



An Roinn Oideachais
agus Scileanna

Physical Education

Curriculum Specification

LEAVING CERTIFICATE
Ordinary and Higher Level

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1

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 needed to participate in and contribute to a changing world where the future is uncertain. For an overview of senior cycle, see Figure 1 on p. 5.

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 student and to test and certify achievement. Assessment supports and improves learning by helping learners and teachers to identify the next steps in the teaching and learning process.



2

The experience of senior cycle

The vision of senior cycle education 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, and to build an interest in learning throughout their future lives.

This vision of the learner (Figure 2 on p. 6) is underpinned by the values and principles on which the senior cycle curriculum is built. The curriculum, including subjects and courses, embedded key skills, clearly expressed learning outcomes, and diverse 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 learners, that enable them to progress, 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 learners, that encourages them to take responsibility for their own learning over time, and that promotes a love of learning.

Figure 1: Overview of senior cycle

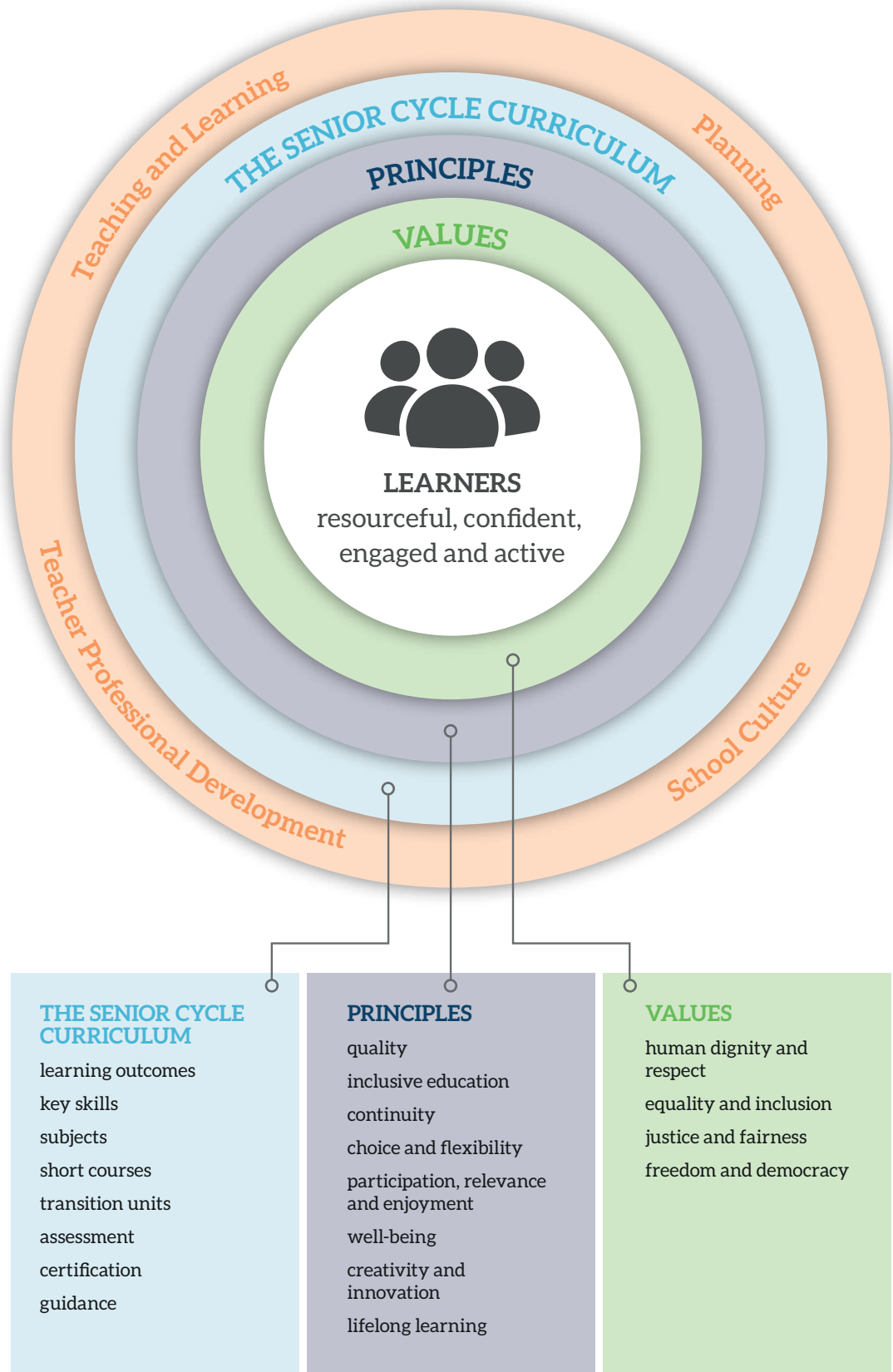


Figure 2: The vision of the learner



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Physical Education

Introduction

The general aim of physical education in senior cycle is to develop the learner's capacity to participate in physical education and physical activity in a confident and informed way. In Leaving Certificate Physical Education, learners have an opportunity to study physical education for certification.

The specification is designed to appeal to learners who have an interest in and a commitment to participation and performance in physical activity. The aim of Leaving Certificate Physical Education is to develop the learner's capacity to become an informed, skilled, self-directed and reflective performer in physical education and physical activity in senior cycle and in their future life.

The emphasis is on providing learners with integrated learning experiences where there is a balance between developing personal performance in selected physical activities and deepening their understanding of the theoretical perspectives that impact on performance and participation in physical activity. These perspectives include learning in the humanities/social sciences and life sciences.

Teaching and learning in physical education aims to support learners in becoming physically educated young people. Learners strive to improve their performance in selected physical activities. They learn to apply knowledge and understanding about physical activity to inform how they prepare for, participate and perform in physical activity. Through participation and performance in physical activity, students learn about being personally effective as individual performers but also as part of a team or group. They develop different social skills and competences as they work in collaboration with others towards a common goal.

