

# Leaving Certificate Classical Studies Draft Specification

For consultation



## Contents

Senior cycle .....	3
The experience of senior cycle.....	4
Leaving Certificate Classical Studies .....	7
Rationale .....	8
Aim .....	8
Objectives.....	8
Related learning .....	9
Overview and structure .....	13
Key skills .....	15
Teaching and learning .....	17
Differentiation.....	18
Strands .....	19
1. The world of heroes .....	19
2. Drama and spectacle .....	21
3. Power and identity.....	23
4. Gods and humans.....	24
Assessment.....	26
Written Examination.....	27
Research study.....	28
Appendix 1: Glossary of action verbs .....	32
Appendix 2: Glossary of Classical Studies terms.....	36

# Senior cycle

Students in senior cycle are approaching the end of their time in school and are focusing on the directions they would like to take in their future lives. Senior cycle plays a vital role in helping students to address their current needs as young adults and in preparing them for life in a changing economic and social context.

Senior cycle is founded on a commitment to educational achievement of the highest standard for all students, commensurate with their individual abilities. To support students as they shape their own future there is an emphasis on the development of knowledge and deep understanding; on students taking responsibility for their own learning; on the acquisition of key skills; and on the processes of learning. The broad curriculum, with some opportunities for specialisation, supports continuity from junior cycle and sets out to meet the needs of students, some of whom have special educational needs, but who all share a wide range of learning interests, aptitudes and talents.

Curriculum components at senior cycle promote a balance between knowledge and skills, and the kinds of learning strategies relevant to participation in, and contribution to, a changing world where the future is uncertain.

Assessment in senior cycle involves gathering, interpreting and using information about the processes and outcomes of learning. It takes different forms and is used for a variety of purposes. It is used to determine the appropriate route for students through a differentiated curriculum, to identify specific areas of difficulty or strength for a given student and to test and certify achievement. Assessment supports and improves learning by helping students and teachers to identify next steps in the teaching and learning process.

## The experience of senior cycle

The vision of senior cycle sees the learner at the centre of the educational experience. That experience will enable students to be resourceful, to be confident, to participate actively in society, to build an interest in learning, and develop an ability to learn throughout their lives.

This vision of the learner is underpinned by the values on which senior cycle is based and it is realised through the principles that inform the curriculum as it is experienced by students in schools. The curriculum, made up of subjects and courses, embedded key skills, clearly expressed learning outcomes, and supported by a range of approaches to assessment, is the vehicle through which the vision becomes a reality for the learner.

At a practical level, the provision of a high-quality educational experience in senior cycle is supported by:

- effective curriculum planning, development, organisation and evaluation
- teaching and learning approaches that motivate and interest students, that enable them to progress, that deepen and apply their learning, and that develop their capacity to reflect on their learning
- professional development for teachers and school management that enables them to lead curriculum development and change in their schools
- a school culture that respects students, that encourages them to take responsibility for their own learning over time, and that promotes a love of learning.

Senior cycle education is situated in the context of a broader education policy that focuses on the contribution that education can make to the development of the learner as a person and as a citizen. It is an education policy that emphasises the promotion of social cohesion, the growth of society and the economy, and the principle of sustainability in all aspects of development.

