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Draft Leaving Certificate Ancient Greek Specification

For consultation

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Senior cycle

Learners 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 learners 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 learners, commensurate with their individual abilities. To support learners as they shape their own future there is an emphasis on the development of knowledge and deep understanding; on learners 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 learners, 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 learners through a differentiated curriculum, to identify specific areas of difficulty or strength for a given learner and to test and certify achievement. Assessment supports and improves learning by helping learners and teachers to identify next steps in the teaching and learning process.

The experience of senior cycle

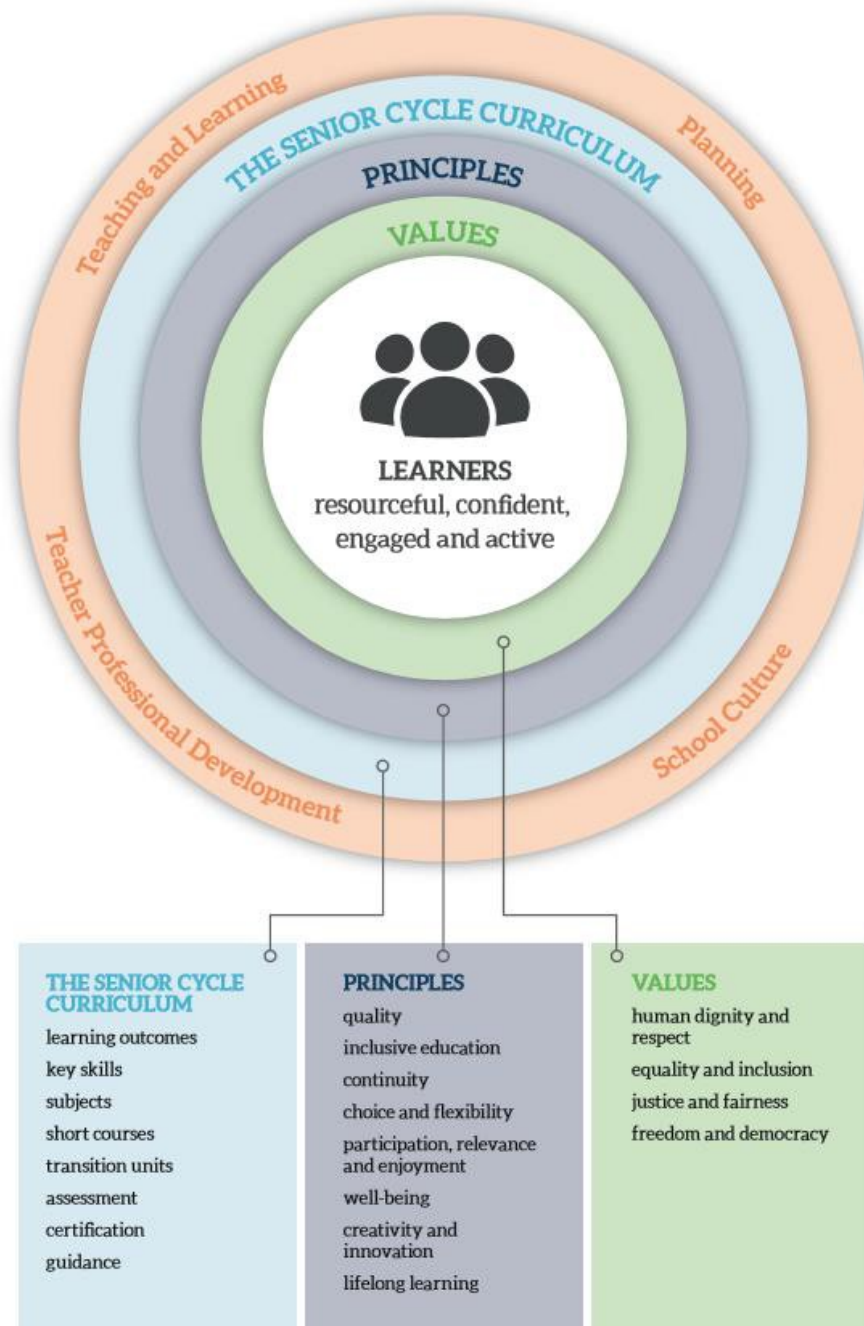
The vision of senior cycle sees the learner at the centre of the educational experience. That experience will enable learners to be resourceful, to be confident, to participate actively in society, to build an interest in learning, and develop an ability to learn throughout their lives.

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 learners 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.





Language learning and education

Language is one of the means by which we think, organise our knowledge, express our thoughts and feelings, and communicate with others. We live in a world which is rich in languages, and Ireland, too, has its own linguistic heritage.¹ All activities, in whatever language, are exercises in thinking.

One of the main ways that societies define and share their culture and identity is through language. It is a medium of interaction, through which knowledge and experience are communicated and organised. Every language has its own rich, distinctive features and complexities, as well as an intrinsic value as a resource for social participation, social cohesion, lifelong employment possibilities and mobility opportunities.

Language is also the means of self-expression and interpersonal communication as well as being the conduit for learning in the education process. It is a central factor in the growth of the learner as a person in the twenty-first century; how we learn about ourselves, others and the multilingual and multicultural world in which we live. Language learning also gives us access to the richness of the cultures and the mindset of the people who use that language.

Young people in Ireland are growing up in a dynamic, multilingual and multicultural society which is rapidly changing at local, national and global levels. They live in a world in which digital technologies, migration and mobility are bringing people closer together than ever before. In this society, shaped by social, political and economic forces, the opportunity to develop their plurilingual repertoire can be a source of empowerment for learners. Being exposed to language learning experiences offers learners skills, knowledge, understanding and values to

¹ Framework for Consultation on Foreign Languages in Education Strategy for Ireland, DES, 2014, p. 3.

negotiate these changes so that they can participate fully and effectively in our multilingual society and in the world of work.

