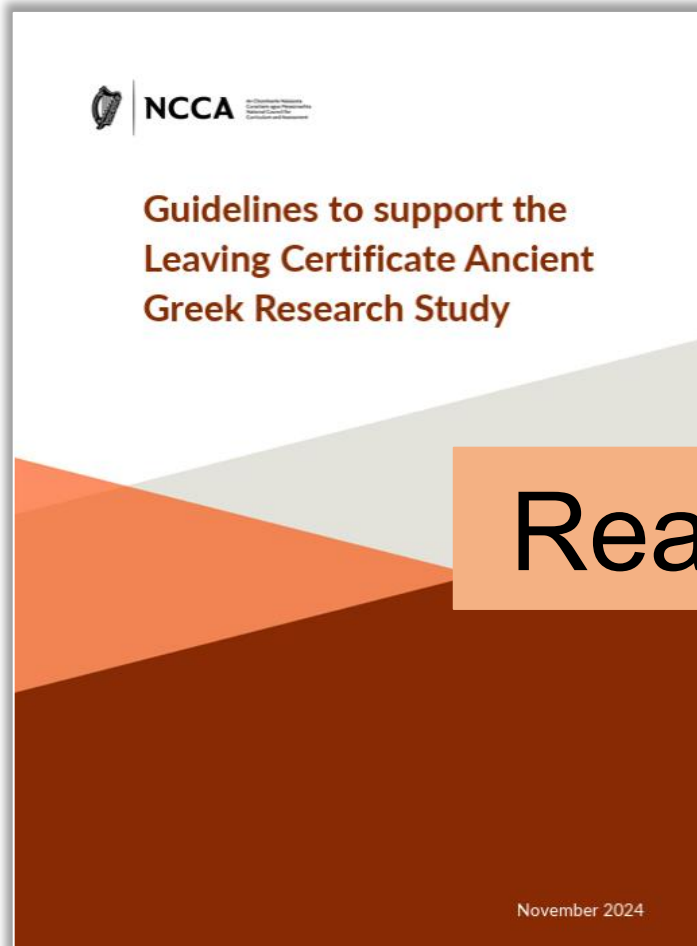
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Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Key Document: Guidance to Support the Research Study



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Read page 12

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Supporting the Professional
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Learner agency



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*“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.”*

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

*“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.”*

NCCA, 2016, p.13 Junior Cycle Classics Specification

*“Students are able to negotiate and reflect **on their learning**, thereby increasing **their autonomy and effectiveness as learners**. ”*

Looking at Our School, 2022, p.29
A Quality Framework
for Post-Primary Schools

What feedback encourages students to reflect and improve their enquiry and thinking skills?



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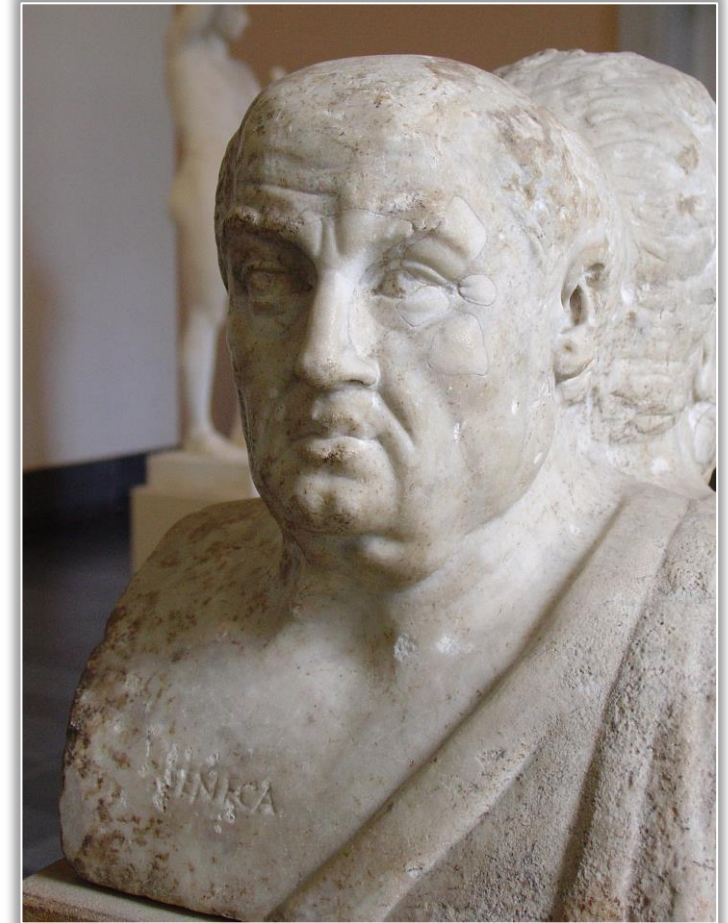


