



An Roinn Oideachais  
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# Junior Cycle Classics

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# Introduction to junior cycle

Junior cycle education places students at the centre of the educational experience, enabling them to actively participate in their communities and in society, and to be resourceful and confident learners in all aspects and stages of their lives. Junior cycle is inclusive of all students and contributes to equality of opportunity, participation and outcome for all.

The junior cycle allows students to make a greater connection with learning by focusing on the quality of learning that takes place, and by offering experiences that are engaging and enjoyable for them, and are relevant to their lives. These experiences are of a high quality: they contribute directly to the physical, mental and social wellbeing of learners; and where possible, provide opportunities for them to develop their abilities and talents in the areas of creativity, innovation and enterprise. The junior cycle programme builds on students' learning to date and actively supports their progress; it enables them to develop the learning skills that will assist them in meeting the challenges of life beyond school.

# Rationale

Western thought and society has developed in diverse directions over the past two millennia but the classical world of ancient Greece and Rome remains its central well-spring. This makes Classics an important and exciting area of study today. The surviving body of Greek and Roman literature and material evidence provides us with a portal through which we can investigate, experience and reflect on the challenges and innovations, the ideas and ambitions of these seminal civilisations, without which our world would not be as it is today.

There are a multitude of ways through which a study of Greece and Rome can be initiated. This ranges from the study of the classical languages of Ancient Greek and Latin, or the study of classical texts in translation, to the study of archaeological remains. All allow immersion in a diverse range of fields and disciplines, including mythology, literature, language, history, drama, philosophy, politics, society, art and architecture.

Through learning a classical language we can appreciate its effectiveness as a means of communication between people in a society long ago, a society that is surprisingly recognisable but also in many ways different from our own. We can explore the language as a system, comparing its structures, forms and modes of expression with our own, and identify the Greek or Latin roots of words in current usage. We can evaluate its beauty and significance as a medium for the creation and development of major literary genres and key areas of intellectual endeavour, such as epic, lyric and dramatic poetry, history, oratory, philosophy, religion and mathematics. Students on the classical language pathway will develop an appreciation of the unique role that language plays in transmitting a picture of a society and how language reveals people's beliefs, values and expectations.

Studying classical sources in translation allows us explore the Greek and Roman worlds with a different emphasis. The classical studies pathway facilitates examination of a broad set of texts and enables a balanced evaluation of the contribution of different types of sources to our understanding of the ancient world, including art, architecture and archaeology. Students encounter some of the most striking, influential and engaging figures of Greek and Roman history and myth, and fine examples of classical art and architecture. They develop a picture of the classical world by studying epic, historical, dramatic and philosophical works in translation. They also engage with various aspects of ancient visual and material cultures, as they explore how the physical environment in which Greeks and Romans lived reveals their ideas, their ambitions and way of life.

Classics also stimulates learners to reflect on the 'human condition' and to question their own cultural heritage and capital, helping them become more informed and active local, national, and global citizens. Classical antiquity has bequeathed to us a great legacy of works that engage in striking, original and memorable ways with a wide range of abiding human dilemmas. The classical world as reflected in its poetry, literature, philosophy, art and architecture provides a manageable microcosm for the exploration of our own attitudes and ideologies. Being distant and yet close, because we owe so much to them, the ancient Greeks and Romans offer a compelling mirror to our own society.

Classics can bring joy and satisfaction in its study and there is an intrinsic pleasure in engaging with the topic. As a subject it nourishes and develops the imaginative and creative side in students, as well as stimulating empathy and self-reflection. Importantly, through engaging with the past, students develop an appreciation of the need to preserve and transmit it to future generations, in its own right and as a foundation for the present.

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# Aim

This Classics specification aims to contribute to the development of an appreciation of the civilisations of the ancient Greek and Roman worlds and the ancient Greek and Latin languages. The specification encourages student self-expression, promotes self-esteem and self-reflection, fires their imagination, encourages multicultural sensitivity, and therefore, supports the development of the whole person.

Students will develop the knowledge, skills and understanding necessary to engage with these unique civilisations, and in doing so, they will develop the visual literacy, critical skills and language competencies necessary to engage with today's diverse world.

# Overview: Links

The tables on the following pages show how Classics is linked to central features of learning and teaching outlined in the *Framework for Junior Cycle 2015*.

**TABLE 1: LINKS BETWEEN JUNIOR CYCLE CLASSICS AND THE STATEMENTS OF LEARNING**

The statement	Example of relevant learning
SOL 2: The student listens, speaks, reads and writes in L2 and one other language at a level of proficiency that is appropriate to his or her ability.	Students will engage in language activities and tasks that focus on acquiring an appropriate level of proficiency in a classical language, allowing them to appreciate key characteristics of the chosen language and its literature, and understand how languages work and evolve over time.
SOL 3: The student creates, appreciates and critically interprets a wide range of texts <sup>1</sup> .	Students will engage with the rich, entertaining and influential literary tradition of the classical world, reading and thinking critically about content, themes, and narrative styles as they explore a wide variety of written sources from inscriptions and graffiti to tragedy and epic.
SOL 5: The student has an awareness of personal values and an understanding of the process of moral decision making.	Students will examine a range of scenarios where historical and mythical characters make ethical decisions based on their values (both personal and cultural) and they will evaluate and debate these decisions.
SOL 6: The student appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which he/she lives.	Students will explore sources to identify important values, beliefs and traditions that informed Greek and Roman society, and will consider these in the context of their own culture and communities.
SOL 8: The student values local, national and international heritage, understands the importance of the relationship between the past and current events and the forces that drive change.	Students will explore the political, social and economic forces that can trigger societal change, such as balance of power, distribution of wealth, attitudes towards identity and approaches to cultural diversity.  Students will explore how the cultural traditions of ancient Greece and Rome have significantly influenced the art, architecture, literature, politics and philosophy of western society.
SOL 16: The student describes, illustrates, interprets, predicts and explains patterns and relationships.	Students understand patterns and relationships through engaging with aspects of etymology, by exploring conventions of story-telling, and comparing visual and verbal representations of mythical and historical characters.  They will examine how private and public spaces reflect social organisations and norms, and investigate the underlying structures of Greek and Roman culture.
SOL 23: The student brings an idea from conception to realisation.	Students work out a creative concept (such as a story or a representation of a building) and decide how to bring this to fruition. This process involves moving through brainstorming, discussing, researching, presenting, capturing, evaluating and reflecting.