As well as benefitting society, a rich language learning also has positive effects for learners' personal and intellectual development and their leisure activities. Cognitive development is enhanced by language learning and can contribute to higher levels of achievement in other educational areas such as mathematical abilities and the formulation of scientific hypotheses.

The school curriculum in Ireland is language-rich and therefore progress in every learning area involves competence in language. There are two official state languages², Irish and English, both of which are offered to learners alongside a range of languages from within and beyond Europe. Language learners gain a range of skills that relate to and build upon learning in other senior cycle subjects, enabling them to apply their existing language knowledge to new knowledge and to transfer their skills across all learning on their journey of lifelong learning.

Learning a classical language

This classical language specification takes cognizance of the framework approach used for the learning and teaching of Leaving Certificate curricular languages. This framework involves a common approach across foreign language specifications, including the aims, expectations for learners and assessment approaches. An important feature of the framework is the development of learners' ability to use language across the four modes of communication (reception, production, interaction and mediation),³ which helps promote and support an action-oriented approach to language learning and teaching. In learning a classical language, the emphasis is different, because the ultimate goal is not that learners become effective users

² The Irish Sign Language Act 2017 (Act 40 of 2017) was enacted in December 2020. This legislation recognises the right of Irish Sign Language users to use ISL as their native language and the right to use, develop and preserve the language.

³ CEFR Companion Volume, Council of Europe, 2018, p.33.

of the classical language, but that they become effective readers of texts written in the language, which is no longer the native language of any community but retains significant cultural and historical relevance. This implies that within the modes of communication, certain aspects of reception and mediation take precedence over elements such as language production, aural reception, interaction, and mediation through the studied language, which are included only as far as they can help learners to achieving the primary objectives of the course.

Like learners of modern foreign languages Leaving Certificate Classical Languages learners bring their own unique language repertoires and experiences to learning a language. While none will be heritage speakers of Latin or Ancient Greek, learners may have varying levels of classical language skills and plurilingual and pluricultural competence, arising from their prior learning. The Leaving Certificate Classical Languages specifications are intended for learners from all language backgrounds. This includes learners who have some previous experience with the language – for example, through the Classical Language strand in Junior Certificate Classics – and learners who have no prior experience with the language.

Accordingly, learning outcomes and experiences in this specification are intended to meet the needs of all learners. Assessment is available at both Higher and Ordinary levels. Because the goal of learning a classical language is not to become an effective user of a second language, it is not possible to align the expectations for learners in this classical language specification to a specific level of the CEFR.⁴ In relevant areas, however, the specification is broadly aligned to levels A2/B1.

⁴ The communicative competences that language learners need, in order to be effective users of a second language, are described by the Common European Framework of Reference for Languages (CEFR), published by the Council of Europe in 2001 and updated in 2018. The aim of the CEFR is to provide a 'common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe' (Council of Europe 2001, p. 1: www.coe.int/portfolio).

It is intended that the experience of learning classical languages in senior cycle will be highly relevant to the lives of learners today and in the future. It will inspire in them an interest and curiosity about how they can use and learn languages and cultivate an appreciation of the similarities and differences between different countries, communities and cultures. This will set a solid foundation for learners to embark on a lifelong journey as plurilingualists, empowering them to have the skills and strategies to become more autonomous learners, to engage with the wider world, to integrate socially, and to become active citizens.

Leaving Certificate Ancient Greek

Rationale

Ancient Greek was spoken and written in Greece since the late bronze age, and it later migrated with its speakers to other parts of the Mediterranean, ranging from southern Italy to Turkey. In Greece itself, the democratic city state of Athens became a major political power in the 'classical' fifth century BC and remained a major cultural centre and cultural model also after the conquests of Alexander the Great. Alexander's successors established Hellenic kingdoms throughout the eastern Mediterranean and Near East, in which Greek was the language of administration, education, literature and science. The common dialect of Ancient Greek, based on the language of Athens (Attic), retained its status as international language of the 'Hellenic' east also during the Roman empire and the Byzantine empire of the middle ages, and was only fully replaced by the modern form of Greek in the past century. For all this time the famous literature of ancient Greece, especially of Athens, remained a seminal source of inspiration, and the Ancient Greek language had a major influence on the modern foreign languages – so much so that even today, it is difficult to form an English sentence without using words that are derived from Greek, and Ancient Greek remains central to the technical terminology of fields such as law, medicine, and the sciences. All of this makes Ancient Greek an important and exciting language to study today.

Ancient Greek promotes the acquisition and consolidation of a broad range of core skills. These are in part similar to the experience of learning a modern foreign language, and in part unique to mastering a classical language. In learning a modern foreign language, the primary aim is to become a competent user of that language, which requires an emphasis on areas such as speaking and listening. The principal goal of learning Ancient Greek is being able to read culturally important and enjoyable written texts such as narratives, poems, histories, plays, and scripts of famous speeches.

Learners of Ancient Greek develop the capacity to carefully read, understand, evaluate, correlate and situate many different kinds of texts, taking into consideration aspects such as genre, structure, style, bias and socio-historical context. They learn to identify, organise and analyse linguistic information, and to communicate their interpretation and evaluation of texts clearly and logically. They develop the ability to systematically analyse word forms and sentence structures to establish the correct interpretation of utterances, developing logical thinking skills in conjunction with intellectual agility and the cognitive ability to resolve complex problems. As learners build their Ancient Greek vocabulary, they will become increasingly confident in identifying and remembering the meaning of English and Irish words which are derived from or related to Ancient Greek words. First and foremost, however, they develop an appreciation of the beauty of language and the joys of reading and discussing texts.