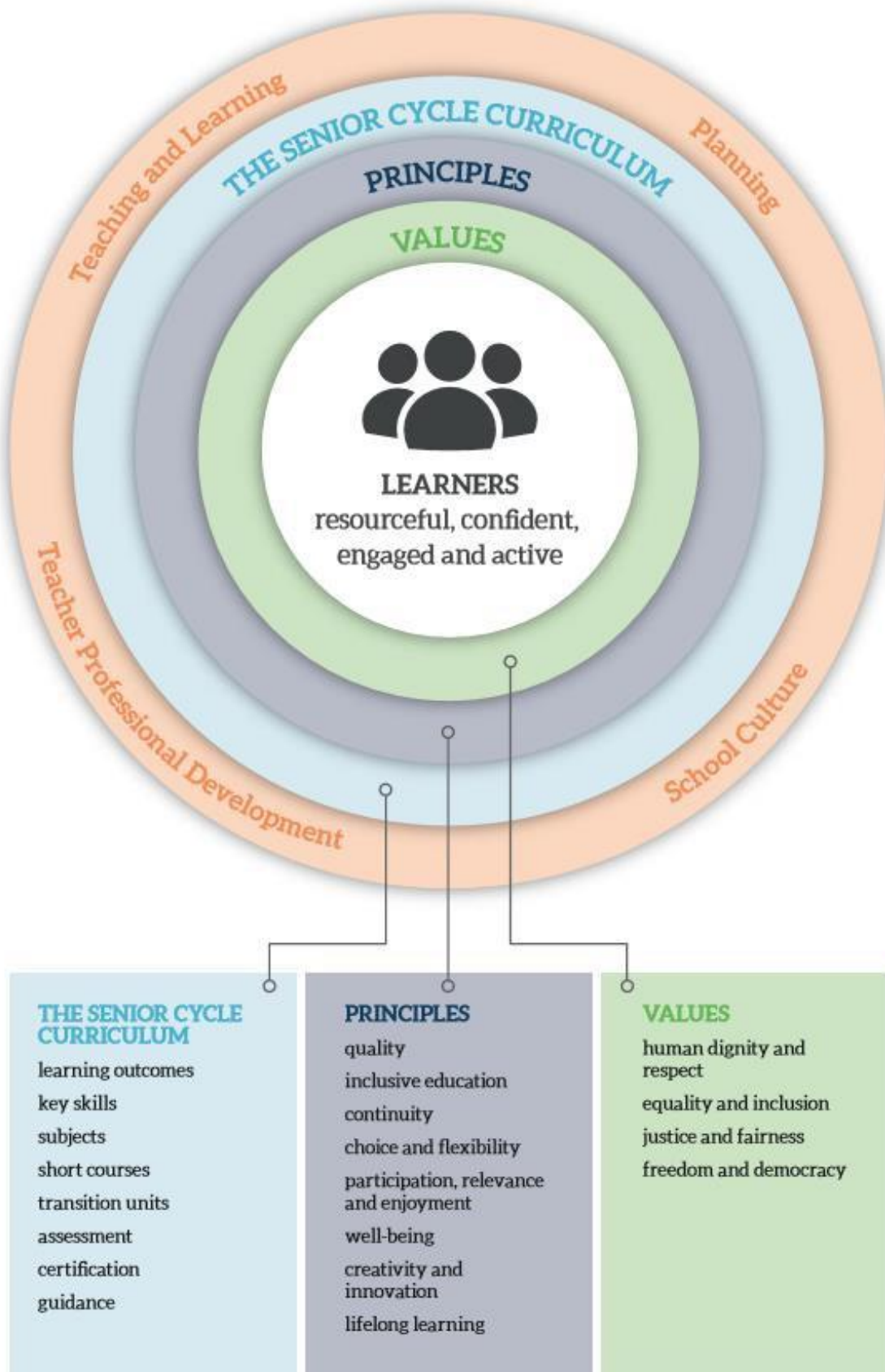


Figure 1 Overview of senior cycle



Figure 2 The vision of the learner

# Leaving Certificate Classical Studies

## Rationale

Western 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 Classical Studies an important and exciting area of study today. It is a multi-faceted subject that encompasses the disciplines of history, literature and drama; art, architecture and archaeology; religion, philosophy and political thought. By making connections between these disciplines, Classical Studies students gain a holistic understanding of Greek and Roman culture and thought and learn how the past continues to inform the present.

Greek and Roman texts and material culture provide us with a portal through which we can investigate, experience and reflect on these seminal civilisations. Students of Classical Studies interpret original sources and decode different kinds of evidence to gain historical and cultural understanding. They become alert to the social and cultural contexts of texts, objects, and develop a firm cultural literacy as they explore the exploits, values and traditions of 'others' who are both familiar and different. They learn that complex political, social and economic challenges, issues of justice, discrimination and violence, were as much part of the ancient world as they are of our world, and that Greek and Roman responses to such abiding human problems offer insights that remain strikingly relevant.

Classical Studies builds cultural capital and helps students become culturally engaged, culturally aware and culturally connected. It heightens their awareness of their own cultural environment and ethos, and teaches them to appreciate the traditions and values of others. Immersion into the worlds of Greece and Rome offers a safe space to address controversial issues such as gender, ethnicity, sexuality, class, religion and values and invites students to think about themselves with regards to these themes. In an increasingly diverse and multi-cultural society, this understanding of self and others through a cultural lens will help students become responsible citizens and active participants in today's increasingly diverse and complex local, national and international communities.

Classical Studies promotes the acquisition and consolidation of a broad range of core skills. Because the use of primary sources is fundamental to the subject, students learn to carefully read, understand, evaluate and correlate different types of texts and objects, considering aspects such as bias, genre, style and technique. They learn to select, organise, analyse and communicate information clearly and logically and to evaluate the reliability of evidence. The course thus supports the development of students' higher-order thinking and inquiry based learning but also areas such as spatial awareness and visual literacy, as students analyse maps, plans, statues, paintings and 3D reconstructions to gain



a broad perspective on Greece and Rome. By learning about the diverse and complex values of these societies, students develop the ability to form and reflect on their own viewpoints, respect others' viewpoints, and make informed judgments based on critical thinking. They learn to select, organise, analyse and communicate information clearly and logically and to evaluate the reliability of evidence.

Classical Studies complements and encourages connections between many other Senior Cycle subjects including English, Art, History, Geography and Politics and Society, and the classical languages Latin and Ancient Greek. Due to its breadth and diversity, the subject provides opportunities for cross-curricular and inter-disciplinary activities in the classroom. It nourishes and develops students' imagination, creativity and appetite for lifelong learning, stimulates their empathy and self-reflection, encourages them to appreciate the past in its own right and as a foundation for the present.

## Aim

Leaving Certificate Classical Studies aims to stimulate students' curiosity and interest in the classical civilisations of Greece and Rome. It develops skills, knowledge and attitudes that enable students to understand the political, economic, social, cultural, artistic and literary cultures of these civilisations and promotes using these insights to help them navigate their own worlds.

## Objectives

The objectives of Leaving Certificate Classical Studies are to enable students to:

- acquire a knowledge and appreciation of classical civilisation through a study of the history, literature, drama, art, architecture, archaeology, mythology, religion, philosophy and political thought of ancient Greece and Rome
- understand classical literature, thought and material culture in its context; including how issues and values relevant to the society in which they were created are reflected in ancient sources and materials, and making connections and comparisons between them
- develop skills of critical analysis and evaluation and apply these to a broad range of source materials in order to interpret the past and gain insight into aspects of the classical world
- articulate an informed response to the material studied, using a range of appropriate evidence to formulate coherent arguments with substantiated evidence-based judgments
- acquire a sound basis for further study of the classical world
- appreciate general differences between the civilisations of Greece and Rome;

- assess similarities and dissimilarities between the classical world and the world of today
- understand and appreciate how the cultures and languages of ancient Greece and Rome have influenced modern cultures and languages
- develop critical cultural skills to participate actively and responsibly in a complex, multi-cultural society
- cherish the record of the classical past in its diverse manifestations and transmit it to future generations.

## Related learning

Leaving Certificate Classical Studies builds on the knowledge, attitudes and broad range of transferable skills that stem from the student's educational experience at early childhood, primary and post-primary junior cycle levels.