<sup>1</sup> Texts can be, for example, an inscription; an excerpt from a myth, epic or tragedy; a piece of graffiti; visual images and narratives.

## Key skills

In addition to their specific content and knowledge, the subjects and short courses of junior cycle provide students with opportunities to develop a range of key skills. Figure 1 below illustrates the key skills of junior cycle. There are opportunities to support all key skills in this course but some are particularly significant.

**FIGURE 1: THE ELEMENTS OF THE EIGHT KEY SKILLS OF JUNIOR CYCLE**



Table 2 identifies some of the elements that are related to learning activities in Classics. Teachers can also build many of the other elements of particular key skills into their classroom planning.

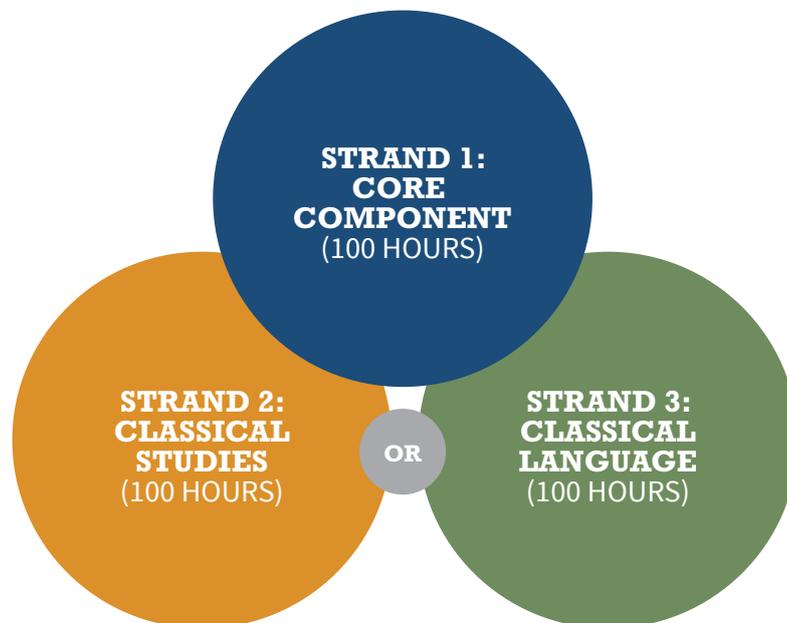
**TABLE 2: EXAMPLES OF LINKS BETWEEN JUNIOR CYCLE CLASSICS AND KEY SKILLS**

<b>Key skill</b>	<b>Example of key skill element</b>	<b>Examples of associated student learning activities</b>
Being numerate	Developing a positive disposition towards investigating, reasoning and problem-solving	Through engaging in meaningful and relevant research and reflecting on cultural representations and structures, students learn the benefits and experience the satisfaction associated with a systematic, logical and disciplined approach to investigation, reasoning and problem-solving.
Being literate	Developing my understanding and enjoyment of words and language	Students will deepen their language awareness through detailed enquiry into texts in a variety of forms. They will become more confident language users by expanding their vocabulary and learning the etymology of words. They will explore key words and terms from a variety of disciplines, such as literature, geography, history, philosophy, politics, art and architecture.
Managing myself	Being able to reflect on my own learning	Students learn to identify and reflect on personal strengths and weaknesses, consider their choices and decisions, seek help and be open to feedback in a way that facilitates revision and improvement. This will encourage students to take ownership of subject specific skills, concepts, and attitudes, and allow them to continuously develop and grow their abilities and interests.
Managing information and thinking	Thinking creatively and critically	Through epic, drama and other mythical and historical narratives, students explore the development and representation of character. They use appropriate critical vocabulary to evaluate and creatively respond to visual and verbal information, as they imagine, explore, explain, comment, summarise or refashion what they have heard, viewed or read.
Being creative	Learning creatively Imagining	Students can let their imagination run wild across many disciplines and activities, whether trying to reconstruct a building from its ruins, viewing daily life from the perspective of a Roman teenager, or staging a mythical scene.
Communicating	Discussing and debating	Students enjoy frequent opportunities to share, discuss and debate ideas on characters, values, attitudes, events and themes, and will learn to adopt a point of view and defend it responsibly and persuasively.
Working with others	Respecting difference	Students will learn to negotiate relationships with peers and teachers during group and collaborative activities. They will spend time actively listening to each other and sharing ideas honestly and sensitively; they will learn to respect and include the views and ideas of others.
Staying well	Being positive about learning	Students will engage in diverse, stimulating and meaningful learning activities and tasks that will inspire them and awaken their curiosity and enthusiasm for further study in classics and instil in them a positive disposition to learning and growing as a person.

# Overview: Course

The specification for junior cycle Classics gives students the opportunity to engage with the culture, literature, languages, art and material culture of ancient Greece and Rome in a variety of ways. The course comprises three strands, and students will study **two** out of these three strands. The first strand, **Core component**, will be taken by all students. Alongside this, students have the option of studying **either** the **Classical studies** component (strand 2) **or** the **Classical language** component (strand 3). Each strand is designed for 100 hours of student contact time.

FIGURE 2: THE STRANDS OF JUNIOR CYCLE CLASSICS



## Strands

### STRAND 1: CORE COMPONENT

In this strand, students will become familiar with key aspects of Greek and Roman culture by exploring mythical storytelling and examining the realities of daily life in the ancient world.

A selection of **myths** gives students an insight into the values, ideologies and customs of a culture and provides them with a unique context to explore important questions in an exciting and non-threatening context. Myths evoke questions about right and wrong and about the meaning of life; they reflect the hopes, fears and ambitions of civilisations. They are powerful in helping students recognise patterns in language, stimulating their powers of imagination and creativity, providing them with problem-solving and decision-making examples, and assisting them in developing skills in dialogue and collaboration.