By studying Ancient Greek learners gain direct access to the literature, culture and thought of ancient Greece and the Hellenic world, and learn how the Greek past continues to inform the present. Using their knowledge of the language, they explore Ancient Greek texts in their various contexts. They develop a firm cultural literacy as they explore the exploits, values and traditions of 'others' who are both familiar and different. Studying Ancient Greek builds cultural capital and helps learners 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 world of ancient Greece offers a safe space to reflect on controversial issues such as gender, ethnicity, sexuality, class, religion, values and political power, and invites learners to think about themselves with regards to these themes. Learners develop the ability to form and reflect on their own viewpoints, respect the viewpoints of others, and make informed judgments based on critical thinking. This understanding through a cultural lens will help learners become responsible citizens and active participants in today's increasingly diverse and complex local, national and international communities.

Ancient Greek complements and encourages connections between many other senior cycle subjects, including Classical Studies and Latin; English, Irish, and the modern foreign languages;

History, Art, Music, Politics and Society, and Religious Education; and even Mathematics, Computer Science, and the natural sciences.

Combining training in the Ancient Greek language and general language awareness with a focus on textual, literary and cultural understanding, the subject provides opportunities for cross-curricular and inter-disciplinary activities in the classroom. It develops learners' logical thinking, nourishes their imagination, creativity and appetite for lifelong learning, and stimulates their empathy and self-reflection. It encourages them to appreciate the structures, workings and power of language, and to value the past in its own right and as a foundation for the present.

Aim

Leaving Certificate Ancient Greek aims to stimulate curiosity and interest in the language, literature, history and culture of ancient Greece and the Hellenic world. It invites learners to recognise the many ways in which both continue to inform the present and use these insights to help them navigate today's plurilingual and pluricultural world as active and responsible citizens. Leaving Certificate Ancient Greek develops knowledge, skills, attitudes and values that enable learners to value the experience of reading texts written in a culturally important classical language, to appreciate the interdependence between language and culture, and to derive enjoyment from language learning. It fosters an understanding of how languages work, of the connections between languages, and the value of languages for lifelong personal, educational, vocational and leisure purposes.

Objectives

The objectives of Leaving Certificate Ancient Greek are to enable learners to:

- develop the capacity to recognise Ancient Greek language structures and vocabulary
- develop skills of critical analysis and evaluation and apply these to extract information and derive enjoyment from a variety of Ancient Greek texts
- develop an awareness of how languages work and relate to one another
- become reflective and autonomous language learners who are actively involved in monitoring and assessing their own progress
- enjoy their language learning experiences and develop appropriate language awareness and proficiency to actively pursue language-related leisure activities and further study of Ancient Greek and other languages
- foster an appreciation of linguistic and cultural diversity and the interdependence between language and culture
- develop the ability to relate Ancient Greek texts to their historical, social, literary contexts and situate them within the broader ambit of Hellenic culture.
- begin to appreciate the aesthetic qualities and enduring relevance of literary texts written in Ancient Greek
- stimulate an interest in the Hellenic world and an appetite to learn more about ancient history and transmit the past to future generations.
- assess similarities and dissimilarities between the Hellenic world and the world of today
- understand and appreciate how the culture and language of Greece and the Hellenic world have influenced modern cultures and languages.

Related learning

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

EARLY LEARNING

Children begin learning language at home and in their community. The home languages of Irish children may be one (or more) of up to two hundred languages. Aistear: the Early Childhood Curriculum Framework (2009), celebrates early childhood as a time of well-being and enjoyment where children learn from experiences as they unfold. Language is central to Aistear's theme of Communicating, which stimulates and enables children to share their experiences, thoughts, ideas and feelings with others with growing confidence and competence in a variety of ways in a range of languages.

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 Identity and Belonging encourages young children to have a sense of identity where links with family and community are acknowledged. These dispositions are further developed through the Primary Curriculum.

PRIMARY EDUCATION

Most children have experience of learning at least two languages in the Primary School Curriculum—Irish and English. The primary curriculum acknowledges and encourages children's use of other languages with a focus on socio-cultural, intercultural and language knowledge and awareness. Children and parents are encouraged to maintain and develop their home languages.

Relevant areas of study to the classical languages Latin and Ancient Greek 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 content objectives 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 learners might experience the worlds of the Greeks and Romans, the learner 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. They also give children a basis of historical and textual skills that will help them examine and contextualise texts written in the past in the classical languages Latin and Ancient Greek.

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 learners' 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 learner 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).

Most learners continue to study Irish and English in the post-primary phase of their education. In addition, all junior cycle learners are given the opportunity to learn a third or subsequent language. This aims to develop their capacity to:

- communicate effectively using a variety of means in a range of contexts in Language 1 (SOL 1)
- listen, speak, read and write in Language 2 and one other language at a level of proficiency that is appropriate to her or his ability (SOL 16).

Junior cycle language specifications equip learners with the skills and strategies to underpin further language learning, including languages with which they have had no prior experience. Learners are enabled to reflect on their language learning journey, to compare their target language with other languages they know, and to reflect on and become more aware of their own and other cultural identities.

The Junior Cycle Classics specification allows learners to focus specifically on learning more about the cultures and languages of ancient Greece and Rome. Learners of Classics engage with the study of classical texts and with the study of material culture, and they may be introduced to a classical language, Latin or Ancient Greek. Learners 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 other junior cycle subjects also have links with the classical languages, including History, English, Geography and Jewish Studies, and the short courses in Philosophy, Civic, Social and Political Education, and Coding.

SENIOR CYCLE

Many senior cycle subjects and modules also have close links with Ancient Greek. These include Classical Studies, Latin, History, English, Irish and the modern foreign languages; also Art, Music, Politics and Society, and Religious Education; and even Mathematics, Computer

Science and the natural sciences. The knowledge and understanding gained in Ancient Greek can be used in conjunction with that developed in these other subjects to enrich and enhance overall student learning.