Students learn about the importance of physical activity as part of a fulfilling and healthy lifestyle. They examine the factors which influence their own and others' participation in physical activity. They discuss different experiences of physical activity, from recreational participation through to the pursuit of excellence and the value of each experience for health and wellbeing.

In physical education, there are many opportunities for learners to work as individuals, in groups and in teams where they can develop a deeper understanding of the concepts of fairness and personal and social responsibility. While performance in physical activity is a central part of students' learning in physical education, learners are encouraged to undertake roles other than that of performer. In particular, learners are encouraged to undertake leadership and coaching roles as part of their learning in physical education. These different experiences support the development of each of the key skills in senior cycle education but particularly those of being personally effective and working with others. By developing the key skills, learners can move closer to becoming confident and

competent participants in physical activity now and into their adult lives.

In physical education, the term physical activity is understood to include all forms of physical activity on a continuum where participation in physical activity as part of a healthy lifestyle is at one end and competing to win is at the other end.

Learners experience physical education as a concurrent process of learning in, through and about physical activity.

Learning in physical activity refers to experiential outcomes where learners are actively engaged in physical activity. Learners apply their knowledge and understanding of theoretical perspectives to their pursuit of performance goals. Learners engage in ongoing reflection about their learning and progress in physical activity.

Learning through physical activity refers to instrumental outcomes where physical activity is the medium through which students learn. The focus is not primarily on the outcome or performance but rather on students' personal, social and intellectual learning through their engagement in the physical activity.

Learning about physical activity refers to enquiring about how different theoretical perspectives influence performance in physical activity. Students learn to make informed decisions about planning to achieve their performance goals. As students learn about physical activity, they also learn to question what happens in the name of physical activity at a local, national and international level.

Physical education is included in two ways in senior cycle: the senior cycle physical education framework provides a planning tool for schools to design a programme for those learners not following a programme in physical education as part of the Leaving Certificate. Leaving Certificate Physical Education, on the other hand, is a full subject that learners study and are assessed in, as part of their Leaving Certificate examinations.