The **daily lives** of the Greeks and Romans provide another accessible window into these ancient civilisations; their lives can be explored through a rich and varied set of sources, from architecture and artistic representations to graffiti and literary texts. Students will examine how people were educated, their daily rituals and routines, how individuals of different social status and gender fared in society, and the relationships between humans and the divine.

Understanding the contexts in which myths are created and gaining insights into the daily lives of people in the ancient world will help shape students' ability to interrogate and appraise their own values and attitudes, thus becoming more reflective in their relationships and more aware of their responsibilities towards others and as citizens of a community.

### STRAND 2: CLASSICAL STUDIES COMPONENT

In this strand, students learn about public life in the ancient world by examining the social dynamics of Greek epic and exploring how the public space of the city of Rome reflects Rome's status as capital and emblem of an empire.

In **The world of Achilles**, students investigate Homer's representation of a conflict among Greek leaders and these leaders' war against the city of Troy in the *Iliad*. Reading key sections of Homer's magnificent epic, students reflect on the decisions, actions and emotions of the hero Achilles. They compare Achilles to other heroes—both from the *Iliad* and the world of today—and contrast his anger with other ancient responses and with their own values and attitudes.

Through this lens, they investigate a 'heroic' code of behaviour in which aspirations to excellence, honour and fame are balanced by the need for dignity and compassion and the recognition of suffering, human cost, and mankind's mortality. Students will familiarise themselves with Homer's peculiar poetic devices and techniques, the mythical stories and places associated with the Trojan War; the *Iliad*'s intricate plot and its cast of characters, which they also investigate through visual sources.

In **Rome, centre of an empire**, Rome's grand and complex urban landscape gives students a lens into the public life, history and politics of a people who, between the 2nd century BC and 3rd century AD, conquered and held an empire stretching from the Irish Sea to the Persian Gulf. Students become familiar with key types of Roman public architecture and they study in depth three buildings, structures or sites, selected from Rome's plethora of administrative centres, leisure buildings, military structures and commemorative monuments. They explore these buildings' functions and imagine themselves as visitors at an historical event associated with them, such as a triumphal procession, a festival or gladiatorial games.

They investigate the Roman statesman or Emperor who commissioned them, and the practical and ideological reasons for their construction. Thus, they gain an impression of how the Romans shaped their metropolis into a capital that showcased their power and wealth and consider how this legacy is readily available for them to explore in their own home towns and cities. Studying key aspects of public life in the ancient world will help shape students' ability to interrogate the dynamics of modern society and their own social and physical environment.

### STRAND 3: CLASSICAL LANGUAGE COMPONENT

Students taking this strand learn either **Latin or Ancient Greek**, and through it gain access to the literature, thought and history of a civilisation at the roots of western culture. They learn to read, analyse and appreciate Latin or Ancient Greek texts, focusing on both the literary sphere of myth and the historical reality of daily life. They investigate many different kinds of texts, from stories, poems and staged dialogues to inscriptions, speeches and historical accounts. By translating, interpreting and creating these diverse texts, students engage in activities that help them appreciate Latin or Ancient Greek as a language which was spoken, heard and written by real people to communicate with each other.

They learn a language which has had a fundamental influence on western modern languages but which is substantially different from them. Comparison, systematic analysis, logical deduction and etymological association are therefore intrinsic parts of this strand. In addition to offering students the opportunity to enjoy the language of the Ancient Greeks or Romans, this strand also builds their confidence in their native and other languages, as well as strengthening analytical skills valuable to other subjects.

While the learning outcomes are set out under strand headings, this should not be taken to imply that the strands are to be studied in isolation. The students' engagement and learning are optimised by a fully integrated experience across strand 1 (the core component) and the other chosen strand (strand 2 or strand 3).

To give further emphasis to the integrated nature of learning, the outcomes for each strand are grouped by reference to elements. These elements are:

- reading narratives and exploring representations
- analysing structures, patterns, values and ideologies.

## Elements

### READING NARRATIVES AND EXPLORING REPRESENTATIONS

Students will explore the ancient Greek and Roman societies through the lens of their texts, literature and language, and through their art, architecture and material culture. In this element, they engage with how these different exponents of culture can be read and explored. They examine their nature, characteristics and value, and investigate how they represent and narrate the (his)stories of communities and individuals. Regarded together, they allow students to develop an understanding of how a culture functions, evolves, thrives, and interacts with others.

### ANALYSING STRUCTURES, PATTERNS, VALUES AND IDEOLOGIES

In this element, students will engage in learning activities that encourage them to consider the 'deep structures' of Greek and Roman culture, as they emerge from the narratives and representations they study. These structures include key beliefs and expectations, duties, relationships and social expectations; the motifs, themes and messages of stories; and the modes, categories and patterns of language. Students discover what they can learn about how a society functioned by interrogating the myriad of structures, behaviours and connections that they encounter and relate them to their own experience and their own world.

**FIGURE 3: THE INTEGRATED NATURE OF STRANDS AND ELEMENTS**



Junior cycle Classics has been designed for a minimum of 200 hours of timetabled student engagement across the three years of junior cycle. The Classroom-Based Assessments will be set at a common level and there will be a common level externally-assessed final assessment.

The Classics specification has been designed to assist teachers in planning meaningful and stimulating learning experiences for students that enable them to develop their knowledge, skills, understanding and values, as well as helping them develop their self-awareness as learners. Teachers can plan to focus on the development of key skills through student-centred activities, recognising that any one activity does not always enable students to develop the full range

of skills. Opportunities for more detailed and comprehensive activities can be included when students have developed the confidence and capacity to apply key skills in increasingly-complex scenarios.

This specification aims to maintain a balance between the depth and breadth of the study of the subject. This affords a certain amount of flexibility and freedom for teachers to facilitate learning in a way that reflects students' own choices, their curiosity and their creative spirit. The achievement of learning outcomes should be planned in a way that is active, stimulating and reflective of students' real-life experiences and expectations.