FURTHER STUDY

The study of Ancient Greek can lead to many exciting and rewarding careers, including that of a creative writer, historian, literary critic, translator; employment in government organisations, statutory and voluntary organisations and the arts and education sectors.

Overview

The Leaving Certificate Ancient Greek specification is presented in two strands.

Structure

The two strands of the specification, Classical Language and Literature in Context, are fundamentally inter-related and inter-dependent, and the strands and learning outcomes should not be considered in isolation but approached in a fully integrated way. While the strands and the learning outcomes in each strand are numbered, this is for ease of identification and navigation and does not imply a hierarchy. It is recognised that to achieve the aim and objectives of the specification, learners must conjunctly develop classical language competence, pluricultural and plurilingual competence, and the ability to interpret texts of the past within their various contexts.

The specification is structured in this way to support teachers in planning for learning, teaching and assessment. Teachers identify pathways through the specification which respond to learners' prior learning, leading to deeper comprehension and application of their language skills. By encountering increasingly complex language, texts and contexts, learners become more proficient and confident readers and interpreters of Ancient Greek literature.

In designing the strands and learning outcomes for this specification, the following concepts and ideas were given particular attention:

- languages are interrelated and interconnected especially at the level of the individual
- every learner brings a unique and varied linguistic repertoire to their language learning experience
- languages and cultures are not kept in separate mental compartments
- all knowledge and experience of languages, including classical languages, contribute to building up communicative competence.

Time allocation

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

Key skills

The Key Skills Framework (2009) was developed to provide a common, unified approach for embedding key skills across all Leaving Certificate specifications. It identifies five skills as central to teaching and learning: Information Processing; Being Personally Effective; Communicating; Critical and Creative Thinking; and Working with Others. It is important for all learners to develop these key skills which contribute to helping them achieve their full potential, both during their time in school and into the future. This will allow them to participate fully in society, including family 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.



COMMUNICATING

Communication skills are developed as learners collaborate and as they express and share their opinions and ideas. This encourages them to engage in conversation and discussion, listening attentively and critically, eliciting opinions, views and emotions. They also learn to provide information in a way that is relevant to and understandable by people with diverse levels of language and subject knowledge and understanding.

INFORMATION PROCESSING AND CRITICAL AND CREATIVE THINKING

Learners engage with the fundamental concepts and processes of language learning through participation in a range of learning and communication activities where they encounter the key skills in an integrated way. Learners develop information processing skills and critical and creative thinking skills by engaging in language activities where they are required to explore, understand and research the contexts of authentic texts, identify and gather specific information from texts for a particular purpose, analyse and synthesise multiple perspectives and use the views of others to help inform their own opinions and conclusions and write critical texts (such as commentaries) and creative texts (such as translations) themselves.

WORKING WITH OTHERS AND BEING PERSONALLY EFFECTIVE

As language is communicative by nature, learning languages enables learners to cultivate an appreciation of working collectively, which can help motivation, and capitalise on all talents within a group. Learners develop the capacity to discuss and share their different language learning strategies and negotiate and resolve conflicts as they discuss different approaches to interpreting a sentence, text or its context and achieve consensus. Self-awareness and persistence in the face of challenges enable learners to grow and to develop. Learners develop this skill of being personally effective as they develop strategies to learn and to build on previous knowledge.

Literacy

Literacy includes the capacity to read, understand and critically appreciate various forms of communication including texts in printed and digital media. Literacy acquisition is a central component of language acquisition. As learners become familiar with various kinds of text and media, they develop literacy skills. In creating their own texts, communicating online, or seeking information in the Ancient Greek classroom, learners' language and digital skills are developed, and this significantly enhances their overall literacy, including digital literacy. The use of technology contributes significantly to fostering creativity, the acquisition of language competence, and the enjoyment of language learning.

Language awareness is an important element of literacy development. This awareness will help learners to make informed choices while manipulating subjects, ideas and concepts. It encompasses plurilingual competence, as multilingual learners use their full language repertoire to navigate the complex social and cognitive demands in the acquisition of new languages. Quantitative and numerical concepts also form part of language learning, deepening learners' numeracy skills.

Learning and teaching

Senior cycle learners 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 language learning and to reading and analysing texts for study, work or leisure.

Leaving Certificate Ancient Greek supports the use of a wide range of teaching and learning approaches. As learners progress they will develop learning strategies that are transferable across different tasks and different subjects enabling them to make connections between Ancient Greek, other subjects, and everyday experiences. Through engaging in self-directed learning activities and reflection learners will plan, monitor, and evaluate their own learning and develop a positive sense of their own capacity to learn. By engaging in group work learners

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 interconnectivity between our language, our society and our interpersonal relationships should be embedded into classroom learning and teaching where teachers are encouraged to highlight the social nature of language. Learners' participation in the classroom and their understanding of the classical language and society will be enhanced when teachers stimulate them to connect the content of learning to their own lives and experience.

THE LANGUAGE LEARNING JOURNEY

The learning and acquisition of a classical language can be viewed as a language learning journey. The learners' principal focus on this journey is to be capable, independent and self-governing readers of texts written in the classical language. An important part of the journey is prior language learning and acquisition. While they may not have learned the classical language before, the skills learners have developed acquiring their first and subsequent language(s) play a very important role in their acquisition and development of this language. They develop language learning strategies that are transferable across different languages, enabling them to make connections between aspects of language and everyday experiences.

