



Latin strands of study and learning outcomes

Strand 1 Latin Language

Understanding Latin texts

Students should be able to	Students learn about
1.1 explore a range of authentic, adapted and confected Latin 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, mottoes different 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 this lexical 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 sounded when it was a living language the importance of tone, stress, rhythm, metre
1.4 collaborate with others to understand Latin	<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 completing and transforming phrases and sentences in Latin	<ul style="list-style-type: none"> composition into Latin distinguishing between stem and ending how parts of words change to convey a range of meanings
1.6 create accurate and idiomatic translations of Latin sentences and passages	<ul style="list-style-type: none"> 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 Latin texts for a particular purpose	<p>strategies to identify and evaluate specific factual or linguistic information:</p> <ul style="list-style-type: none"> style, register, tone, mood, purpose questions, premises and claims viewpoints and positions arguments 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 knowledge and understanding such as summarising, listing, classifying creative ways of presenting their understanding of texts
1.9 evaluate different translations of a Latin text	<ul style="list-style-type: none"> 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 Latin texts	<ul style="list-style-type: none"> different text formats, such as narratives, plays, speeches, different types of poetry, inscriptions, graffiti, mottoes distinctive literary techniques, formal features and figures of style

Developing language awareness and analytical skills

Students should be able to	Students learn about
1.11 make sense of unfamiliar Latin words and word forms by considering the constituent parts of the word and the immediate and wider context	<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 know using contextual information to derive the meaning of words
1.12 recognise a range of linguistic patterns and structures in Latin and explain their use in context.	<ul style="list-style-type: none"> the concepts of morphology and syntax different word types, inflection, grammatical functions, word order spelling and punctuation conventions the constituent parts of words, notably roots, stems, prefixes, suffixes, endings
1.13 explain the reasoning that led them to a specific interpretation of a Latin 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
1.14 effectively use Latin 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
1.15 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 learning creating resources such as graphic organisers and flashcards
1.16 recognise similarities and differences in the way concepts are expressed and understood across different languages	<ul style="list-style-type: none"> abstract concepts in spheres such as gender, justice, personal relationships, occupations which have no direct equivalents in other languages, such as <i>virtus</i>, <i>otium</i>, <i>officium</i>
1.17 compare and contrast the languages they know to support their comprehension of Latin texts	<ul style="list-style-type: none"> the similarities and differences between linguistic patterns and lexical expressions in Latin and other languages
1.18 investigate the etymology of words derived from Latin in other languages they know	<ul style="list-style-type: none"> words derived from Latin or related to Latin words in languages such as English, Irish, and romance language
1.19 assess how Latin word choice, syntax, grammar and text structure may vary with genre, purpose, context, and period	<ul style="list-style-type: none"> how Latin appears differently, for example, classical and medieval text, or epic poetry and graffiti

Strand 2 Literature in Context

Latin literature

Students should be able to	Students learn about
2.1 give a response to Latin texts in a range of ways	<p>ways of responding to texts, such as:</p> <ul style="list-style-type: none"> relating events to personal values explaining the significance of events and settings making connections between a text and its context investigating characters and their relationships, attitudes, dilemmas and decisions
2.2 research the context of Latin 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 written finding and evaluating the reliability and relevance of information about Latin texts and their authors
2.3 explain specific aspects of a Latin text with reference to the text's various contexts	<ul style="list-style-type: none"> contexts which are relevant for understanding Latin texts, such as history, politics, ideology, philosophy, social norms, visual art, architecture and material culture
2.4 employ close reading to support their interpretation of a Latin 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
2.5 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
2.6 examine examples of reception of a Latin literary text	<ul style="list-style-type: none"> receptions of Roman literature, history and culture over time, including the portrayal of Romans in modern media, such as film, games and historical fiction
2.7 appreciate the continued importance of Latin as a language of literature, learning, science and religion over time, across the world and in Ireland	<ul style="list-style-type: none"> the survival and ongoing relevance of Latin since antiquity

Roman culture explored through Latin texts

Students should be able to	Students learn about
2.8 research and discuss aspects of the regions, communities and cultures who have used Latin	<ul style="list-style-type: none"> places, significant historical events, and people they encounter in Latin texts
2.9 examine aspects of the diverse cultural heritage and daily life of ancient Rome and the Roman world	<ul style="list-style-type: none"> aspects such as myths and legends, the arts, traditions, religion, housing, cuisine
2.10 examine what we can learn from Latin texts about Roman values and attitudes	<ul style="list-style-type: none"> Latin texts as sources of evidence for social hierarchy, status, social conventions, interpersonal relations, values, beliefs, customs, and attitudes what Roman authors' representation of 'others' suggests about their norms and their ideas about what it means to be a Roman (elite male) citizen
2.11 critically discuss aspects of Roman society, history, politics and culture	<ul style="list-style-type: none"> formulating considered views and opinions on Roman topics based on primary and secondary sources
2.12 use Latin texts to examine Roman cultural identity and self-representation and critically reflect on how their own perceptions, biases and assumptions inform their understanding of Roman society	<ul style="list-style-type: none"> literary and historical representations of the Romans including stereotypes, biases and propaganda "otherness" in the Roman world, such as women, foreigners and slaves

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 context-rich Latin 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 context (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.