### Early Childhood

*Aistear*, the early childhood curriculum framework, celebrates early childhood as a time of well-being and enjoyment where children learn from experiences as they unfold. The theme of *Exploring and Thinking* is about children making sense of the things, places and people in their world by interacting with others, playing, investigating, questioning, and forming, testing and refining ideas. The theme of *Communicating* is about children sharing their experiences, thoughts, ideas, and feelings with others with growing confidence and competence in a variety of ways and for a variety of purposes. The theme of *Identity and Belonging* encourages young children to have a sense of identity where links with family and community are acknowledged. The theme of *Exploring and Thinking* offer students the opportunities to make sense of the world around them, develop strategies for questioning and problem solving and offer occasions to explore ways of representing their ideas and thoughts. These dispositions are further developed through the Primary Curriculum.

### Primary school

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 form 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.

## **Junior cycle**

The learning at the core of junior cycle, as described in the statements of learning (SOL) in *A Framework for Junior Cycle (2015)* emphasises the importance of developing students' capacity to:

- create, appreciate and critically interpret a wide range of texts (SOL 3)
- develop an awareness of personal values and an understanding of the process of moral decision making (SOL 5)
- develop an awareness and respect for how diverse values, beliefs and traditions have contributed to the community and culture in which the student lives (SOL 6)
- value local, national and international heritage and understand the importance of the relationship between past and current events and the forces that drive change (SOL 8)
- describe, illustrate, interpret, predict and explain patterns and relationships (SOL 16)
- bring an idea from conception to realisation (SOL 23).

The Junior Cycle Classics specification asks that students, through the strands and the learning outcomes develop these skills through engaging with the study of classical texts and the study of material culture, and the classical languages of Ancient Greek and Latin. Students are offered opportunities in Junior Cycle Classics to immerse themselves in a diverse range of fields and disciplines including mythology, literature, language, history, drama, philosophy, politics, society, art and architecture.

Many junior cycle subjects and short courses have close links with Classical Studies, including History, English, Geography and Artistic Performance.

## **Senior cycle**

Many senior cycle subjects also have close links with Classical Studies. These include Latin, Ancient Greek, History, Geography, Art and English. The knowledge and understanding gained in Classical Studies can be used in conjunction with that developed in these other subjects to enrich and enhance overall student learning.

## **Further study**

The study of Classical Studies can lead to many exciting and rewarding careers, including that of a creative writer, archaeologist, historian, art critic; employment in museums, government organisations, statutory and voluntary organisations and the education sector.

# Overview

The Leaving Certificate Classical Studies specification is presented in four strands.

## Structure

The four strands of the specification, *The world of heroes*, *Drama and spectacle*, *Power and identity* and *Gods and humans*, are fundamentally inter-related and learning and study related to them is equally integrated. While the learning outcomes associated with each strand are set out separately in this specification, 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 of all four strands. As students progress through the course they will build on their knowledge, skills and values incrementally.

### Strand 1: The world of heroes

In this strand, students explore conceptions of heroism and examples and conceptions of good and bad leadership through the lens of Greek and Roman epic. They study two seminal and rich poetic narratives, Homer's *Odyssey* and Virgil's *Aeneid*, which describe the trials and tribulations of two heroes in the aftermath of the Trojan War. The victorious Greek hero Odysseus is not allowed to enjoy his homecoming: after ten years he still is wandering the world, presumed dead by his beleaguered family. The Trojan Aeneas, meanwhile, has little time to grieve over the city and life he lost, as he is destined to found what will become the empire of Rome, ruled by his descendant Augustus.

Students examine the *Odyssey* and *Aeneid* as examples of heroic epic as a genre, exploring its storytelling techniques, poetic devices and fictional world, rooted in one of the great sagas of Greco-Roman mythology. They analyse the actions, decisions and characteristics of the leaders Odysseus and Aeneas both within the context of the epic world and in comparison with the central cultural and social values of early Greece and the age of Augustus. They also relate the characters of epic to the world of today, exploring their own norms and expectations for leadership and heroic conduct.

### Strand 2: Drama and spectacle

In this strand, students engage with Greek drama and Roman spectacle, extraordinary experiences in the ordinary life of the inhabitants of Athens and Rome. They study a Greek tragedy, to be selected from a choice of plays offered for exploration, and analyse the values, attitudes and beliefs which this play explores (including questions of gender, class, age, and other relationships) and what this exploration

might reveal about Classical Athenian society. They also learn about the context in which tragedies were performed, the Theatre of Dionysus and the Dionysia festival, an occasion of great civic as well as religious importance.

Students furthermore learn about two central venues in Rome's public life, the Circus Maximus (racing stadium) and Colosseum (amphitheatre). They take these buildings' material remains and architecture as points of departure for an analysis of their use and significance in Roman society. Combining archaeological and visual evidence with contemporary written sources, they explore the events that took place in these venues, the sponsors who organised them, the experience of the citizens who attended them, and the empire that formed the wider context of Rome's spectacles.

### Strand 3: Power and identity

In this strand students learn about the political dynamics and ideologies of power and identity at transitional moments in ancient history. They study the careers of Alexander the Great (336-323 BC), on the brink between the Classical and Hellenistic worlds, and Gaius Iulius Caesar (70s-44 BC), on the brink between the Roman Republic and Empire.

They study one of these figures in depth, investigating him against the background of key historical events that shaped his world, and the political and social tensions and political geography of his time. They examine his political and military exploits, focusing on a key period in his career (the Persian campaign of Alexander or Gallic campaign of Caesar); and they analyse his characterisation in literature, considering the genre and aims of the studied literary sources (Plutarch's *Lives of Alexander and Caesar*, Arrian's *Anabasis* and *Caesar's Gallic War*).

About the other figure they learn through a comparative case study, centred around Alexander's interactions with the Persians and Caesar's interactions with the Gauls. Here they investigate what Alexander's interactions with the Persians and Caesar's interactions with the Gauls suggest about their cultural ambitions and norms, and their conception of what it means to be 'civilised' or 'barbarian'.