Self-awareness is the most effective tool that language learners can use to make progress. With teachers' help and feedback and by reflecting on their language learning journey, learners take the necessary steps to develop their language proficiency. Teachers and learners collaborate on this part of lifelong language learning. With the caveats that apply to production and interaction in a language that is no longer the native language of any community, communicative use of the classical language by both parties can be helpful to support the development of classical language competence. Teachers have expertise in the language and have particular knowledge and special skills relating to the teaching and assessment of language to facilitate learning. When learners encounter challenges and difficulties, teachers provide guidance, encouragement, help, feedback and support so that they may progress.

To support a language-rich environment, it is desirable that learners are encouraged and scaffolded to engage with authentic texts. This includes literary texts such as epics, histories, lyric poems, fables, dialogues and plays, but also texts such as graffiti, mottos and epitaphs.

Classmates, the learning environment and the community also have a role to play. By engaging with classmates in group work, pair work and other collaborative activities, learners are encouraged to listen to each other and reflect on their own work and that of others.

Engaging in a variety of meaningful tasks and language activities will enable learners to take charge of their own learning, motivating them to set goals, develop action plans, to receive, respond to and reflect on assessment feedback. As well as varied teaching strategies, varied assessment strategies will support learning and provide information that can be used as feedback. In this way, learning and teaching activities can be designed and/or delivered in ways that best suit individual learners and their language skills. By setting appropriate, real-life and engaging tasks, by asking higher-order questions and by giving feedback that promotes learner agency, assessment will support learning as well as capturing achievement.

As described below, learners may use their Language Portfolio to regularly describe what they observe about the language, reflect on their progress and on the cultures of country/countries and communities using the language there are studying. They might also describe the steps they must take to make progress as a learner and a language user. Such elements necessarily underpin their ongoing progress in the language.

LANGUAGE PORTFOLIO

Over the two years of Leaving Certificate Ancient Greek, each learner develops a collection of materials which accumulate as a matter of course, and of good practice, in the language learning process, including items such as notes, vocabulary lists, exercises, translation samples, analyses and discussions of texts, and projects and presentations in various formats and media, as well as learning logs, learner reflections and learning goals. This collection is called the Language Portfolio.

The Language Portfolio reflects the learners' language journey, the process and progress of their language learning experiences. It places the learner at the centre of learning, teaching and assessment and facilitates autonomous learning. It creates a space in which learners can document and reflect on their growing language proficiency and the language learning process. It provides them with an opportunity to set personal classical language proficiency goals, develop language learning strategies, and become more aware of themselves as language learners and users.

The Language Portfolio supports ongoing formative assessment in the language classroom and allows learners to showcase their language-learning achievements. Self-assessment is fundamental to the Language Portfolio and learners are encouraged to set goals for their learning and monitor their own progress through evaluative reflection. In addition to teacher feedback, learners will be encouraged to self-assess and peer-assess their work. This will further develop their autonomy as language learners. It does not play a role in assessment for certification.

DIFFERENTIATION

The Leaving Certificate Ancient Greek specification is differentiated to cater for students of different abilities and levels of achievement. Differentiation is supported:

- through the learning outcomes of the specification
- in the process of learning and teaching
- through assessment for certification.

The learning outcomes in this specification should be achievable for every student who chooses to study LC Ancient Greek. They promote learning, teaching and assessment processes that develop learners' knowledge and understanding. They enable learners, through a variety of language learning experiences, to respond, analyse, evaluate and demonstrate their competencies as they progress.

Teachers support learners by engaging learners' interests through the many learning and teaching strategies available to them in the language classroom. Teachers differentiate by text, task, outcome, support (teacher support as well as other forms of support), learners' interests and preferences, and by using a variety of teaching approaches to learning.

Teachers give learners the opportunity to think critically and creatively about the tasks they are involved in, encouraging them to draw on their own plurilingual and pluricultural repertoire. They can offer learners multiple learning experiences based on the work and processes being undertaken in the classroom so that they complement learners' needs.

Assessment of Leaving Certificate Ancient Greek will be based on the learning outcomes in the specification. Learners will be assessed for certification at two levels, Higher and Ordinary. All learning outcomes may be assessed at both Higher and Ordinary level in a final assessment context, with appropriate equivalent differentiation for learning outcomes assessed in a classroom context. Further details are provided in the section on Assessment.

Outline of strands

Strand 1: Classical language

The primary aim of learning a classical language is to become a proficient reader of texts of cultural and historical importance which were written in the classical language long ago, such as famous epics, histories, poems, speeches, plays or philosophical works. This implies that there are fundamental differences between acquiring competence in a classical language and learning a modern foreign language, where the goal is to become a proficient *user* of the foreign language. Of the four modes of communication—reception, interaction, production and mediation⁵—certain aspects of reception and mediation take precedence in learning a classical language. Other elements, such as speaking, listening and interaction and mediation through the studied language, are pursued only as far as they help learners achieve the primary aim and objectives of learning the language.

The learning outcomes in this strand are organised under two headings. Those associated with the element *Understanding Ancient Greek texts* stimulate the development of learners' ability to explore and enjoy texts written in Ancient Greek. To build their reading skills and develop the linguistic, sociolinguistic and pragmatic competences needed to read authentic Ancient Greek texts, learners undertake a wide range of activities. They memorise words and expressions which they encounter repeatedly in sentences and texts. They determine the grammatical function and meaning of word forms in phrases, clauses and sentences. They discuss possible interpretations and evaluate different translation options with their classmates, learning to pronounce Ancient Greek words accurately, and develop a sense of the information order and pragmatic force of Ancient Greek sentences. They learn to search for specific information in

⁵ CEFR Companion Volume, Council of Europe, 2018, p. 33.

texts, elucidate their structure and content, and discuss their specific nature, distinguishing the characteristics of specific literary genres or text types. They become close readers and deep readers, alert to the precise details of form, content and function of texts.