## Progression from primary to senior cycle

### PRIMARY SCHOOL CURRICULUM

Relevant areas of study related to Classics appear in the *Social, Environmental and Scientific Education: History* curriculum. References to the worlds of myths and legends and Greek and Roman civilisations are found in the programmes for third, fourth, fifth and sixth classes. Myths and legends fall under the strand heading of **Story**, while the Greeks and Romans are a unit of study within the strand of **Early people and ancient societies**. Throughout the history curriculum, the emphasis is on the development of particular historical skills and concepts including:

- working with evidence
- understanding time and chronology
- cause and effect
- exploring change and continuity
- being empathetic.

Regarding the unit of study on myths and legends, through engaging with this unit, the child should be able to:

- listen to, discuss, retell and record a range of myths and legends from various cultural, ethnic and religious backgrounds in Ireland and other countries
- discuss the chronology of events in the stories
- discuss the actions and feelings of the characters
- relate the myths and legends to the beliefs, values and traditions of the peoples from which they came
- discuss the forms of expression and conventions used in myths and their retelling (such as exaggeration, repetition, fantasy and caricature)
- explore and discuss common themes and features which are to be found in the myths and legends of different peoples
- express or record stories through oral and written forms, art, drama, movement and ICT.

Under the **Early peoples and ancient societies** strand, where the students might experience the worlds of the Greeks and Romans, the student will:

- examine critically and become familiar with evidence we have which tells us about these people, especially evidence of these people which may be found locally
- record the place of these peoples on appropriate timelines
- become familiar with some aspects of the lives of these peoples including food, farming, clothes, work, technologies, cultural or artistic achievements, leisure and pastimes, faith, beliefs/ religions and relationship of these people with other civilisations.

These ambitions and aims are very much aligned with the rationale of junior cycle Classics and addressed within the teaching and learning activities that will occur through the learning outcomes in this specification.

### SENIOR CYCLE

There are strong links to the syllabuses for Leaving Certificate Ancient Greek, Latin and Classical Studies. All of the knowledge and skills that students develop during their time in junior cycle link strongly with the Classical Studies and languages syllabuses at senior cycle. Gaining a critical understanding of how civilisations have evolved and how they are represented, developing an awareness of language as a lever of transferring knowledge and values, and questioning how this may impact on their own thinking and cultural awareness are all important skills for students as they move into senior cycle. Students who study either of the two classical languages for Leaving Certificate will benefit from the continuity and close alignment between the language skills of junior cycle. Building on the language learning outcomes of junior cycle Classics, the Leaving Certificate syllabuses aim to further develop learner autonomy and to assist students to develop strategies for effective language learning.

Junior cycle Classics exposes students to classroom activities that encourage collaboration, creativity, innovation and communication, all of which feature as part of the Leaving Certificate Vocational Programme (LCVP) and the Leaving Certificate Applied (LCA).

# Expectations for students

*Expectations for students* is an umbrella term that links learning outcomes with annotated examples of student work in the subject or short course specification. When teachers, students or parents looking at the online specification scroll through the learning outcomes, a link will sometimes be available to examples of work associated with a specific learning outcome or with a group of learning outcomes. The examples of student work will have been selected to illustrate expectations and will have been annotated by teachers. The examples will include work that is:

- exceptional
- above expectations
- in line with expectations.

The purpose of the examples of student work is to show the extent to which the learning outcomes are being realised in actual cases.

## Learning outcomes

*Learning outcomes* are statements that describe what knowledge, understanding, skills and values students should be able to demonstrate having studied Classics in junior cycle. The learning outcomes set out in the following tables apply to all students. As set out here they represent outcomes for students at the end of their three years of study. The specification stresses that the learning outcomes are for three years and therefore the learning outcomes focused on at a point in time will not have been 'completed' but will continue to support the students' learning in classics up to the end of junior cycle.

To support the exploration of the learning outcomes by teachers, parents and students, a glossary of the action verbs used in the specification is included in Appendix A. The outcomes are numbered within each strand. The numbering is intended to support teacher planning in the first instance and does not imply any hierarchy of importance across the outcomes themselves, nor does it suggest an order to which the learning outcomes should be developed in class. Junior cycle Classics is offered at a common level. The examples of student work linked to learning outcomes will offer commentary and insights that support differentiation and inclusive classroom practices.

## Strand 1: Core component: Myth

Elements	Learning outcomes
	<i>Students should be able to:</i>
<b>Reading narratives and exploring representations</b>	<ol style="list-style-type: none"> <li>1.1 create a visual representation of a myth that captures their favourite theme, motif or message and share this with their classmates</li> <li>1.2 investigate how gods/goddesses and heroes/heroines are represented in visual sources</li> <li>1.3 examine the storytelling techniques and conventions of plot and character development used in mythical stories</li> <li>1.4 act as a storyteller by retelling myths in their own words using appropriate vocabulary and style</li> <li>1.5 collaborate with their classmates to create a myth or story, considering the appropriate conventions and the messages to be conveyed</li> </ol>
<b>Analysing structures, patterns, values and ideologies</b>	<ol style="list-style-type: none"> <li>1.6 explore the motifs, themes, values and messages of myths</li> <li>1.7 discuss the attitudes towards gender and sexual norms that myths reflect</li> <li>1.8 select central and favourite moments from myths, and evaluate characters' decisions and actions at those moments</li> <li>1.9 recognise that there are different versions of myths and explore the reasons for these differences</li> <li>1.10 recognise and explain expressions associated with Greek and Roman myths and use these appropriately in other contexts (for example, <i>Achilles heel</i>, <i>Pandora's box</i>)</li> </ol>