Aim

The aim of Leaving Certificate Physical Education is to develop the learner's capacity to become an informed, skilled, self-directed and reflective performer in physical education and physical activity in senior cycle and in their future life

Objectives

The objectives of Leaving Certificate Physical Education are to develop the learner's

- ▶ performance in physical activity
- ▶ ability to reflect on performance in physical activity
- ▶ knowledge and understanding of the factors which influence performance and participation in physical activity
- ▶ appreciation of the benefits of physical activity for lifelong health and wellbeing
- ▶ capacity to undertake different roles in physical activities
- ▶ understanding of the principles underlying ethical participation in physical activity
- ▶ understanding of the role of physical activity and sport in the social and cultural life of Ireland.

Related learning

Leaving Certificate Physical Education provides continuity and progression in physical education that begins in the learner's early childhood education, through the Primary School Curriculum and junior cycle physical education.

EARLY CHILDHOOD

- ▶ **The Aistear framework** celebrates early childhood as a time of wellbeing and enjoyment where children learn from experiences as they unfold.
- ▶ Under **the theme of Wellbeing**, physical wellbeing is recognised as being important for learning and development as it enables children to explore, to investigate, and to challenge themselves in the environment. A growing awareness of their bodies and physical abilities is part of this.

PRIMARY SCHOOL

- ▶ **Physical education in the primary curriculum** provides a balanced range of activities for children and encourages schools to adopt a flexible approach to planning for physical education.
- ▶ The curriculum includes six strands: athletics, dance, gymnastics, games, outdoor and adventure activities, and aquatics.

JUNIOR CYCLE

Junior cycle physical education

Learners continue to develop their knowledge, skills and attitudes in physical education through the statements of learning which provide the basis for planning a new junior cycle. Of particular relevance are

- ▶ SOL 12: The student is a confident and competent participant in physical activity and is motivated to be physically active.
- ▶ SOL 11: The student takes action to safeguard and promote her/his wellbeing and that of others.
- ▶ SOL 4: The student creates and presents artistic works and appreciates the process and skills involved.

Wellbeing is an area of learning in Junior Cycle. Physical Education is one of the four pillars in the Wellbeing curriculum. The NCCA Physical Education short course draws on the Junior Cycle Physical Education framework and includes learning outcomes which address the important learning in Junior Cycle Physical Education. By completing the short course students have the opportunity to include their learning on their Junior Cycle Profile of Achievement (JCPA).

Further study

Leaving Certificate Physical Education provides opportunities for learners to prepare for further study in a range of areas, for example, in the teaching, coaching and healthcare professions. In addition to its vocational value, students' learning in physical education provides them with knowledge, skills and understanding that will support lifelong informed participation and/or the pursuit of excellence in their own sporting and physical activity pursuits. The emphasis is on the development of key skills in Leaving Certificate Physical Education which will support learners' effective engagement in a variety of further education opportunities where self-direction, leadership, organisational skills, and reflection are important.

Community and society

Leaving Certificate Physical Education has the potential to make a significant contribution to enhancing learners' commitment to lifelong participation in physical activity. Learners are encouraged to explore physical activity opportunities within and beyond the school. As they do so, they can become informed participants in physical activity as they reflect on the community and societal factors that support or hinder lifelong participation in physical activity. Learners are encouraged to act as advocates for physical activity both by their personal example and in their contribution to the various initiatives in sport and physical activity.

Inclusion

Leaving Certificate Physical Education provides an equitable and inclusive learning experience for learners in senior cycle. It aims to appeal to the broad student population and not only to those learners who excel as performers in physical activity. Learners who have an interest in and commitment to physical activity and sport are encouraged to study Leaving Certificate Physical Education. The learning outcomes are designed to be relevant to the personal, social, cultural and vocational interests of a broad range of learners.