Developing language awareness and analytical skills focuses on building a general plurilingual skills basis, placing value on the linguistic and cultural diversity of learners, whose knowledge of different languages and cultures is not siloed but integrated. The skills emphasised in this section support the development of the specific Ancient Greek language competence needed to become a proficient reader of Ancient Greek texts, but are also of great benefit to learners' understanding of other languages, including the language of instruction, and help them become reflective and self-aware language learners and users.

Learners develop the capacity to make sense of the meaning and grammatical function of words and word forms by systematically analysing their constituent parts, including roots, stems, suffixes and endings, and explaining their reasoning to their classmates. They learn to identify words belonging to specific word types, such as nouns, adjectives, pronouns, adverbs, finite verb forms, infinitives and participles, and recognise inflection patterns such as the nominal declensions and verbal conjugations. They learn, for example, to identify main clauses and main verbs, participial and infinitive constructions, and different types of subordinate clauses and conditionals; how Ancient Greek idiom and modes of expression differ from genre to genre, from author to author, and from period to period.

In all of these activities, learners relate their learning of Ancient Greek to their knowledge of other languages, drawing on and developing their linguistic repertory. They may, for example, use their receptive knowledge in a different language to deduce the meaning of an Ancient Greek word or expression; relate Ancient Greek words to their derivatives or cognates in other languages they know; compare and contrast how different languages they know work as systems; and become aware that foreign languages, such as Ancient Greek, have words for concepts that are culture-specific and unique and defy translation.

Last but not least, learners acquire the attitudes and develop the ability to access the resources that will enable them to become independent, confident and effective learners of Ancient Greek, developing skills which will also serve them well for learning other languages. They learn to find and effectively use dictionaries, grammars, parsing tools, translations, editions and commentaries, on paper and online. They learn to reflect on their own learning strategies and progress, and savour the joy of mastering a language that has been spoken, written and thought in for more than two-thousand years.

Strand 2: Literature in context

The learning outcomes in this strand relate to *Ancient Greek literature* and *Hellenic culture explored through Ancient Greek texts*. They are specific to classical language learning in that they focus on the study of Ancient Greek literary texts within their various contexts but are related to the pluricultural competence objectives of the senior cycle modern foreign language specifications. They take it as given that learners do not compartmentalise the various cultures to which they have access but always compare and contrast cultures whose language they are learning to norms, expectations, behaviours and outlooks they know from other cultures, including their own.

Ancient Greek literature is about learning to *situate* Ancient Greek creative texts, in particular literary texts, in the broadest possible sense. Learners develop the ability to elucidate specific aspects of a text with reference to what we know about the text's author and audience; expectations associated with the text's genre or style; and aspects of history, politics, ideology, philosophy, social norms, visual art, architecture and material culture. Combining close reading of texts with contextual study, learners explore the significance a text may have had for its original audience, how it inspired later authors and visual artists, and how it remains relevant today, relating aspects of the text to contemporary issues and dilemmas and their own values, attitudes, ambitions and fears. By doing so they develop an appreciation of the continued importance of Ancient Greek as a language of literature and culture over time, across the world and in Ireland.

Hellenic culture explored through Ancient Greek texts is the counterpart of *Ancient Greek literature*. Here the emphasis is not on understanding Ancient Greek texts in context but on understanding aspects of Hellenic culture and history through the study of literary texts – the two approaches being complementary and inextricably connected. By reading and researching Ancient Greek texts, learners gradually build a knowledge base regarding the topography of ancient Greece and the Hellenic world, significant historical events, key features of Greek art, famous people, the names of the Greek gods, important myths, and key aspects of daily life.

The focus of this language specification is not on acquiring historical knowledge in its own right. Throughout, the emphasis is on the relationship between text and context, and learning about Greek history, literature, art and culture should happen during the journey of learning to read Ancient Greek texts rather than as a separate learning activity. This journey will be different for each learner, and the goal is not to acquire a systematic body of knowledge of historical facts, dates and names, but to lay down a foundation, anchored in Ancient Greek texts, and create an appetite for further exploration of the Hellenic world.

In line with the pluricultural competence objectives of language learning, learners of Ancient Greek will be constantly encouraged to reflect on aspects of the ancient world from a comparative perspective. They will compare Greeks' (self-)representation in Ancient Greek texts with their own expectation and stereotypical representations in film, games and fiction. This will entail exploring Greek achievements, values and attitudes which have generally been lauded, but also aspects which are less commendable, such as attitudes to women, slaves and foreigners; imperialism, despotism and exploitation. Learners will find that complex political, social, economic and environmental challenges, issues of justice, discrimination and violence, were as much part of the ancient world as they are of our world, and that Greek responses to such abiding human problems offer insights that remain strikingly relevant.