"A benefit consists not in what is done or given, but in the intention of the giver or doer."

Seneca the Younger, De Beneficiis, Book I,
section 6

"We were born to work together like feet, hands and eyes, like the two rows of teeth, upper and lower. To obstruct each other is unnatural. To feel anger at someone, to turn your back on him: these are unnatural".

Marcus Aurelius book 2 chapter 1 Meditations



Meaningful feedback



Oide

Focuses on the quality of the work

Relates to what success could look like

Identifies success and achievement

Indicates suggestions for improvement

Prompts student thinking

Allows time for improvement to take place

Descriptors of Quality

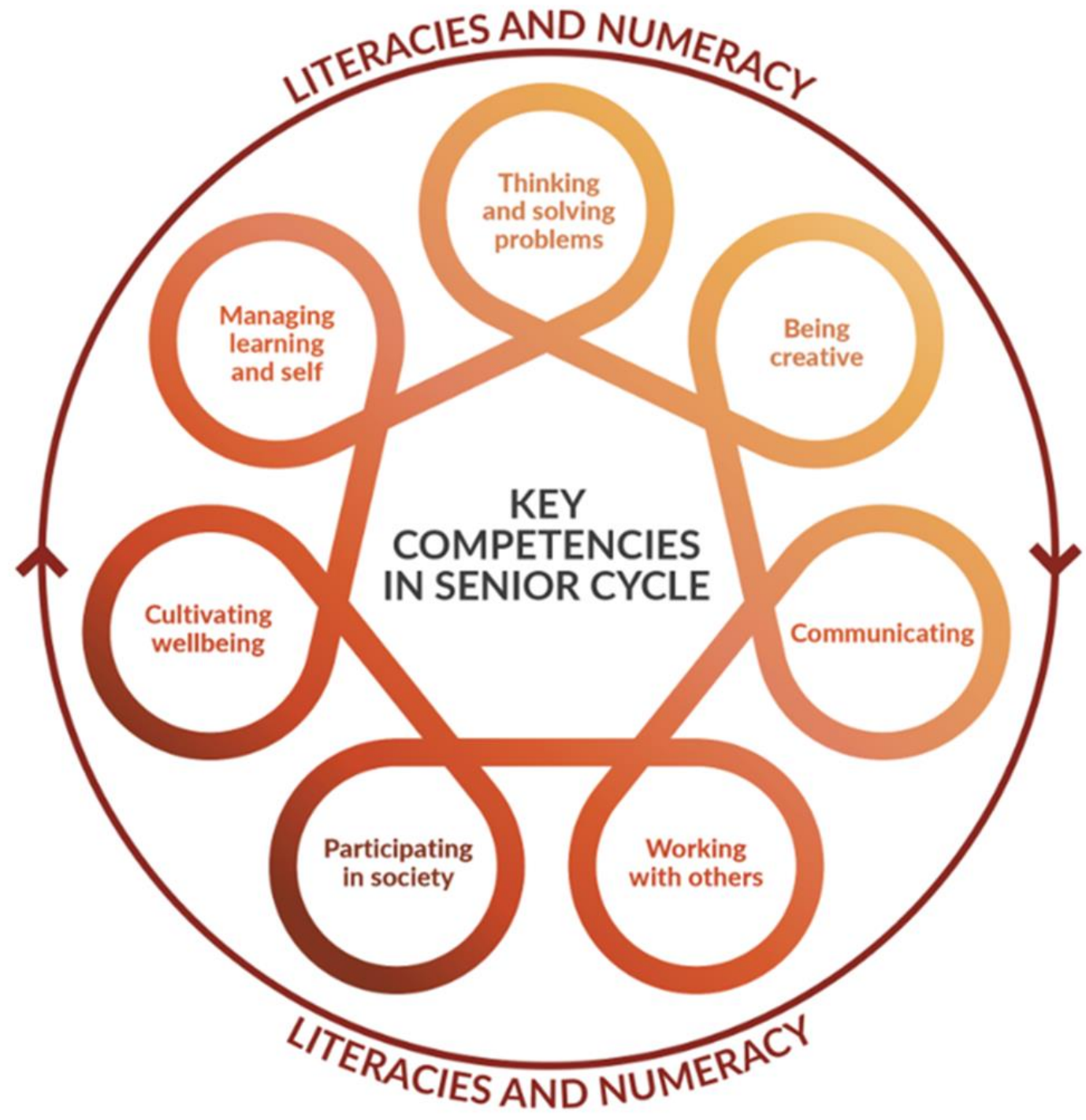
Students demonstrating a high level of achievement	Students demonstrating a moderate level of achievement	Students demonstrating a low level of achievement
<ul style="list-style-type: none">demonstrate well developed critical thinking in the form of language-based analysis	<ul style="list-style-type: none">demonstrate good critical thinking in the form of language-based analysis	<ul style="list-style-type: none">demonstrate some critical thinking in the form of language-based analysis
<ul style="list-style-type: none">display a thorough engagement with the chosen topic	<ul style="list-style-type: none">display a good engagement with the chosen topic	<ul style="list-style-type: none">display some engagement with the chosen topic
<ul style="list-style-type: none">show a highly developed knowledge and understanding of the topic	<ul style="list-style-type: none">show in the main a developed understanding and knowledge of the topic	<ul style="list-style-type: none">show some knowledge and understanding of the chosen topic
<ul style="list-style-type: none">present a laudable coherence of approach, content and structure in producing research findings	<ul style="list-style-type: none">present a coherence of approach, content and structure in producing research findings	<ul style="list-style-type: none">display a lack of coherence in the approach to content and structure in presenting research findings
<ul style="list-style-type: none">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	<ul style="list-style-type: none">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	<ul style="list-style-type: none">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
<ul style="list-style-type: none">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.	<ul style="list-style-type: none">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.	<ul style="list-style-type: none">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.