### Strand 4: Gods and humans

This strand introduces students to Greek and Roman stories, beliefs and explanations concerning the divine and its relationship with mankind. Studying myth, literature and art, they become familiar with the most important gods of Greece and Rome, seminal stories and domains associated with them, their key characteristics, attributes and roles within the pantheon, and how some ancient thinkers sought to explain their origins, nature and purpose.

They learn about the significance of public religion through in-depth study of four temples, the Athenian Parthenon and Erechtheion and the Roman Pantheon and Temple of Vesta, examining their architecture,

design and sculptures as those who participated in the rituals, ceremonies and festivals associated with them might have experienced them, and these participants' roles.

They explore personal religious experiences by studying the rituals associated with the Mysteries of Demeter at Eleusis and a Roman elite funeral. They examine what these Mysteries and funerary practices might say about how Greeks and Romans regarded the afterlife, and think about the nature of 'ritual' by comparing the purpose and nature of ancient rituals with collective experiences today.

Finally, they interrogate their own ideas about what it means to 'live well' by studying extracts from the Roman poet Horace and ideas expressed by the Athenian philosopher Socrates as portrayed by Plato.

## Time allocation

The Classical Studies specification is designed for 180 hours of class contact time.

## Key skills



Recent developments in curriculum and assessment at senior cycle have focused on the embedding of key skills within learning outcomes. The key skills of: *information processing*; *being personally effective*; *communicating*; *critical and creative thinking* and *working with others*, and the learning outcomes associated with them, comprise the NCCA Key Skills Framework (NCCA, 2009). The Key Skills Framework was developed to provide a common, unified approach for embedding key skills across all Leaving Certificate specifications.

The embedding of key skills requires careful consideration of the balance between knowledge and skills in the curriculum and in learning and of finding appropriate ways of assessing them.

These skills are identified as being important for all students to achieve to the best of their ability, both during their time in school and into the future, and to fully participate in society, in family and community life, the world of work and lifelong learning. The key skills are embedded within the learning outcomes of the specification and will be assessed in the context of the assessment of the learning outcomes.

Students will engage with the concepts and processes of Classical Studies through their participation in a range of skills-based activities. Students will develop *information processing skills* and *critical and creative thinking* skills by engaging in independent research activities where they are required to access a wide variety of primary and secondary sources; analyse and synthesise these multiple perspectives and use the views of others to help inform their own opinions and conclusions. *Communication* skills will be developed as students engage in collaborative work and as they express and share their opinions and ideas through debate and argument. This encourages engaging in dialogue, listening attentively and critically, eliciting opinions, views and emotions. They will also learn to provide information in a way that is relevant to and understandable by people with diverse levels of subject knowledge and understanding. Leaving Certificate Classical Studies contributes to an appreciation that *working collectively* can help motivation, release energy and capitalise on all talents within a group. Students learn to negotiate and resolve conflicts as they discuss their different strategies and achieve consensus. Self-awareness and persistence in the face of challenges enable students to grow and to develop. Students will develop this skill of *being personally effective* as they develop strategies to learn and to build on previous knowledge.



# Teaching and learning

Senior cycle students are encouraged to develop the knowledge, skills, attitudes, and values that will enable them to become independent learners and to develop a lifelong commitment to improving their learning. Leaving Certificate Classical Studies supports the use of a wide range of teaching and learning approaches. As students progress they will develop learning strategies that are transferable across different tasks and different subjects enabling them to make connections between classical studies, other subjects, and everyday experiences. Through engaging in self-directed learning activities and reflection students will plan, monitor, and evaluate their own learning and develop a positive sense of their own capacity to learn. By engaging in group work students will develop skills in reasoned argument, listening to each other, informing one another of what they are doing, and reflecting on their own work and that of others.

The variety of activities that students engage in will enable them to take charge of their own learning by setting goals, developing action plans, and receiving and responding to assessment feedback. As well as varied teaching strategies, varied assessment strategies will support learning and provide information that can be used as feedback so that teaching and learning activities can be modified in ways that best suit individual students. By setting appropriate and engaging tasks, asking higher-order questions, giving feedback that promotes learner autonomy, assessment will support learning as well as summarising achievement.

Students' participation in the classroom and their understanding of Classical Studies will be enhanced when teachers help them to connect the content of learning to their lives. By making these connections, teachers increase the relevance of the learning for their students and encourage them to find parallels between new learning and their own experience.

## Differentiation

The Leaving Certificate Classical Studies specification is differentiated in three ways: through the learning outcomes of the specification, in the process of teaching and learning, and through assessment.

### **Differentiation in teaching and learning**

Students vary in the amount and type of support they need to be successful. Levels of demand in any learning activity will differ as students bring different ideas and levels of understanding to it. The use of strategies for differentiated learning such as adjusting the level of skills required, varying the amount and the nature of teacher intervention, and varying the pace and sequence of learning will allow students to interact at their own level. The content matter of the course is specified in broad terms to allow the selection and exploration of topics in ways that are of most interest and relevance to the students.

### **Differentiation in assessment**

Assessment of Leaving Certificate Classical Studies will be based on the learning outcomes in the specification. In the written assessment, Leaving Certificate Classical Studies will be assessed at two levels, Higher and Ordinary. At Higher level the learning outcomes will be assessed at the highest skill level as demonstrated in the action verb of the learning outcome. At Ordinary level the learning outcomes will be assessed at a moderate skill level, focusing on the recall, explanation and application of concepts and theories. Examination questions will require candidates to demonstrate knowledge, understanding, application, analysis and evaluation appropriate to each level. Differentiation at the point of assessment will also be achieved through the language register of the questions asked, the stimulus material used, and the extent of the structured support provided for examination candidates at different levels.

In the second assessment component, the research study, the task will be common for Higher level and for Ordinary level. A differentiated marking scheme will apply. At Higher level, candidates will be expected to research, process information and data, analyse and evaluate information to produce some original work. At Ordinary level candidates will be expected to research and analyse information and apply their findings to reach a conclusion.