Appropriate provision is made for the inclusion of all learners including male and female students, those with special education needs and physical disabilities and students from diverse cultural, ethnic and linguistic backgrounds. This is achieved through the establishment of a positive learning environment where all learners are provided with opportunities for personal success and progression. Performance in physical activity is only one of the criteria for success in the assessment of Leaving Certificate Physical Education. Learners can also demonstrate their skills and talents in the non-playing roles of coach/choreographer. The inclusive learning environment requires the use of a variety of teaching approaches, effective differentiation, modification of equipment including adapted or assistive, and utilisation of personnel in a supportive collaborative manner.

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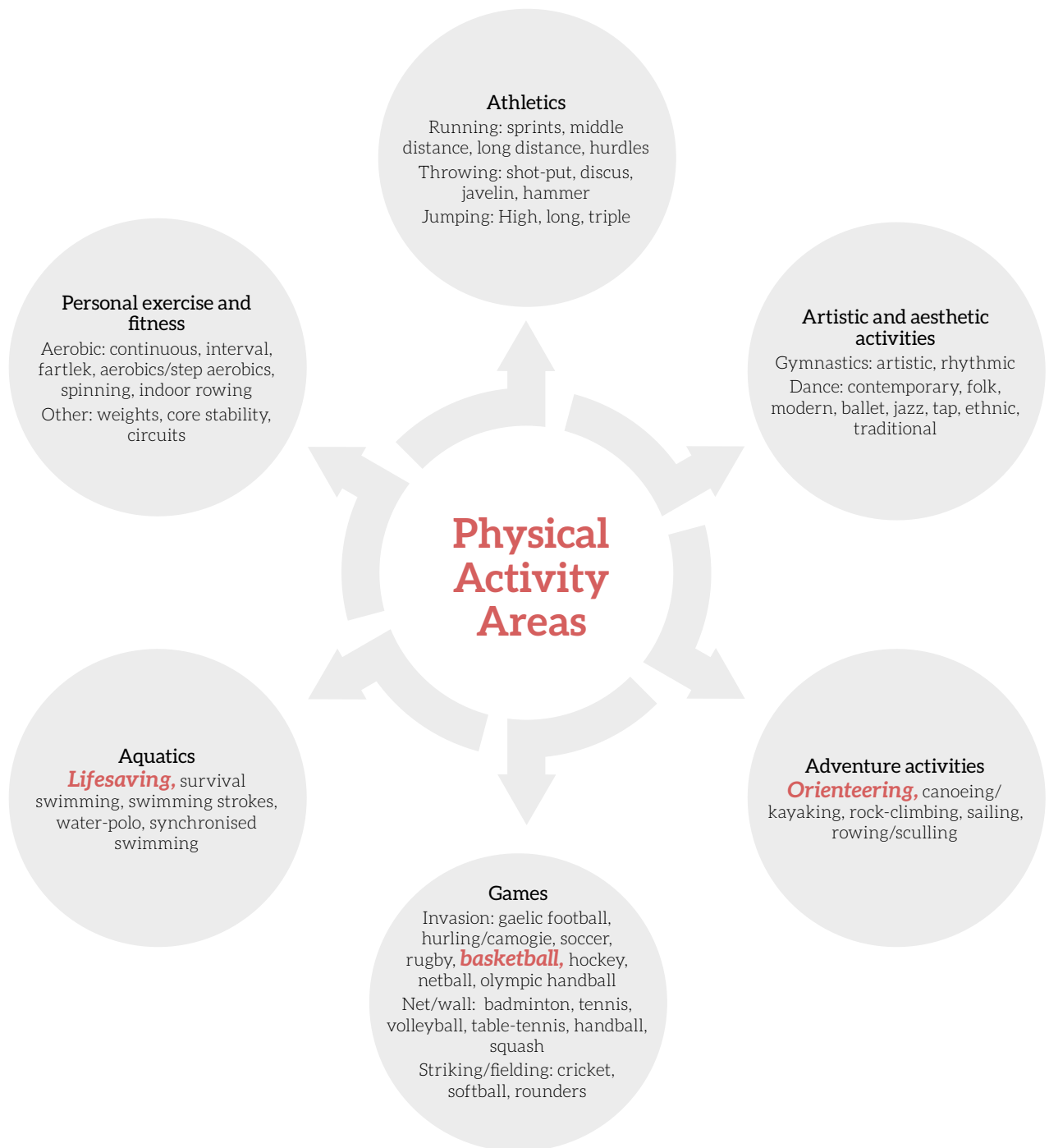
Overview

Structure

The specification is presented in two strands. In strand 1, students learn about different theoretical perspectives that impact on optimum performance and how to apply this understanding to a range of different activities. In strand 2, students learn about contemporary issues in physical activity and how different people experience physical activity and sport.