Feedback loop

What strategies do you use to provide feedback to support students becoming self-reflective and active agents in their learning?

What happens with the feedback you give?

Where are the opportunities for students to be self-reflective?





Stage 5: Writing and reviewing the Research Study Report

Research conducted should be organised into detailed items so that the student can analyse the material to ensure that credible evidence exists for the broader arguments and individual points made in the written piece. Students will present their findings in a Research Study Report. The arguments developed in their report should then be reviewed and questioned so that a cohesive and persuasive case can be presented. This involves critical thinking practices and drafting, reviewing and editing skills, all of which will assist in drawing up conclusions that will properly reflect the essence of what the research study is attempting to achieve.

The Research Study Report should then:

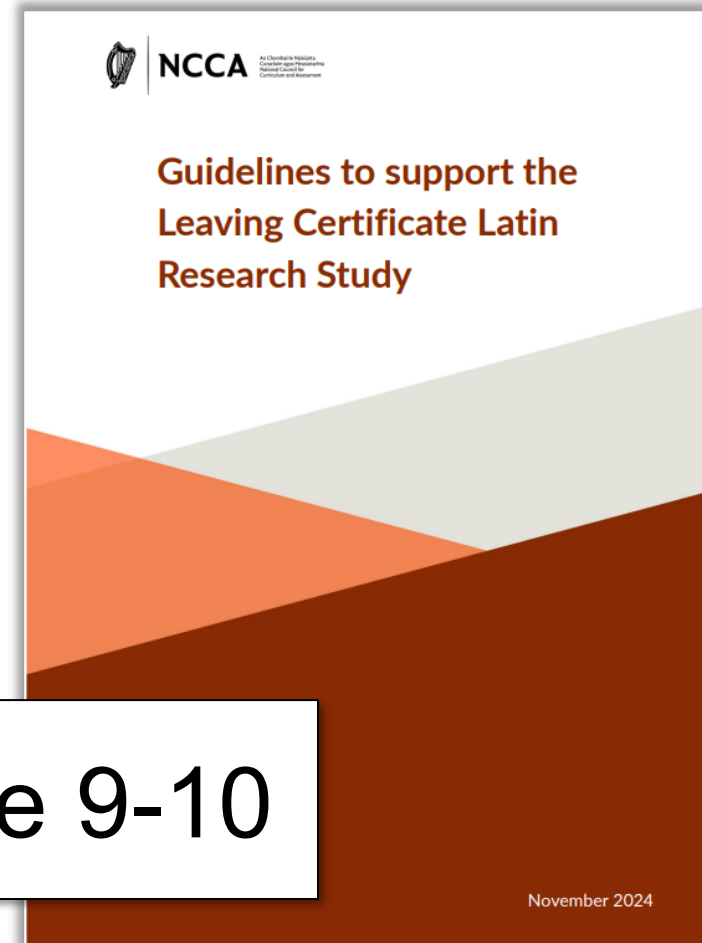
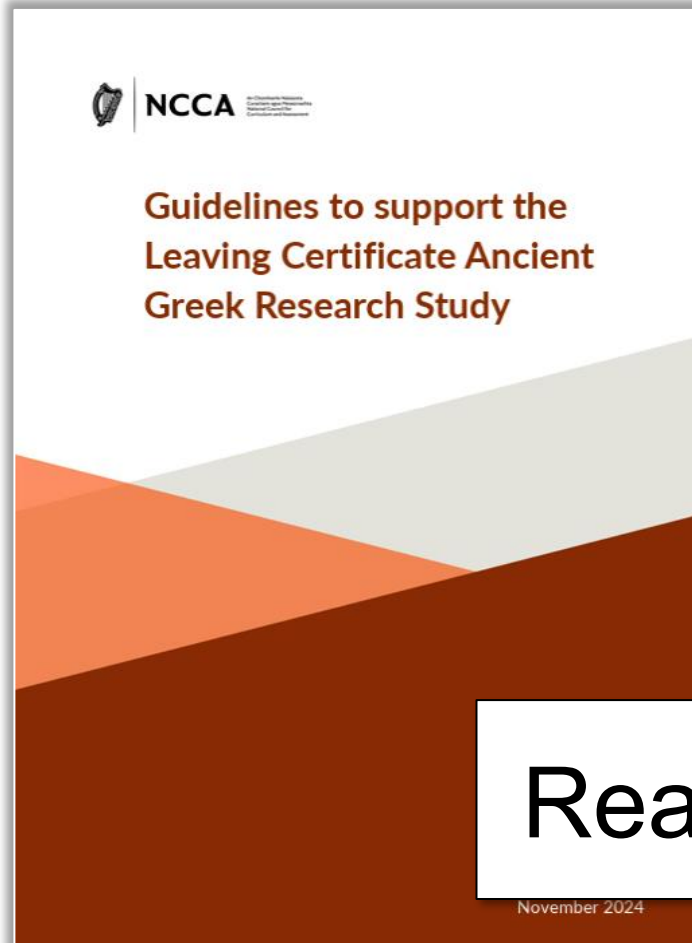
- follow instructions as provided by the annual brief
- be well-structured, logically argued and coherent
- clearly communicate and evaluate the research findings
- draw on the sources used in the process of research, with references and quotations as appropriate
- demonstrate how well, or to what extent, the student has achieved their aims
- conform to the features of academic writing and taking care to support stances or viewpoints with evidence.

Key Document

Guidance to Support the Research Study



Oide



Read page 9-10



Students demonstrating a high level of achievement	Students demonstrating a moderate level of achievement	Students demonstrating a low level of achievement
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Descriptors of Quality



Descriptors of Quality

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
<ul style="list-style-type: none">• demonstrate well developed critical thinking in the form of language-based analysis	<ul style="list-style-type: none">• demonstrate good critical thinking in the form of language-based analysis	<ul style="list-style-type: none">• demonstrate some critical thinking in the form of language-based analysis
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Descriptors of Quality

Reflection questions



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Stage 6: Reflection

Students should also be able to reflect on new knowledge, insights, understanding and skills acquired and how their thinking has changed as a result of undertaking the research study. The reflection should also allow for thoughts about the process of research itself and how well the approach to the research worked.