## Strands of study

Strand 1: The world of heroes	
Students learn about	Students should be able to:
Characteristics and types of heroes and leaders	<p>1.1. Identify and analyse the key characteristics, qualities and attitudes of Greek and Roman heroes, heroines and leaders</p> <p>1.2. Discuss the relevance of different types of abilities (strength and prowess, intelligence and verbal skills) for the heroes of Homer and Virgil</p> <p>1.3. Analyse the decision-making process of Greek and Roman epic heroes and leaders and how they weigh their own interest and the interest of the collective</p> <p>1.4. Identify attributes of epic heroes and leaders that are relevant to heroes and leaders in the modern world</p> <p>1.5. Analyse whether epic heroes conform to or challenge the social and political norms of the world they inhabited and the world that created them</p>
Heroic society	<p>1.6. Outline the myths and legends that underpin the epics of Homer and Virgil</p> <p>1.7. Evaluate the relationship between gods and humans in Homer and Virgil and the importance of divine intervention and the role of the gods as guarantors of key values</p> <p>1.8. Discuss how Homer and Virgil portray the impact of war on the combatants and non-combatants affected by it and debate the claim that the <i>Odyssey</i> and <i>Aeneid</i> could be interpreted as anti-war poems</p>

	<p>1.9. Assess the extent to which the portrayal of women in Homer and Virgil reflected their role in historical society</p> <p>1.10. Critically examine Virgil's <i>Aeneid</i> as a work of propaganda on behalf of Augustus</p> <p>1.11. Assess to what extent the values displayed in epic were relevant to the daily lives of Greeks and Romans</p>
<p>Heroic narratives</p>	<p>1.12. Create a visual representation of key events, plot and locations of the epics studied</p> <p>1.13. Illustrate by examples the use of poetic devices and techniques that are characteristic of epic poetry (such as epithets and similes<sup>1</sup>) and explain their effects and how they develop from Homer to Virgil</p> <p>1.14. Examine the story telling techniques of Homer and Virgil (such as narrative voice, perspective and bias, use of direct speech, type-scenes, ring-composition, and the handling of time and space)</p> <p>1.15. Appraise how the heroes and leaders of Homer and Virgil are visually represented inside and outside the epics and the importance of visual elements (such as ecphrases and other descriptions) within the epics</p>

---

<sup>1</sup> The technical terms included in this and following LOs is explained in a Glossary of Classical Studies terms at the end of the specification

## Strand 2: Drama and spectacle

Students learn about	Students should be able to:
Greek tragedy	<p>2.1. Create a visual representation of the plot and structure of the tragedy studied</p> <p>2.2. Identify core themes explored in the studied Greek tragedy and how the play may have reflected or challenged the social norms of the audience</p> <p>2.3. Critically evaluate how the playwright creates tension, suspense and elicits emotional responses through devices (such as dramatic irony, catharsis, recognition, reversal, divine prologues and deus ex machina scenes)</p>
The context of Greek tragedy	<p>2.4. Examine the audience experience of Athenian tragedy considering the design of the theatre and production aspects (such as costumes, masks, props, actors and chorus)</p> <p>2.5. Examine the religious festival of the Dionysia as context for the performance of Athenian tragedy, considering its programme, organisation, audience and political relevance</p> <p>2.6. Explore how the characters in the studied Greek tragedy, including the Chorus, reflect social roles in Greek society</p> <p>2.7. Discuss why theatres are found throughout the eastern Mediterranean and near east world, and explain their role as focal points for civic life in Hellenic cities.</p>

<p>The Colosseum, the Circus Maximus and Roman spectacle</p>	<p>2.8. Identify key architectural elements of the Colosseum and the Circus Maximus</p> <p>2.9. Examine the audience experience in the Colosseum and the Circus Maximus considering the environment, the seating arrangements and the types of entertainment they provided</p> <p>2.10. Explore who was responsible for the funding and building of these structures, the organisation of the events within them, and their motivation for doing so</p> <p>2.11. Appreciate the significance of different types of written sources in exploring the Colosseum, the Circus Maximus and Roman spectacle</p> <p>2.12. Compare the role and the significance of spectacle in Roman society with the role and significance of tragedy in Athenian society and with modern forms of entertainment.</p>
--	--

## Strand 3: Power and identity

Students learn about	Students should be able to:
The time of Alexander or Caesar	<p>3.1. Recognise key historical events that shaped the world of Alexander (the late Classical period) or Caesar (the late Roman Republic)</p> <p>3.2. Identify key political and social tensions at the time in which Alexander or Caesar came to power</p> <p>3.3. Compare maps showing the changes in political geography before and after the conquests of Alexander or Caesar</p>
The political and military exploits of Alexander or Caesar	<p>3.4. Create an outline of the life of Alexander or Caesar.</p> <p>3.5. Examine key moments and events during Alexander's Persian campaign or Caesar's Gallic campaign</p> <p>3.6. Discuss the composition and tactics of the army of Alexander or Caesar in light of its operations during at least one major military event</p>
The characterisation of Alexander or Caesar	<p>3.7. Critically examine how Alexander or Caesar is characterised in the studied literary texts</p> <p>3.8. Examine the relevance of the text type of the studied literary texts (such as biography, autobiography, history) for the characterisation of Alexander or Caesar</p> <p>3.9. Evaluate how literary texts select, present and assess actions and decisions that illustrate the character of Alexander or Caesar</p>
The attitudes of Alexander and Caesar towards foreign peoples	<p>3.10. Compare how Alexander treats the Persians with how Caesar treats the Gauls</p> <p>3.11. Explore what Alexander's interactions with the Persians and Caesar's interactions with the Gauls suggest about their cultural ambitions and norms, and their conception of what it means to be 'civilised' or 'barbarian'</p>