STRAND 1 Towards optimum performance	STRAND 2 Contemporary issues in physical activity
<ol style="list-style-type: none">1. Learning and improving skill and technique2. Physical and psychological demands of performance3. Structures, strategies, roles and conventions4. Planning for optimum performance	<ol style="list-style-type: none">5. Promoting physical activity6. Ethics and fair play <p><i>In addition, two of the following topics will be prescribed each year:</i></p> <ol style="list-style-type: none">7. Physical activity and inclusion8. Technology, media and sport9. Gender and physical activity10. Business and enterprise in physical activity and sport

Learners' physically active participation is central to teaching and learning in Leaving Certificate Physical Education. To enable this to happen, students learn about the different theoretical perspectives through their participation in three different physical activities. These activities are selected from six distinct physical activity areas which reflect the activities more commonly included in school physical education programmes currently. The graphic on p. 12 illustrates the six physical activity areas from which the three activities must be selected – one activity from three different areas.



Example: The three chosen physical activities include

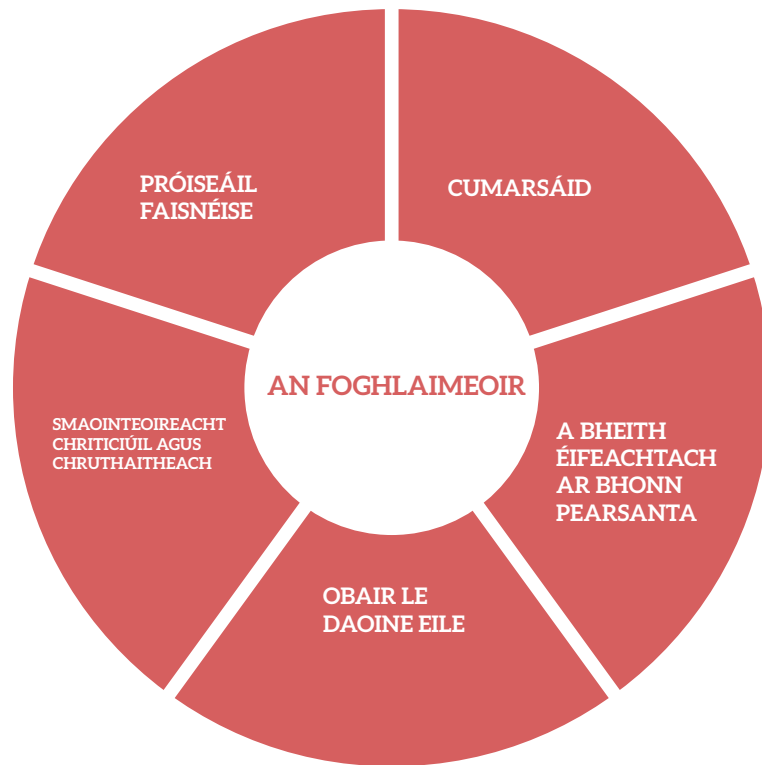
1. ***lifesaving (Aquatics)***
2. ***basketball (Games)***
3. ***orienteering (Adventure activities).***

These three physical activities become the focus of teaching and learning in Leaving Certificate Physical Education. As students learn about the many factors that impact on participation and performance, they are required to apply their learning in a systematic way to improve their own performance in the three selected physical activities. This planning process is at the centre of assessment tasks in Leaving Certificate Physical Education. Learners choose one of the three selected physical activities being studied by their class for their performance assessment.