## Strand 1: Core component: Daily life

Elements	Learning outcomes
<i>Students should be able to:</i>	
<b>Reading narratives and exploring representations</b>	<p>1.11 examine the daily life of a young person living in the ancient world and compare this with the life of a young person today (for example, education, recreational activities, friendships)</p> <p>1.12 examine what we can learn from archaeological and visual evidence about daily life in the ancient world</p> <p>1.13 create a visual representation of a Greek or Roman home describing the functions of the various rooms and areas</p> <p>1.14 collaborate with their classmates to examine a selected occupation in the ancient world (for example a farmer, priestess, teacher, soldier, sailor or midwife)</p> <p>1.15 explore the experience of individuals of different social status in Greek and Roman society (for example male and female, citizen and non-citizen, free and slave, wealthy and poor)</p>
<b>Analysing structures, patterns, values and ideologies</b>	<p>1.16 investigate common religious beliefs, practices and daily rituals, considering their purpose and how they were experienced</p> <p>1.17 explore the rules, duties and relationships in Greek, Roman and modern households</p> <p>1.18 collaborate with their classmates to recreate an aspect of daily life in the ancient world (for example, dining, playing, praying, attending an event or going to school)</p> <p>1.19 discuss the difference between the relationships and behaviour of gods/goddesses and humans in myths and the norms and expectations of daily life in the ancient world</p> <p>1.20 recognise and explain common Greek and Latin terms associated with daily life and their modern derivations (for example, <i>domus</i>, <i>familia</i>, <i>oikos</i>, <i>paterfamilias</i>)</p>

## Strand 2: Classical studies component: The world of Achilles

Elements	Learning outcomes
	<i>Students should be able to:</i>
<b>Reading narratives and exploring representations</b>	2.1 explain the mythological background to the Trojan War
	2.2 illustrate, with examples, poetic devices and techniques that are characteristic of epic poetry (for example, epithets, similes, digressions, repetition)
	2.3 identify key sites associated with the <i>Iliad</i> and its historical background on a map
	2.4 create a portfolio of key characters in the <i>Iliad</i> in collaboration with their classmates
	2.5 investigate how characters from the <i>Iliad</i> are represented in visual sources (for example ancient vases and sculpture, modern paintings and films)
	2.6 compare the <i>Iliad's</i> depiction of heroes with the depiction of non-combatants affected by the Trojan War (for example, parents, women and servants)
<b>Analysing structures, patterns, values and ideologies</b>	2.7 evaluate Achilles' decisions and actions in comparison with the decisions and actions of other heroes in the <i>Iliad</i>
	2.8 recognise and explain common Greek concepts and words associated with Homeric epic (for example, <i>timé</i> , <i>kleos</i> , <i>aidós</i> , <i>areté</i> , <i>pathos</i> )
	2.9 examine the relationship between gods/goddesses and mortals in the <i>Iliad</i>
	2.10 create a code of honour for modern day heroes/heroines with reference to the Homeric code
	2.11 discuss other ancient sources that deal with anger (for example, Aristotle, Plutarch, Seneca) in relation to the <i>Iliad's</i> engagement with this emotion

## Strand 2: Classical studies component: Rome, centre of an empire

Elements	Learning outcomes
<i>Students should be able to:</i>	
<b>Reading narratives and exploring representations</b>	2.12 identify types of Roman public architecture (for example, aqueduct, triumphal arch, amphitheatre, baths)
	2.13 examine the functions and uses of three chosen buildings, structures or public spaces
	2.14 imagine themselves at an event or activity associated with each of the three selected locations, commenting on what is happening and why, and who is present
	2.15 collaborate with their classmates to create a representation of their favourite Roman building, structure or site
	2.16 recognise and explain common terms associated with Roman architecture (for example, <i>thermae</i> , <i>portico</i> , <i>capital</i> , <i>aqueduct</i> , <i>dome</i> )
<b>Analysing structures, patterns, values and ideologies</b>	2.17 explore Roman history, society and public life through public buildings, structures and spaces
	2.18 investigate the careers and political goals of the historical figures who commissioned the chosen buildings, structures or spaces
	2.19 compare a building in their local area with a building in Rome
	2.20 debate the usefulness and limitations of different types of historical sources (for example, art, architecture, inscriptions and literature)

## Strand 3: Classical language component

Elements	Learning outcomes
	<i>Students should be able to:</i>
<b>Reading narratives and exploring representations:</b> understanding and appreciating texts in Latin or Ancient Greek	3.1 recognise the meaning of frequently-used words and phrases 3.2 interpret the general sense of a text on familiar topics 3.3 identify specific information in texts on familiar topics 3.4 discuss original literary texts with their classmates 3.5 independently create accurate translations of sentences and passages of limited complexity on familiar topics, annotated and adapted as appropriate 3.6 pronounce words, phrases and simple sentences accurately enough to be understood, with appropriate intonation 3.7 recognise (in listening), frequently-used words and phrases related to areas of immediate relevance and experience 3.8 explore vocabulary and grammatical rules by writing, completing and transforming phrases and simple sentences 3.9 examine what we can learn from the language about the social roles, conventions and values of daily life 3.10 identify and explore with their classmates the language resources available through a range of media
<b>Analysing structures, patterns, values and ideologies:</b> developing language awareness and analytical skills	3.11 recognise, describe and use language patterns such as word types, inflection, grammatical functions, word order, spelling and punctuation conventions 3.12 explain the logical reasoning that led them to a specific interpretation of a phrase or sentence 3.13 deduce the meaning of unfamiliar words and word forms by relating them to words and word forms they know and the context in which they occur 3.14 recognise how word choice, syntax, grammar and text structure may vary with genre, purpose and context, and may also change over time 3.15 compare the vocabulary and grammar of the target language with that of other languages they know, making connections and distinctions as appropriate 3.16 investigate the etymology of words in modern languages which are derived from Latin or Ancient Greek 3.17 monitor and assess their own language confidence and language-learning strategies, using feedback to reflect on what they need to improve and to set goals for improvement 3.18 collaborate with their classmates to create language learning resources and share these

# Assessment and reporting

Assessment in education involves gathering, interpreting and using information about the processes and outcomes of learning. It takes different forms and can be used in a variety of ways, such as to record and report achievement, to determine appropriate routes for learners to take through a differentiated curriculum, or to identify specific areas of difficulty or strength for a given learner. While different techniques may be employed for formative, diagnostic and summative purposes, the focus of the assessment and reporting is on the improvement of student learning. To do this it must fully reflect the aim of the curriculum.

The junior cycle places a strong emphasis on assessment as part of the learning process. This requires a more varied approach to assessment in ensuring that the assessment method or methods chosen are fit for purpose, timely and relevant to the students. Assessment in junior cycle Classics will optimise the opportunity for students to become reflective and active participants in their learning and for teachers to support this. This rests upon the provision for learners of opportunities to negotiate success criteria against which the quality of their work can be judged by peer, self, and teacher assessment; and upon the quality of the focused feedback they get in support of their learning.