Strands

STRAND 1: CLASSICAL LANGUAGE

Learners learn about: **Learners should be able to:**

Understanding Ancient Greek texts	1.1. Explore a range of authentic written texts in a variety of genres and formats for pleasure, research or comparison. 1.2. Recognise a range of lexical items at the level of words, expressions and collocations in context. 1.3. Pronounce Ancient Greek words, phrases and simple sentences accurately enough to be understood, with appropriate intonation and rhythm. 1.4. Collaborate with their classmates to understand Ancient Greek phrases, sentences and texts, asking what others think, making suggestions and reviewing responses. 1.5. Explore vocabulary and grammatical rules by completing and transforming phrases and simple sentences. 1.6. Create accurate and idiomatic translations of Ancient Greek sentences and passages of limited complexity. 1.7. Gather specific information from written texts for a particular purpose. 1.8. Identify the main points of texts, recognising elements such as factual information, questions, premises and claims, viewpoints and positions, arguments, conclusions and the tone or mood of a text. 1.9. Describe the content and structure of texts in a range of ways, such as summarising, listing or classifying. 1.10. Compare and evaluate different translations of an Ancient Greek text. 1.11. Appreciate distinctive features and aims of creative texts such as narratives, plays, poems, inscriptions, graffiti, mottos and other text-types expressed in a range of registers and stylistic variations.
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Developing language awareness and analytical skills	1.12. Make sense of unfamiliar words and word forms by considering the constituent parts of the word, such as word roots and lexical elements, as well as the immediate and wider context. 1.13. Recognise a range of linguistic patterns and structures (word types, inflection, grammatical functions, word order, spelling and punctuation conventions) and explain their use in context. 1.14. Explain the reasoning that led them to a specific interpretation of a phrase or sentence. 1.15. Effectively use language resources such as dictionaries and grammars, in traditional and electronic formats, to establish the meaning of words, phrases and sentences. 1.16. Monitor and assess their own language confidence, language learning strategies and utilisation of learning resources, using feedback to improve. 1.17. Recognise similarities and differences in the way concepts are expressed and understood across different languages. 1.18. Compare and contrast linguistic patterns and lexical expressions in the languages they know to support their comprehension of texts. 1.19. Investigate the etymology of words derived from Ancient Greek in other languages they know. 1.20. Recognise how word choice, syntax, grammar and text structure may vary with genre, purpose, context, and period.
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STRAND 2: LITERATURE IN CONTEXT

Learners learn about: **Learners should be able to:**

Ancient Greek literature	2.1 Give a personal response to creative texts in a range of ways, for example, by relating events to personal values, explaining the significance of events and settings, making
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	connections between them, investigating characters and their relationships, attitudes, dilemmas and decisions. 2.2 Research the context of Ancient Greek texts and their authors. 2.3 Explain specific aspects of a creative text with reference to the text's various contexts (such as history, politics, ideology, philosophy, social norms, visual art, architecture and material culture). 2.4 Employ close reading to support their interpretation of a text with reference to the words of the text. 2.5 Consider what significance a literary text may have had for its original audience and how it may be relevant to audiences today. 2.6 Examine examples of reception of an Ancient Greek literary text in later texts or visual art and other media. 2.7 Appreciate the continued importance of Ancient Greek as a language of literature, learning, science and religion over time, across the world and in Ireland.
Hellenic culture explored through Ancient Greek texts	2.8 Research and discuss aspects of the regions, communities and cultures who have used Ancient Greek, such as geographical features, significant historical events, facts, famous people and places, as encountered in texts. 2.9. Explore aspects of the diverse cultural heritage and daily life of ancient Greece and the Hellenic world, for example cuisine, folklore, music, traditions, the arts and religions. 2.10. Examine what we can learn from Ancient Greek texts about social conventions, interpersonal relations, values, beliefs, customs, and attitudes. 2.11. Critically discuss aspects of Greek society, history, politics and culture which they find commendable and inspiring, and aspects which they find problematic and disconcerting. 2.12. Use Ancient Greek texts to examine their own cultural identity and stereotypical representations of the Greeks, their own and other cultures.

	2.13. Critically reflect on how their own perceptions, biases and assumptions inform their understanding of Greek society. 2.14. Examine what Ancient Greek authors' representation of 'others' such as women, foreigners and slaves suggests about their norms and their ideas about what it means to be a Greek (elite male) citizen. 2.15. Compare Greeks' (self-)representation in Ancient Greek texts with their portrayal in modern media such as film, games and historical fiction.
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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%)
- Pre-submitted research component: Text in Context (20%)

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

Assessment component	Ordinary level	Higher level
<i>Written examination</i>		
Section A Responding to Capstone text	60%	40%
Section B Responding to unseen texts	20%	40%
<i>Pre-submitted research component: 'Text in Context'</i>	20%	20%

Written Examination

STRUCTURE OF THE WRITTEN EXAMINATION PAPER

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: Responding to Capstone text

This section will focus on the Capstone text prescribed for examination by the Department of Education, which will be rotated periodically. The purpose of the Capstone text is to provide a common focus of study and examination for all learners, regardless of their individual learning pathways, the textbooks they may have used, and the Ancient Greek texts they may have explored in a classroom context or independently. The Capstone text provides a culminating and integrative experience, which allows all learners to showcase and apply key knowledge and skills they have acquired in the course to a stimulating and context-rich Ancient Greek text of a suitable level of difficulty. For engagement with the Capstone text, the emphasis is not on the quantity of Ancient Greek text studied but on the quality of learners' engagement with this original text and the various contexts in which it can be situated, including historical, social, literary and reception contexts. The Capstone will normally represent a central period of Greek (literary) history (typically the Classical period, 5th and 4th centuries BC). In the written examination, the Capstone text will be explored through questions of a range of types, with an emphasis on stimulus questions. These questions will explore its language, interpretation and contextual aspects. Further guidance on the Capstone text will be provided by the State Examinations Commission.

Section B: Responding to unseen texts

This section requires learners to engage with texts which are not part of the Capstone prescription but have some contiguity with it, for example, because they are taken from the same author or genre, or they relate to the same characters, stories, themes or events, to provide a cohesive examination. Questions will be of a range of types and will ask learners to

demonstrate their understanding of the language and content of the presented unseen text or texts in various ways, without presupposing knowledge of its contexts except where these overlap with those of the Capstone text.

The weighting of marks for each section will differ between Ordinary level and Higher level. At Ordinary level, Section A will account for 60% of the overall grade. At Higher level, Section A will account for 40% of the overall grade. There will also be differentiation between Ordinary level and Higher level in question types.