Develop 3 effective questions that you could ask your students to elicit responses that would enable students to match the quotation above.



For instance, students could consider some of the following:

- Have I acquired new knowledge and/or understanding about the Latin language?
- Is the new knowledge and/or understanding I have gained significant?
- Was my research process as effective as I could make it? What aspects did I do well and how could I improve in future research?
- Have I developed any skills through engagement with the research study? If so, how could such skill positively impact any future learning/experience?
- Has the undertaking of this research changed my thinking or opinions in any way?
- Has undertaking the research process raised other/new questions relating to my focus of enquiry?

At the end of this study students should be able to critically review the research process undertaken and offer thoughts on the experience of being a researcher. From the outset they should take the opportunity to discuss elements of their research study with their teachers who will give them guidance and direction on how their work is progressing. This allows for reflective practices which will inform and shape the research study.



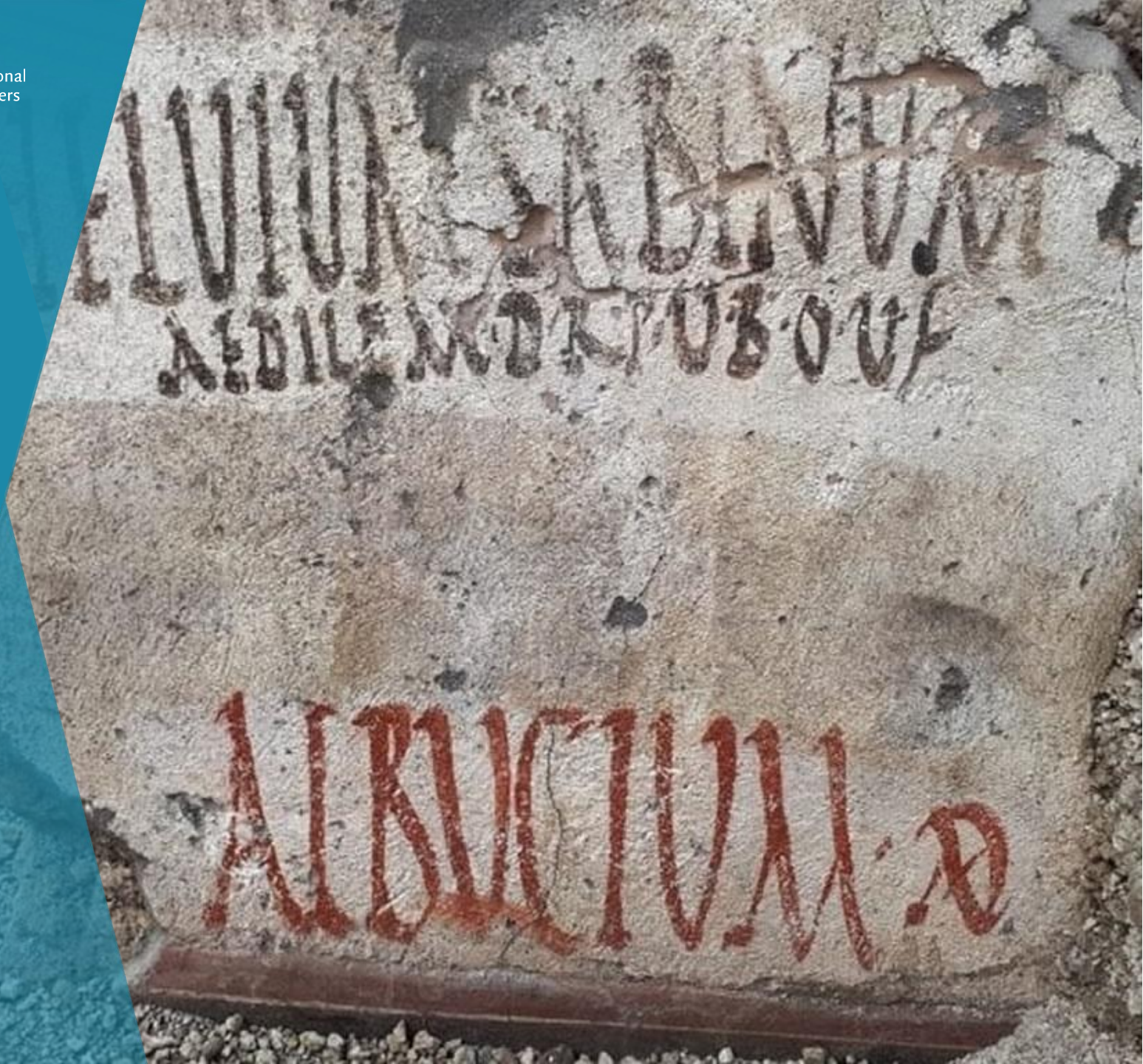
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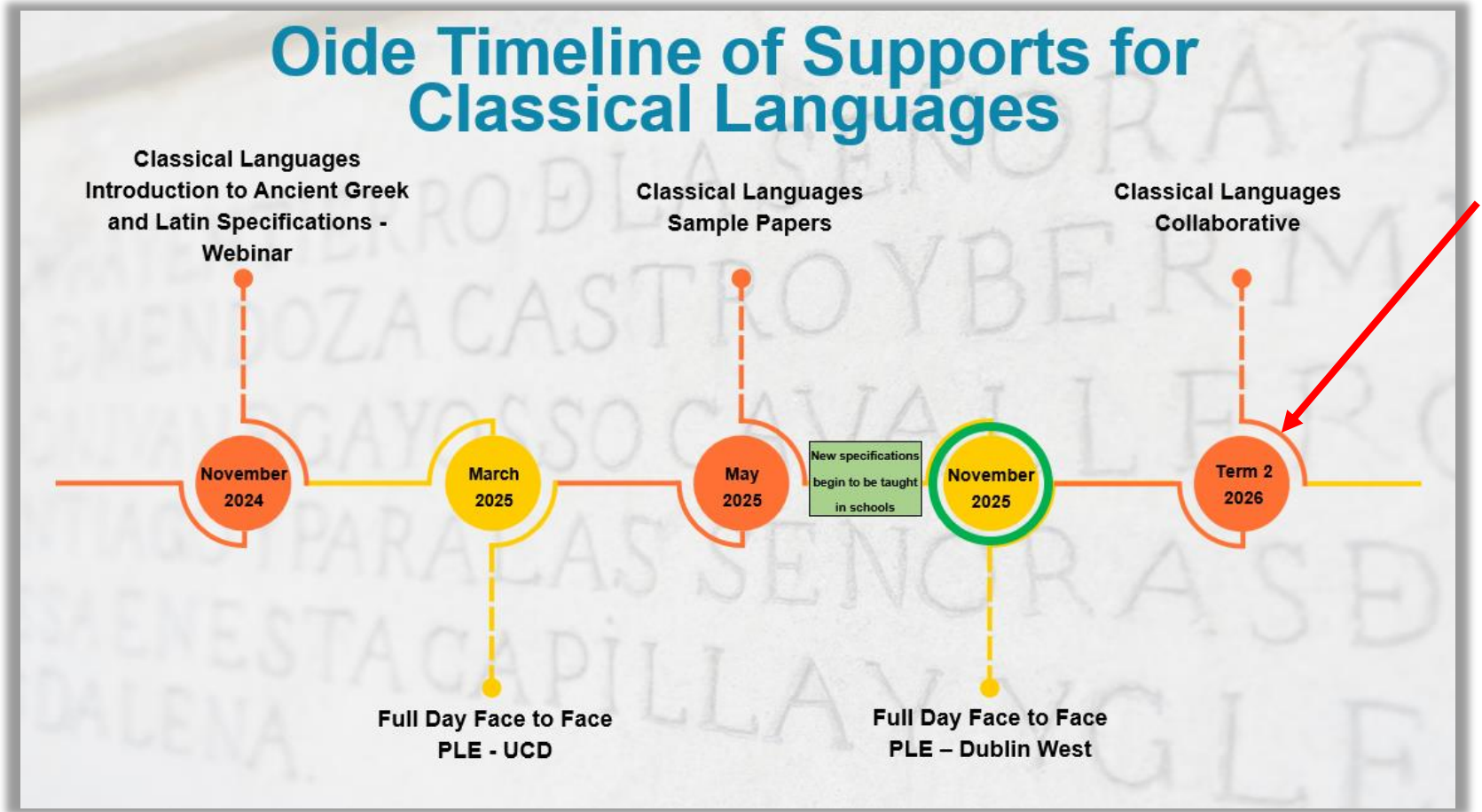
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Next steps