Providing focused feedback to students on their learning is a critical component of high-quality assessment and a key factor in building students' capacity to manage their own learning and their motivation to stick with a complex task or problem. Assessment is most effective when it moves beyond marks and grades, and reporting focuses not just on how the student has done in the past but on the next steps for further learning. This approach will ensure that assessment takes place as close as possible to the point of learning. Final assessment still has an important role to play, but is only one element of a broader approach to assessment.

Essentially, the purpose of assessment and reporting at this stage of education is to support learning. Parents/guardians should be given a comprehensive picture of student learning. Linking classroom assessment and other assessment with a new system of reporting that culminates in the awarding of the Junior Cycle Profile of Achievement (JCPA) will offer parents/guardians a clear and broad picture of their child's learning journey over the three years of junior cycle. To support this, teachers and schools have access to online assessment support material. Along with the guide to the Subject Learning and Assessment Review (SLAR) process, this focuses on learning, teaching and assessment support material, including:

- formative assessment
- planning for and designing assessment
- ongoing assessments for classroom use
- judging student work – looking at expectations for students and features of quality
- reporting to parents and students
- thinking about assessment: ideas, research and reflections
- an assessment glossary.

The contents of the online support material include the range of assessment supports, advice and guidelines that enable schools and teachers to engage with the new assessment system and reporting arrangements in an informed way, with confidence and clarity.

## Assessment for the JCPA

The assessment of Classics for the purposes of the Junior Cycle Profile of Achievement (JCPA) will comprise two Classroom-Based Assessments, and a final examination. In addition, the second Classroom-Based Assessment will have a written Assessment Task that will be marked, along with the final assessment, by the State Examinations Commission. Students will complete a Classroom-Based Assessment for strand 1 (towards the end of second year) and then a second Classroom-Based Assessment for **either** strand 2 (the classical studies component) **or** strand 3 (the classical language component) in term two of third year. All assessments will be at a common level.

## Rationale for the Classroom-Based Assessments in Classics

The Classroom-Based Assessments for junior cycle Classics are distinct markers in the student's learning journey, while still being an integral part of ongoing assessment and routine classroom practice. In this way they are similar to the formative assessment that occurs in the ebb and flow of classroom interaction that occurs every day in class. However, in the case of the Classroom-Based Assessments, the teacher's judgement is recorded for the purpose of subject learning and assessment review, and for the purpose of reporting to parents and students.

Junior cycle Classics will have three Classroom-Based Assessments, and students must undertake two of these, in line with their chosen strands. The Classroom-Based Assessments will relate to the students' work during the second and third years of junior cycle education.

The Classroom-Based Assessments will provide an opportunity and vehicle for students to:

- collaborate with others on creative endeavours
- research information using an appropriate variety of methods
- express themselves in a non-verbal context
- communicate effectively and with confidence
- develop an understanding of the relationship between the classical world and their own world
- reflect on their progress and their choices.

## Classroom-Based Assessment 1: Storytelling using myth

As long as there have been people, there have been stories. From the stories told in paintings on ancient caves to the bedtime stories told to young children, stories make up our history and guide our future. They are powerful and are a part of every culture. They can teach morals, they can teach history. They can entertain us. They can make us think about things in ways we've never thought of them before. They can make us laugh. They can make us cry. Telling stories is a large part of what makes people connected to each other.

Storytelling has many key values for both the individual telling the story and the people listening to the story being told. Among the values that storytelling instils in its participants, is that it hones our literary and imaginative skills. We improve our ability to listen, speak, imagine and create stories. Storytelling broadens our awareness of our own as well as other cultures, allows us to understand ourselves better, and gives us a sense of belonging to a group.

Storytelling is also powerful in helping students recognise patterns in language, stimulating their powers of creativity, providing them with problem-solving and decision-making examples, and assisting students in developing skills in dialogue and co-operative interpersonal behaviour. There are many different types of stories, which are told for many different purposes. Mythology is one aspect of this wonderful world of storytelling.

Mythology is the world's oldest form of storytelling and myths are best described as stories or sets of stories holding significant symbolic meaning for a particular culture. Myths give us stories about civilisations and their struggles to survive and tell us about their victories against greed and evil. They often feature gods and goddesses, demigods, supernatural heroes/heroines and humans. They convey spiritual experiences and established belief systems, cultural traditions and behavioural models and are filled with symbolic meaning.

In this Classroom-Based Assessment, students develop their own storytelling abilities by applying the techniques of storytelling to create their own myth, prepare storytelling guides, adapt an existing myth or perform a myth for an audience. When creating a myth, or adapting an existing myth to a new context, students will learn how to bring an idea from concept to realisation. The myth can be presented in a modern context, or in the context of the ancient world, but must adhere to the conventions and techniques of writing a myth as explored in the classroom.

Through this Classroom-Based Assessment, students will explore:

- the benefits and purposes of using myth as a form of storytelling
- the key features of a well-told myth
- how to develop a myth and prepare it for an audience
- how to develop and refine their storytelling ability through the medium of myth.

Students can present their myth in a variety of ways, approaches, or in any way that reflects the essence of what it is they are trying to tell; the message or moral they are trying to get across. The following options could be explored by students:

- act out a story or myth
- write a version of a myth
- write their own myth
- adapt an existing myth or legend
- create a cartoon or a graphic novel of a legend or a myth
- present a myth in a visual style.

This list is not intended to be exhaustive, but serves to suggest an approach or a style that the student may wish to work in. The options above can overlap; there is no restriction on the choice that the students can make. The story can be presented in written, digital, visual or audio form, or any other format that is deemed suitable by the student and appropriate for capturing the essence of their ideas.

Underlying this Classroom-Based Assessment is a focus on the exploration of the purpose and understanding of myth as a form and medium of storytelling.

This Classroom-Based Assessment will be completed by all students towards the end of second year.

## Classroom-Based Assessment 2 (strand 2): Rome, centre of an empire

**This Classroom-Based Assessment is to be completed by those students who have chosen strand 2, the classical studies component.**

This Classroom-Based Assessment has two priorities: to offer students the opportunity to engage in independent research, and to develop their communication and collaboration skills.