Time allocation

Leaving Certificate Physical Education is designed to be taught in approximately 180 hours. It is recommended that of the five suggested class periods a week, a double period per week should be included to facilitate learners' active participation in the three physical activities. Learning associated with the specification may occur in practical settings beyond the school. It is important, therefore, that timetable arrangements reflect this.

Key skills



In senior cycle, there are five key skills identified as central to teaching and learning across the curriculum. These are *information processing, being personally effective, communicating, critical and creative thinking* and *working with others*. As learners engage with each of the key skills, they learn about themselves as learners both in general terms but also in the context of physical education, physical activity and sport. Therefore, as learners develop the five key skills, they also learn how to learn. The key skills are embedded within the learning outcomes of physical education.

Physical education provides learners with a unique opportunity to develop the key skills through learning within the psychomotor domain. For example, skills relating to being personally effective are clearly articulated in the learning outcomes about performance. Critical and creative thinking skills are central to learning outcomes where students respond to, for example, compositional tasks in dance or gymnastics or strategic thinking in games.

The use of different teaching and learning methodologies make it possible not only to meet the different learning needs of students but it also allows the key skills to be developed in physical education. For example:

- ▶ **Information processing skills** are developed where learners are required to access and process information using different sources as part of a research task. For example, in the assessment task, learners are required to produce a digital storyboard based on information they have collected and to analyse their own and others' performance in physical activity.
- ▶ **Communication skills** are developed as learners use the information gathered in discussions, debates, presentations and/or in group problem-solving tasks. Many of the topics in this specification are suitable as the basis of presentations and group discussions. For example, in strand 2, students learn about contemporary issues such as obesity, sedentary lifestyles and the influence of gender on participation in physical activity. These are all appropriate topics for discussion and debate.
- ▶ **Critical and creative thinking skills** are developed in the planning for optimum performance, for example, in identifying performance goals and planning for improvement in a selected physical activity. In LCPE learners are involved in setting achievable performance targets and planning to address any potential setbacks.
- ▶ The ability to develop and maintain good relationships is central to the key skill of **working with others**. Learners develop this skill as they work to achieve common performance goals, for example, in team games. Such opportunities arise frequently in physical activity settings.
- ▶ **Being personally effective** includes the ability to reflect on their own performance and/or provide feedback to another about their performance in an effective way. In Topic 4, learners are required to reflect on their performance, practice and training experiences.

The explicit and well-planned use of learning outcomes will enable teachers to assess learners' progress in the key skills. As teachers observe learners engaging in the different learning experiences, they can use these opportunities to provide clear and supportive feedback to learners about their use of key skills. For example, learners may be engaged in evaluating their own performance in dance in relation to a set of agreed criteria. While students learn to identify their strengths and plan to improve their performance, they can also receive feedback about the key skill of personal effectiveness.

In the assessment for certification in Leaving Certificate Physical Education, the learner will be required to show evidence of engagement with the key skills through the assessment of the learning outcomes of the specification.

Teaching and learning

Active participation in physical activity is central to teaching and learning in physical education. Learning outcomes in physical education require learners to set personal performance goals in the selected physical activities and to implement a plan to achieve these goals. Learners are encouraged to manage their own learning, work individually and with others and to reflect on their learning in, through and about physical activity.

A wide range of participatory and enquiry-focused teaching and learning activities are appropriate in physical education. These include learners participating in different physical activities, applying theoretical knowledge and understanding to practical performance, undertaking roles in addition to player/participant, engaging in class discussions and debate, using multimedia approaches, using simulations, examining case studies, and reflecting on their own and others' performance and participation in physical activity. These approaches to learning are flexible in nature. They enable learners to arrive at different solutions to similar challenges that they face in the pursuit of optimum performance.

The use of assessment for learning approaches in physical education can ensure that learners are clear about the learning outcomes and the criteria for success. Many of the learning outcomes identify specific activities through which learners can demonstrate their understanding and support the teacher in planning for teaching and learning. The use of constructive, focused feedback can also support learners' willingness to engage fully with new learning situations, promoting resilience when progress is slow and demanding. Feedback is an important mechanism to re-energise learners' engagement with ongoing practices thereby helping the learner to achieve their performance goals.