## Strand 4: Gods and humans

Students learn about	Students should be able to:
The Greek and Roman gods	<p>4.1. Identify the major gods in artistic representations from key physical characteristics and attributes</p> <p>4.2. Match the Roman names of the Greek gods with their Greek counterparts</p> <p>4.3. Outline the key domains of the major gods and their relationships with each other within the pantheon</p> <p>4.4. Explore approaches to explaining the origins, nature and purpose of the gods through ancient sources</p>
The Athenian Parthenon and Erechtheion and the Roman Pantheon and Temple of Vesta	<p>4.5. Discuss Greek and Roman temples using the correct terminology for common architectural features</p> <p>4.6. Analyse how the structure, design and sculptures of the studied temples impacted on the attendees' experience of visiting the temple</p> <p>4.7. Explore the roles, duties and expectations of the different kinds of attendees and officials present at ceremonies associated with each temple</p> <p>4.8. Comment on the political and civic importance of these temples and the rituals associated with them</p>
The Eleusinian Mysteries, Roman funerary practice and the afterlife	<p>4.9. Examine the experience of initiation in the Mysteries of Demeter at Eleusis</p> <p>4.10. Discuss the key elements of a Roman funeral and their significance to the participants</p> <p>4.11. Evaluate what the Eleusinian Mysteries and Roman funerary practices imply about perceptions of the afterlife</p> <p>4.12. Contrast the purpose and nature of these ancient rituals with collective experiences today</p>



Philosophical ideas about living well	<p>4.13. Examine what constitutes 'living well' according to Plato's Socrates and Horace</p> <p>4.14. Explore how Plato's Socrates and Horace view the relationship between human decision and responsibility on the one hand and divine will and fate on the other</p> <p>4.15. Examine how their own views about what it means to live well relate to the ideas of Plato's Socrates and Horace</p>
---------------------------------------	--

## Assessment

Assessment for certification is based on the aims, objectives and learning outcomes of this specification. Differentiation at the point of assessment is achieved through examination of two levels: Ordinary level and Higher level.

### Assessment components

There are two assessment components at each level

- Written examination 80%
- Research study 20%

Both components of assessment reflect the relationship between the application of skills and the theoretical content of the specification.

Mode		Differentiation
<i>Written examination</i>	<b>Section A</b>	OL 60
	Stimulus-driven response	HL 40
	<b>Section B</b>	OL 20
	Extended answer	HL 40
<i>Research study</i>	Written report	OL 20
		HL 20
<b>Total</b>		<b>100</b>

## **Written Examination**

The written examination paper will be two and a half hours long and will be presented at Higher and Ordinary level. In each case, the paper will be made up of two sections.

### **Section A: Stimulus-driven questions**

Section A will present students with questions relating to stimuli, which may be of a range of types, including various kinds of written and visual sources.

The weighting of marks at Higher level will give greater emphasis to skills such as explaining, interpreting and evaluating, while the weighting at Ordinary level will give greater emphasis to skills such as identifying, describing and comprehending.

### **Section B: Extended writing**

Section B will require students to engage in writing extended answers appropriate to their level. The extended writing questions will invite students to demonstrate the following:

- Application of knowledge and understanding from different areas of the specification to familiar and new situations.
- Critical thinking, the ability to analyse and evaluate information and to form reasonable and logical arguments and conclusions based on evidence.
- Understanding of the social, political, artistic, ethical, historical and literary concepts and aspects of classical studies and of how these relate to the world of today.

The key skills of senior cycle are embedded in the learning outcomes and will be assessed in the context of the learning outcomes.

### **Assessment criteria for the written examination**

*A high level of achievement* in this component is characterised by a thorough knowledge and understanding of the social, political, artistic, ethical, historical and literary concepts and aspects across the full specification, with few significant omissions. Candidates consistently apply their knowledge and understanding of classical studies to both familiar and new contexts, situations and scenarios. They present logical arguments and comprehensive analyses that are clearly based on evidence.

*A moderate level of achievement* in this component is characterised by a good knowledge and understanding of the social, political, artistic, ethical, historical and literary concepts and aspects across

the specification, with significant omissions. Candidates apply their knowledge and understanding of classical studies to familiar contexts, situations and scenarios, and mostly to new contexts, situations and scenarios. They present logical arguments and analyses that are, in the main, based on evidence.

*A low level of achievement* in this component is characterised by a limited knowledge and understanding of the social, political, artistic, ethical, historical and literary concepts and aspects in the specification. Candidates mostly apply their knowledge and understanding of classical studies to familiar contexts, situations and scenarios. They present arguments and analyses that are somewhat based on evidence, but may include irrelevant material.

### **Research Study**

This assessment component requires students to investigate, evaluate and report on a topic that is anchored in the classical studies specification. The research study will be assessed through the medium of a report. The report will be submitted to the State Examinations Commission in sixth year. The report will take the format of a pro-forma booklet which will be issued to students and submitted in written form. The report may include illustrations.

The State Examinations Commission will provide an annual brief indicating the topic options for the examination year in question. The brief should contain three or four options and the students, in consultation with their teacher, will focus on a particular issue or question of their choosing.

The briefs will relate to these key areas of the subject:

- Material culture
- Literature
- History
- Thought and ideas

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

- research and process information that is relevant and meaningful to understanding or expanding on a topic related to the specification
- synthesise and evaluate information in order to apply concepts connected to the classical studies specification and make an informed judgement
- understand the social, political, artistic, ethical, historical and literary concepts and aspects of the classical world and reflect on how this knowledge and understanding contributes to their understanding of the world around them today.

## **Format of the research study report**

The research study will be presented for assessment in the form of a written report. The report will be submitted in a pro-forma booklet and will contain three sections:

### *Section A: Rationale and approach:*

Students will present a rationale for the selection of the chosen subject, which may include such considerations as

- Why the student has chosen the subject
- What research questions the student intends to answer
- The approach the student intends to take to the research process
- The sources and references the student will consider

### *Section B: Extended essay*

The student will present an extended essay outlining the findings of the research undertaken in a logically-argued and coherently-expressed series of paragraphs.