In this Classroom-Based Assessment, students will compile a record of their imagined **visit to a public building**<sup>2</sup> in the city of Rome. This building should be one that was **not** studied as part of strand 2 (the classical studies component). The student (either as a lone traveller or with their friend) has left their small country village for a day and is excited to be visiting the metropolis of Rome. Students should select a building that is associated with a leisure activity, or with the current political leader or emperor, and provide a full record of their experience of visiting that building or attending an event at that building.

The record could (for example) illuminate for the reader the following:

- who was responsible for sanctioning this building or project, and why
- what other buildings were approved by the same emperor/leader
- give some interesting anecdotes about the life of that leader/emperor
- who normally attends the venue
- what is the purpose and function of the building
- what did you do there
- what is the layout of the interior and the exterior
- reference some piece of literature where this building is mentioned.

The record should be accompanied by a model or other visual representation of the building to support the description of the structure, the grounds, and the various rooms.

This can be presented in any format. For example, this could be a blog, a vlog, an article for a website, a poster, a newspaper report, an interview or a presentation to a town leader.

Students may work on the Classroom-Based Assessment in pairs or groups. However, it is the individual role and contribution of the student that is the focus of assessment for the JCPA.

## Classroom-Based Assessment 2 (strand 3): Student language portfolio

**This Classroom-Based Assessment is to be completed by those students who have chosen Strand 3, the classical language component.**

Over the three years of junior cycle, each student will develop a language portfolio. The student language portfolio focuses on the process of learning the classical language and places the learner at the centre of teaching, assessment and learning. It provides the classical language student with an opportunity to set personal learning goals, to engage with and reflect on their language learning and to develop and document their exploration of the links between the classical language and classical culture, thereby supporting the learning outcomes in strand 1 (the core component).

The student language portfolio includes a broad range of items, such as written texts, projects, audio-visual materials, learning logs, student reflections and learning goals. Students may present their texts in different formats—handwritten, digital, multi-modal, or any other format that is deemed suitable by the student and appropriate for capturing the essence of their ideas and thoughts.

<sup>2</sup> The term 'building' can be interpreted to include a structure, venue, building or public space.

This Classroom-Based Assessment offers students a chance to celebrate their achievements as language learners in a variety of media by choosing three pieces from the portfolio they have compiled over time and presenting them for assessment.

The portfolio might include the following options:

- a song or mnemonic to help remember verb endings or case meanings
- word families to help with recognising Latin vocabulary and/or English etymology
- articles in English that are analysed to identify words with Greek/Latin roots
- a dialogue in the classical language
- a strategy for tackling translations of original texts
- a commentary on the language of an authentic piece of literature studied in the classical language
- a brief composition in a text-type with which the ancient languages are commonly associated (for example, a family motto, a piece of graffiti or grave inscription)
- a comic strip on a chosen topic.

Students will select three items from their portfolio for assessment in this Classroom-Based Assessment. One piece must be related to language acquisition, one must be related to authentic texts, and the third must be related to classical civilisation. This last item needs to include a linguistic component, but does not have to focus solely on the target language.

### Features of quality

The features of quality support student and teacher judgement of the Classroom-Based Assessments and are the criteria that will be used by teachers to assess the student work. The features of quality will be available in the separate *Assessment Guidelines for Classics*. All students will complete two Classroom-Based Assessments; one from strand 1 (the core component) and the other from either strand 2 (the classical studies component) or strand 3 (the classical language component).

<b>CBA</b>	<b>Completion of the assessment</b>	<b>SLAR<sup>3</sup> meeting</b>
<b>Storytelling using myth (strand 1)</b>	Term three of second year	One review meeting
<b>Rome, centre of an empire (strand 2)</b>	Term two of third year	One review meeting
<b>OR</b>		
<b>Student language portfolio (strand 3)</b>	Term two of third year	One review meeting

### Assessing the Classroom-Based Assessments

More detailed material on assessment in junior cycle Classics, setting out details of the practical arrangements related to assessment of the Classroom-Based Assessments, will be available in separate assessment guidelines. This will include, for example, the suggested content and formats for student work and support in using 'on-balance' judgement in relation to the features of quality. The NCCA's online assessment support material also includes substantial resource material for use in ongoing classroom assessment of junior cycle Classics, as well as providing a detailed account of the Subject Learning and Assessment Review process.

<sup>3</sup> Subject Learning and Assessment Review.

## Assessment Task

Students complete a formal written Assessment Task to be submitted to the State Examinations Commission for marking along with the final examination for Classics. The Assessment Task links to the priorities of the second Classroom-Based Assessment, which depending on the strand chosen by the student, will be associated with either the Classical studies strand (strand 2) or the Classical language strand (strand 3). This Assessment Task will offer students the opportunity to apply their knowledge, skills and understanding to empathising with people from different cultures and different times, and using this understanding to reflect on their own values and structures. The Assessment Task will assess students in aspects of their learning including:

- their ability to reflect on the development of their understanding of other cultures and their representations
- their ability to evaluate new knowledge or understanding that has emerged through their experience of the Classroom-Based Assessment
- their ability to reflect on the skills they have developed, and their capacity to apply them to unfamiliar situations in the future
- their ability to reflect on the process of researching and forming opinions and judgements based on evidence.

## The final examination

There will be one examination paper at a common level. This paper will be set and marked by the State Examinations Commission (SEC) and will be allocated 90% of the total marks available for the final assessment. The examination will be of two hours' duration and will take place at the end of third year. During this assessment, students will be required to engage with, demonstrate comprehension of, and provide written responses to stimulus material.

All students will answer questions associated with strand 1, the core component, and students will then answer questions associated with their chosen strand, either the classical studies strand (strand 2) or the classical language strand (strand 3).

In any one year, the learning outcomes to be assessed will constitute a sample of the relevant outcomes from the tables of learning outcomes.