Information and Communication Technology (ICT)

Information and communications technology applications are included in activities to enhance student learning, by enabling students to learn more efficiently, to facilitate work that might not otherwise be possible and to reflect on their own learning. A wide variety of software tools are used to collect, record, analyse and display information and may, for example, be used by students in the preparation of videos, reports, graphics, concept-maps, databases, and presentations. There is a proliferation of user-friendly and portable digital tools available to support teaching, learning and assessment in physical education. Students also learn to use ICT in an ethical and responsible manner as an integral part of learning and assessment.

Students learn to critically evaluate, manage and use information as they analyse their own and others' performances. They can record their effort and participation and use the results in their discussions, reflections and programme planning. ICT may also prove to be a significant motivational tool for students' learning and performing in physical activity as students interact with the different types of feedback that can be obtained from using ICT creatively.

As students learn about physical education, they can be encouraged to critique the ways in which ICT is used in sport and physical activity, including analysis of which activities are covered in the media, how they are covered and the impact of this coverage on the experiences of different groups in sport and physical activity. Finally, ICT has an important role to play in the preparation and presentation of coursework for assessment purposes in physical education.

Differentiation

Differentiation occurs in two distinct areas: planning for teaching and learning and assessment.

PLANNING FOR TEACHING AND LEARNING

Ordinary level	Higher level
Learners engage with a broad range of learning experiences mainly concrete in nature, but with some elements of abstraction or theory.	Learners engage with a broad range of learning including theoretical concepts and abstract thinking with significant depth in selected areas.
Learners demonstrate a range of psychomotor, cognitive and affective skills.	They use a broad range of psychomotor, cognitive and affective skills.
They demonstrate the ability to analyse selected physical activities and to plan for improved performance.	They demonstrate the ability to analyse in depth a range of physical activities and to plan for improved performance.
They apply previously-used solutions to a variety of problems in familiar contexts.	They engage in problem-solving in a wide variety of both familiar and unfamiliar contexts.
They show an ability to engage in action planning	Learners show evidence of ongoing reflective practice in physical education.
Learners show evidence of ongoing reflective practice in physical education.	

Assessment

In common with other Leaving Certificate specifications, physical education is assessed at both Higher and Ordinary levels. Differentiation at the point of assessment is reflected in the structure of the examination tasks and in the nature of the challenges posed. The performance assessment is assessed at a common level.

5

Sections of study

Strand 1: Towards optimum performance

TOPICS

- ▶ Learning and improving skill and technique
- ▶ Physical and psychological demands of performance
- ▶ Structures, strategies, roles and conventions
- ▶ Planning for optimum performance.

This strand, Towards optimum performance, focuses on the complex interrelationship between performance in physical activity and the range of factors that shape that performance. Such factors include psychological, physiological, biomechanical, sociological and cultural perspectives. In this section, learners strive to produce their optimum personal performance in three physical activities. In this context, optimum means the best performance that the learner can achieve at this point in time. At all times, the emphasis is on learners applying their knowledge and understanding of the theoretical factors in planning to achieve their performance goals.

TOPIC 1: LEARNING AND IMPROVING SKILL AND TECHNIQUE

A skilled performance is one in which a sequence of movements is performed in a fluent and controlled manner, the right options are selected and the skills and techniques used fully reflect the performer's ability and experience. Technique is the way in which these skills are executed. In planning for optimum performance, the learner requires a wide range of skills and techniques and the ability to make the right choices about which ones to use, when and where. In this topic, learners examine each of the three physical activities in order to identify the different skills and techniques that are central to a successful performance. They learn to analyse their own level of skill and technique and to plan for improvement.

The following table sets out the content and the learning outcomes for Topic 1: Learning and improving skill and technique.