### *Section C: Review and reflection*

The student will present a review of the process undertaken, outlining such considerations as:

- Which aspects of the research process undertaken were successful, and which were less so
- The strengths and weaknesses of source or reference material consulted
- A reflection on the findings of the research, including particular aspects that merit attention or comment

## **Assessment criteria for the research study report**

*A high level of achievement* in this component is characterised by a highly developed knowledge and understanding of the subject chosen for study. Candidates demonstrate a remarkable coherence of content, approach and structure in presenting their research findings. Candidates display distinctive research and understanding of the role of sources and evidence in forming judgements and drawing conclusions. Candidates demonstrate 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.

*A moderate level of achievement* in this component is characterised by some knowledge and understanding of the subject chosen for study. Candidates show attempts at coherence of content, approach and structure in presenting their research findings. Candidates display good research and some understanding of the role of sources and evidence in forming judgements and drawing conclusions. Candidates demonstrate some awareness of the broader context of the subject chosen in the history of the classical world, making some reference to the significance of the subject chosen.

*A low level of achievement* in this component is characterised by limited knowledge and understanding of the subject chosen for study. The findings presented lack coherence, showing little understanding of the role of sources and evidence in forming judgements and drawing conclusions. There is little awareness of the broader context of the subject chosen in the history of the classical world, with little or no reference to the significance of the subject chosen.

The report on the research study must be the candidate’s own work. Authentication procedures will be put in place to ensure compliance with this requirement. These will include a protocol in relation to the use of internet-sourced material.

### **Leaving Certificate Grading**

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

Grade	% Marks
H1/O1	90-100
H2/O2	80<90
H3/O3	70<80
H4/O4	60<70
H5/O5	50<60
H6/O6	40<50
H7/O7	30<40
H8/O8	<30

**Reasonable Accommodations/Inclusion**

The scheme of Reasonable Accommodations, operated by the State Examinations Commission, is designed to assist candidates in the Leaving Certificate who have physical/medical/sensory and/or specific learning difficulties.

## Appendix 1 Glossary of action verbs

Verb	Description
Analyse	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
Annotate	add brief notes of explanation to a diagram or graph
Apply	select and use information and/or knowledge and understanding to explain a given situation or real circumstances
Appraise	evaluate, judge or consider text or a piece of work
Appreciate	recognise the meaning of, have a practical understanding of
Brief description/explanation	a short statement of only the main points
Argue	challenge or debate an issue or idea with the purpose of persuading or committing someone else to a particular stance or action
Calculate	obtain a numerical answer showing the relevant stages in the working
Classify	group things based on common characteristics
Comment	give an opinion based on a given statement or result of a calculation
Compare	give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout
Consider	describe patterns in data; use knowledge and understanding to interpret patterns, make predictions and check reliability
Construct	develop information in a diagrammatic or logical form; not by factual recall but by analogy or by using and putting together information
Contrast	Detect correspondences between two ideas
Convert	change to another form



Criticise	state, giving reasons the faults/shortcomings of, for example, an experiment or a process
Deduce	reach a conclusion from the information given
Define	give the precise meaning of a word, phrase, concept or physical quantity
Demonstrate	prove or make clear by reasoning or evidence, illustrating with examples or practical application
Derive	arrive at a statement or formula through a process of logical deduction; manipulate a mathematical relationship to give a new equation or relationship
Describe	develop a detailed picture or image of, for example a structure or a process, using words or diagrams where appropriate; produce a plan, simulation or model
Determine	obtain the only possible answer by calculation, substituting measured or known values of other quantities into a standard formula
Differentiate	Identify what makes something different.
Discuss	offer a considered, balanced review that includes a range of arguments, factors or hypotheses; opinions or conclusions should be presented clearly and supported by appropriate evidence
Distinguish	make the differences between two or more concepts or items clear
Estimate	give a reasoned order of magnitude statement or calculation of a quantity
Evaluate (DATA)	collect and examine data to make judgments and appraisals; describe how evidence supports or does not support a conclusion in an inquiry or investigation; identify the limitations of data in conclusions; make judgments about the ideas, solutions or methods
Evaluate (ethical judgement)	collect and examine evidence to make judgments and appraisals; describe how evidence supports or does not support a judgement;

	identify the limitations of evidence in conclusions; make judgments about the ideas, solutions or methods
Explain	give a detailed account including reasons or causes
Examine	consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue
Find	general term that may variously be interpreted as calculate, measure, determine etc.
Formulate	Express the relevant concept(s) or argument(s) precisely and systematically
Group	identify objects according to characteristics
	recognise patterns, facts, or details; provide an answer from a number of possibilities; recognise and state briefly a distinguishing fact or
Illustrate	use examples to describe something
Infer	use the results of an investigation based on a premise; read beyond what has been literally expressed
Investigate	observe, study, or make a detailed and systematic examination, in order to establish facts and reach new conclusions
Interpret	use knowledge and understanding to recognise trends and draw conclusions from given information
Justify	give valid reasons or evidence to support an answer or conclusion
List	provide a number of points, with no elaboration
Measure	quantify changes in systems by reading a measuring tool
	generate a mathematical representation (e.g., number, graph, equation, geometric figure) for real world or mathematical objects,
Order	describe items/ systems based on complexity and/or order
Outline	give the main points; restrict to essentials
Plot	a graphical technique for representing a data set, usually as a graph showing the relationship between two or more variables.
Predict	give an expected result of an event; explain a new event based on observations or information using logical connections between pieces of information
Prove	use a sequence of logical steps to obtain the required result in a formal way
Provide evidence	provide data and documentation that support inferences or conclusions