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 linguistic, textual and contextual aspects of the capstone text and approaches to the comprehension and analysis of Ancient Greek texts across the full specification, with few significant omissions. Candidates consistently apply their knowledge and understanding of Ancient Greek 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 linguistic, textual and contextual aspects of the capstone text and approaches to the comprehension and analysis of Ancient Greek texts across the specification, with significant omissions. Candidates apply their knowledge and understanding of Ancient Greek 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 linguistic, textual and contextual aspects of the capstone text and

approaches to the comprehension and analysis of Ancient Greek texts in the specification. Candidates mostly apply their knowledge and understanding of Ancient Greek to familiar contexts, situations and scenarios. They present arguments and analyses that are somewhat based on evidence but may include irrelevant material.

Pre-submitted research component: Text in Context

PURPOSE OF TEXT IN CONTEXT

This assessment component aims to develop in learners a spirit of enquiry about the significance and broader context of the language and literature that they encounter, and a range of skills to facilitate that enquiry. The component is also designed to allow learners to engage in self-directed study and to pursue in more depth an aspect of their study of the language that animates their interest and curiosity, at a level appropriate to their language competence and restrictions of time and resources.

The component requires learners to investigate, evaluate and report on a language-centred theme of their own choosing that is anchored in the specification. This theme may be connected with the Capstone text or separate from it. Learners choose a significant but manageable aspect of language or a short text or extract from a text in the language and explore that aspect in a broader context. This context may relate, for instance, to the wider literary, linguistic, artistic, historical, cultural, social, political, philosophical, or religious significance of the theme chosen.

Text in Context 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 learners and submitted in written form. The report may include illustrations.

CHOOSING A THEME

In selecting a theme for research, the following criteria should be taken into account:

- The theme should be rooted in the learner's study of language and texts in the language. An aspect of a text or of the study of language should provide the impetus for the research.
- The theme should be clearly defined and significant. Its focus should be narrow rather than broad to allow for depth of investigation.
- The theme should allow the learner to make connections between an aspect of the language or the language of a text or excerpt(s) from a text and the wider context in which they are situated.

Examples of possible research areas include:

- Analysis of a text or extract from a text from a linguistic angle, for example, looking closely at a text in terms of genre or style, exploring an author's choice of words, imagery or mode of presentation
- Investigation of a place or event or person associated with a literary text, and how the subject in question is represented in the language of the text
- Comparison of different translations of an Ancient Greek text exploring, for example, differences in style, translation strategy and structure
- Consideration of how specific aspects of the material culture of the classical world, including art and architecture, are represented in Ancient Greek texts
- Exploration of an Ancient Greek word or set of words associated with a culturally specific concept, value or idea
- Analysis of how different aspects or versions of myths are represented in Ancient Greek texts.

In particular, Text in Context requires learners to demonstrate that they can:

- research Ancient Greek texts and process linguistic and contextual information
- synthesise and evaluate information using approaches and concepts connected to the Ancient Greek specification and make an informed judgement
- acknowledge the broader context of the classical world wherein the language existed and reflect on how this knowledge and understanding contributes to their understanding and appreciation of the language and specific texts in the language.

This is indicative only and further details will be provided in a guidance document. The State Examinations Commission will provide an annual brief for students in relation to Text in Context.

FORMAT OF THE TEXT IN CONTEXT REPORT

The *Text in Context* research findings 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

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

- Why the subject has been chosen
- What research questions the learner intends to answer
- The approach the learner intends to take to the research process
- The sources and references to be considered.

Section B: Extended essay

The learner 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 learner 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 TEXT IN CONTEXT

A high level of achievement in this component is characterised by a thorough engagement with the chosen theme. The learner's report is purposeful and clear. It shows a highly developed knowledge and understanding and clearly moves beyond a re-telling of facts and information to focus on insights and learning gained. The report demonstrates a laudable coherence of approach, content and structure in presenting research findings. The learner demonstrates an ability to research, select, organise and process information from a variety of sources very judiciously and shows a keen understanding of the role of sources and evidence in forming judgements and drawing conclusions. The learner demonstrates 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 good engagement with the chosen theme. The learner's report is clear. It shows, in the main, a developed knowledge and understanding and provides insights on the learning gained. The report demonstrates coherence of approach, content and structure in presenting research findings. The learner demonstrates an ability to research, select, organise and process information from a variety of sources and shows understanding of the role of sources and evidence in forming judgements and drawing conclusions. The learner demonstrates awareness of the broader context of the

subject chosen in the history of the classical world, making a case for the significance of the subject chosen.

A low level of achievement in this component is characterised by some engagement with the chosen theme. The learner's report provides a basic summary of the theme. It shows some knowledge and understanding but rarely moves beyond a re-telling of facts and information to focus on insights and learning gained. The report demonstrates flaws in terms of coherence of approach, content and structure in presenting research findings. The learner demonstrates weaknesses in the ability to research, select, organise and process information from a variety of sources and shows limited understanding of the role of sources and evidence in forming judgements and drawing conclusions. The learner demonstrates little awareness of the broader context of the subject chosen in the history of the classical world, and does not make a compelling case for the significance of the subject chosen.

The report on *Text in Context* 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 at the Certificate Examinations operated by the State Examinations Commission (SEC) facilitates access to certificate examinations by learners who would have difficulty in accessing the examination or communicating what they know

because of a physical, visual, hearing and/or learning difficulty. The scheme assists learners who have special educational needs to demonstrate what they know and can do in the certificate examinations, without compromising the fairness or integrity of the assessment. It provides accommodations for learners with a variety of complex special educational needs including learning difficulties as well as permanent or temporary physical, visual, hearing, medical, sensory, emotional, behavioral or other conditions. Support arrangements are provided only to those who need them and the application process is school based. Further information about the scheme is available from the SEC.

Appendix: 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
Identify	recognise patterns, facts, or details; provide an answer from a number of possibilities; recognise and state briefly a distinguishing fact or feature
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
Model	generate a mathematical representation (e.g., number, graph, equation, geometric figure) for real world or mathematical objects, properties, actions, or relationships
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