What are your next
steps on how to
support your
students?



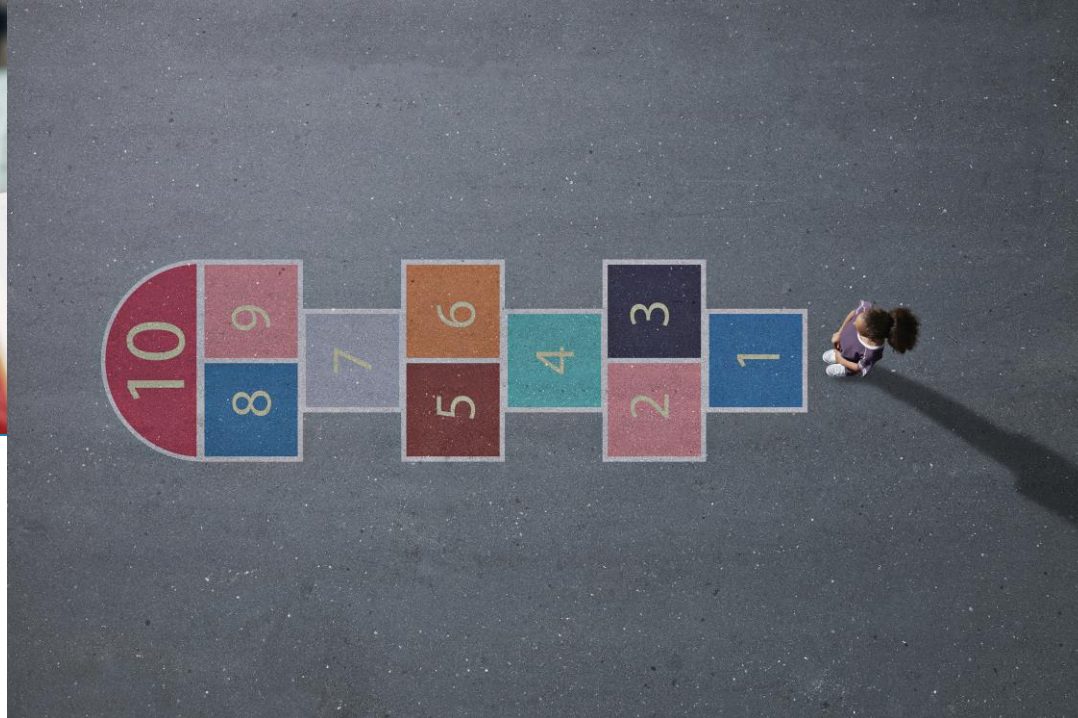
Format and submission of the Research Study Report



In this session we:



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- considered the role of the teacher and the importance of feedback as part of the research process.
- explored the descriptors of quality to support students with the writing process.
- considered how to support students to reflect upon the research process.



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What professional
support would be most
valuable at this stage?





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Additional supports



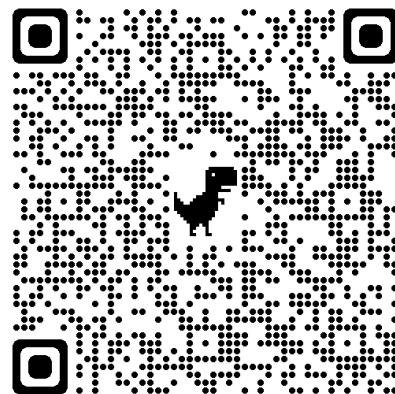
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