Recognise	identify facts, characteristics or concepts that are critical (relevant/appropriate) to the understanding of a situation, event, process or phenomenon
Recall	remember or recognise from prior learning experiences
Relate	associate, giving reasons
Sketch	represent by means of a diagram or graph (labelled as appropriate); the sketch should give a general idea of the required shape or relationship, and should include relevant features
Solve	find an answer through reasoning
State	provide a concise statement with little or no supporting argument
Suggest	propose a solution, hypothesis or other possible answer
Synthesise	combine different ideas in order to create new understanding
Understand	have and apply a well-organised body of knowledge
Use	apply knowledge or rules to put theory into practice
Verify	give evidence to support the truth of a statement

## Appendix 2 Glossary of Classical studies Terms

Glossary of Classical Studies terms	
Acropolis	Literally 'top of the city,' a rocky outcrop above the city of Athens where some the city's most prominent buildings stood, such as the Parthenon, Erechtheion and theatre of Dionysus.
Antiquity	The historical period before the Middle Ages.
Athens	Greek city state, powerful and influential in the 5th and 4th centuries BC and the source of much of the surviving 'classical' Greek literature, at and architecture
Barbarian	Used by Greeks and Romans of all people who were not Greeks or Romans.
Bias	Inclination or prejudice for or against someone or something.
Catharsis	A release of strong emotions which provides relief.
Chorus	A Group of performers in an ancient tragedy or comedy which reacts to the stage action through collective song, dance and speech.
Circus Maximus	Chariot-racing stadium and mass entertainment venue in the city of Rome.
Civic life	The public life of citizens, concerned with the matters of the community and nation, as opposed to their private life.
Civilisation	The society, culture, and way of life of a particular people or area.
Classical	In a narrow sense: relating to the 5th and 4th centuries BC, seen as the high point of Greek civilisation. In a broad sense: relating to ancient Greek or Roman literature, art, or culture in general.
Colosseum	Amphitheatre in the city of Rome, built in AD 72-80 for gladiatorial contests and other public spectacles
Cultural norms	The attitudes and behaviours which are considered normal or typical within a community of people
<i>Deus ex machina</i>	Literally 'god from the machine,' a plot device in Greek tragic drama whereby a god is unexpectedly introduced (by strage-crane, <i>mechane</i> ) to resolve an apparent deadlock in the plot.
Direct speech	Reporting what a speaker said by repeating their actual words (quoting).
Divine speech	Words spoken by a goddess or god.
Dionysus	The Greek god of wine and merriment at whose annual Athenian festival tragic and comic theatre plays were performed.
Dramatic device	Convention used in theatre plays which is unrealistic but is accepted by the audience because it is familiar from other plays, such as a messenger speech, recognition or <i>deus ex machina</i> .

Dramatic irony	A situation in a Greek tragic play where the full significance of a character's actions or thoughts is clear to audience but not to the characters in the play.
Ecphrasis	Extensive, vivid verbal description of a visual work of art such as a painting or sculpture.
Eleusis	Greek town, ca. 18 kms from Athens, which had a famous temple of Demeter and Kore (Persephone) where the so-called 'Mysteries' of these goddesses were celebrated.
Epic	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.
Epithet	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).
Erechtheion	A temple on the Acropolis of Athens which was dedicated to the gods Athena and Poseidon and mythical king Erechtheus, associated with the foundation of the city.
Etymology	The study of the origin of words and the way in which their meaning and application has changed over time.
Funerary customs	The beliefs and practices used by a culture to honour and remember the dead.
Gauls / Gallic	Roman name for the Celtic tribes which inhabited much of Western Europe, from Northern Italy to Germany.
Gallic Wars	The military campaigns of the Roman general Gaius Julius Caesar against Gallic tribes in 58-50 BC, which Caesar himself documented in his work <i>On the Gallic War</i> .
Hellenic	Greek, after the country's ancient name Hellas.
Hellenistic	Relating to the period between the death of Alexander the Great (323 BC) and Augustus' victory in the Battle of Actium (31 BC).
Initiation	A rite of passage to become a member of a group of people who know secret information, such as the Mysteries of Demeter, which gives them privileges in the afterlife.
Material culture	Physical objects and artefacts that help us explore and understand a people's culture and its social relations.
Mysteries of Demeter	Secret religious ceremonies conducted at the sanctuary of Demeter and Kore (Persephone) in Eleusis which revolved around a belief that there was a life after death for those who had experienced these rites.
Myth	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.
Narrative	Relating to a story told by a reporter, the narrator, who presents actions, events, characters, time and space from a specific point of view and in a specific way.

Pantheon	A temple in the city of Rome, now a church, which was completed under the emperor Hadrian (AD 126). The building, whose name means 'all-gods' is associated with the Romans' worship of their emperors.
Parthenon	Temple on the Acropolis of Athens dedicated to Athena, the virgin ( <i>parthenos</i> ) goddess who was the city's main protectress.
Recognition	In Greek tragic drama, the startling discovery that produces a change from ignorance to knowledge, often accompanied by a Reversal.
Reversal	A sudden change of circumstances, mostly for the worse.
Ritual	A sequence of actions which are regularly repeated and always performed in the same way, such as a religious ceremony.
Ring composition	A narrative structure, typical oral story-telling, in which the end of a story returns to the starting point.
Roman Republic	The era of Roman history between the end of the Roman Kingdom (509 BC) and Augustus' establishment of the Roman Empire, in which Rome grew from a marginal city-state into a global power.
Simile	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.
Temple of Vesta	Small circular sanctuary on the Forum in Rome, dedicated to the goddess of the hearth. It is associated with the Vestal Virgins, priestesses vowed to chastity who maintained the sacred fire on the goddess' altar, which symbolised the security of Rome.
Text	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.
Tragedy	Plays performed at the festival of the god Dionysus in Athens. Tragedies deal with events that involve great suffering and emotional distress and they usually have an unhappy ending.
Type-scene	The presentation of a recurring event using conventional motifs, elements and expectations, such as an epic hero arming himself for battle, an assembly of the Olympian gods, or a character in a comedy knocking on a door.