## Inclusive assessment practices

This specification allows for inclusive assessment practices whether as part of ongoing assessment or Classroom-Based Assessments. Where a school judges that a student has a specific physical or learning difficulty, reasonable accommodations may be put in place to remove, as far as possible, the impact of the disability on the student's performance in Classroom-Based Assessments. The accommodations e.g., the support provided by a special needs assistant or the support of assistive technologies should be in line with the arrangements the school has put in place to support the student's learning throughout the year.

# Appendix A: Glossary of action verbs

This glossary is designed to clarify the learning outcomes. Each action verb is described in terms of what the learner should be able to do once they have achieved the learning outcome. This glossary will be aligned with the command words used in the assessment.

Action verbs	Description
<b>Analyse</b>	study or examine something in detail, break down in order to bring out the essential elements or structure; identify parts and relationships, and to interpret information to reach conclusions
<b>Apply</b>	select and use information and/or knowledge and understanding to explain a given situation or real circumstances
<b>Assess</b>	estimate the value, importance or quality of
<b>Brief description/ explanation</b>	give a short statement of only the main points
<b>Argue</b>	challenge or debate an issue or idea with the purpose of persuading or committing someone else to a particular stance or action
<b>Compare</b>	give an account of the similarities or differences between two (or more) items or situations, referring to both (all) of them throughout
<b>Create</b>	to bring something into existence; to cause something to happen as a result of one's actions
<b>Debate</b>	a formal discussion about a concept or a particular matter in which opposing arguments are put forward
<b>Deduce</b>	reach a conclusion from the information given
<b>Define</b>	give the precise meaning of a word, phrase, concept
<b>Demonstrate</b>	prove or make clear by reasoning or evidence, illustrating with examples or practical application
<b>Describe</b>	tell or depict in written or spoken words; to represent or delineate by a picture or other figure
<b>Develop</b>	bring to a later or more advanced stage; to elaborate or work out in detail
<b>Devise</b>	plan, elaborate or invent something from existing principles or ideas
<b>Discuss</b>	offer a considered, balanced review that includes a range of arguments, factors or hypotheses; opinions or conclusions should be presented clearly and supported by appropriate evidence
<b>Evaluate (information)</b>	collect and examine information to make judgements and appraisals; describe how evidence supports or does not support a conclusion in an inquiry or investigation; identify the limitations of information in conclusions; make judgements about the ideas, solutions or methods

Action verbs	Description
<b>Evaluate (ethical judgement)</b>	collect and examine evidence to make judgements and appraisals; describe how evidence supports or does not support a judgement; identify the limitations of evidence in conclusions; make judgements about the ideas, solutions or methods
<b>Examine</b>	consider an argument, concept or object in a way that uncovers its assumptions, interrelationships or construction
<b>Explain</b>	give a detailed account including reasons or causes
<b>Explore</b>	systematically look into something closely; to scrutinise or probe
<b>Group</b>	identify objects according to characteristics
<b>Identify</b>	recognise patterns, facts, or details; provide an answer from a number of possibilities; recognise and state briefly a distinguishing fact or feature
<b>Illustrate</b>	use drawings or examples to describe something
<b>Indicate</b>	to point out or point to; to direct attention to
<b>Infer</b>	use the results of an investigation based on a premise; read beyond what has been literally expressed
<b>Investigate</b>	analyse, observe, study, or make a detailed and systematic examination, in order to establish facts or information and reach new conclusions
<b>Interpret</b>	use knowledge and understanding to recognise trends and draw conclusions from given information
<b>List</b>	provide a number of points, with no elaboration
<b>Present</b>	to bring, offer or give in a formal way; to bring before or introduce to a public forum
<b>Propose</b>	offer or suggest for consideration, acceptance or action
<b>Recognise</b>	identify facts, characteristics or concepts that are critical (relevant/appropriate) to the understanding of a situation, event, process or phenomenon
<b>Suggest</b>	propose a solution, hypothesis or other possible answer
<b>Transcribe</b>	put thoughts, speech, data, into written or printed form; write out what is heard into characters or sentences
<b>Use</b>	apply knowledge, skills or rules to put them into practice

# Appendix B: Glossary of Classics terms

This glossary has been added to explain the meaning of classics terms as they appear in this specification to help with understanding when reading.

Term	Interpretation
<b>Administrative centres</b>	Public buildings or locations where government business or legal matters could be transacted, such as council houses, basilicas and fora.
<b>Commemorative monuments</b>	Monuments that are a memorial of an important event or person, such as triumphal arches, columns and mausolea.
<b>Cultural representations</b>	Texts, literature and language, art, architecture and material culture, produced by a people, through which we can explore and learn how this community's culture functions, develops and relates to others.
<b>Digression</b>	In literature, a stylistic device in which the author temporarily departs from the main subject discussed, for example, to provide background information about a person or event or to explore an interesting side-line to a story.
<b>Epic</b>	A long narrative poem about the deeds and adventures of heroes, incorporating myth, legend, folk-tale and history. Epics are often of national significance in that they represent the past, values and ambitions of people.
<b>Epithet</b>	In epic, a descriptive word or a phrase that is commonly applied to a person, thing or place to express a characteristic attribute or quality, such as 'swift-footed' (Achilles) or 'sandy' (Pylos).
<b>Etymology</b>	The study of the origin of words and the way in which their meaning and application has changed over time.
<b>Inflection</b>	Changes of form that words undergo to express different grammatical categories such as case, gender, number, person and tense.
<b>Leisure buildings</b>	Buildings used for public entertainment and relaxation, such as amphitheatres, circuses, theatres and bath-houses.
<b>Material culture</b>	Physical objects and artefacts that help us explore and understand a people's culture and its social relations.
<b>Myth</b>	A traditional story, concerning the legendary past of a people. Myths typically deal with supernatural beings and gods, as well as extraordinary mortal heroes and heroines. They often explain a particular cultural practice such as a ritual or custom.
<b>Simile</b>	A figure of speech in which one thing is compared to another thing of a different kind. In epic, a simile will typically be introduced with the words 'like' and 'as', and it will often compare at length and in detail.
<b>Text</b>	The term text can represent for example an inscription; an excerpt from a myth, epic or tragedy; a piece of graffiti; visual images and narratives.
<b>Visual culture</b>	The aspect of a culture that is expressed in visual images.