STUDENTS LEARN ABOUT	STUDENTS SHOULD BE ABLE TO
1.1 Defining a skilled performance	<ul style="list-style-type: none">▶ identify the characteristics of a skilled performance▶ discuss the difference between skill and ability
1.2 Analysing skill and technique	<ul style="list-style-type: none">▶ analyse selected skills and techniques from the following perspectives:<ul style="list-style-type: none">• biomechanical; planes and axes, levers• movement; vectors and scalars, Newton's laws of motion• quality/effectiveness; economy of movement, creative application of skill
1.3 Skill acquisition	<ul style="list-style-type: none">▶ outline the stages of learning a new skill▶ describe how skills are learned effectively▶ design practice schedules incorporating the principles of effective practices and a variety of practice methods

TOPIC 2: PHYSICAL AND PSYCHOLOGICAL DEMANDS OF PERFORMANCE

Performance in physical activity places different demands on the body. These include the demand for

- ▶ health-related fitness
- ▶ performance-related fitness
- ▶ psychological preparation
- ▶ appropriate diet and nutrition.

In Topic 2, students learn about these different demands generally and how they apply to each of the three physical activities specifically. Students learn to assess themselves in relation to each demand and how to plan for improvement.

The following table sets out the content and the learning outcomes for Topic 2: Physical and psychological demands of performance.

STUDENTS LEARN ABOUT	STUDENTS SHOULD BE ABLE TO
2.1 Physical fitness	<ul style="list-style-type: none"> ▶ discuss the difference between health- and performance-related fitness
2.2 Health-related fitness	<ul style="list-style-type: none"> ▶ define the components of health-related fitness: cardio-respiratory endurance, muscular endurance, strength, flexibility and body composition
2.3 Performance-related fitness	<ul style="list-style-type: none"> ▶ define the components of performance-related fitness: agility, balance, co-ordination, power, speed and reaction time
2.4 Application of health- and performance-related components of fitness	<ul style="list-style-type: none"> ▶ examine the extent to which different components of health- and performance-related fitness are important in the selected physical activities ▶ research ways in which health- and performance-related fitness can be developed in a demanding practice context ▶ design a combined approach to health-related fitness and performance-related fitness training
2.5 Assessment of health- and performance-related components of physical fitness	<ul style="list-style-type: none"> ▶ design a fitness test battery for a physical activity based on an analysis of the particular fitness demands of the activity ▶ evaluate the principles of training from a performance perspective ▶ apply the FITT formula to each component of physical fitness
2.6 Designing a fitness plan	<ul style="list-style-type: none"> ▶ compare different methods of physical fitness training in the context of the three selected physical activities ▶ discuss approaches to training in the activity and outside the activity ▶ use the fitness test data to design a physical fitness programme for a selected physical activity ▶ suggest strategies to support recovery and adaptation following competition/performance and training ▶ demonstrate an understanding of periodisation in the design of training programmes

STUDENTS LEARN ABOUT	STUDENTS SHOULD BE ABLE TO
2.7 Psychological preparation	<ul style="list-style-type: none"> ▶ discuss the ways in which different psychological factors including confidence, anxiety, motivation, concentration and feedback impact on practice and performance ▶ evaluate strategies to enhance confidence, motivation and concentration before, during and after practice sessions and/or performance ▶ discuss different types of feedback and their importance in selected practices and/or performance ▶ analyse strategies to improve mental preparedness for before, during and after practice/performance in physical activity ▶ design a personal action plan, including a rationale, to support a positive psychological disposition before, during and after performance
2.8 Diet and nutrition	<ul style="list-style-type: none"> ▶ examine the nutritional considerations for before, during and after performance in physical activity ▶ discuss the importance of hydration in different physical activities and settings ▶ discuss the role and challenges of using sports supplements, including sports drinks, in physical activity ▶ analyse the role and relative contribution of the energy systems in relation to duration, intensity and type of activity ▶ explain how an understanding of the different energy systems can inform preparation for practice, performance and recovery ▶ design a dietary plan, including a rationale, for one selected physical activity

TOPIC 3: STRUCTURES, STRATEGIES, ROLES AND CONVENTIONS

Players and/or performers require an understanding of the structures, strategies and/or compositional elements that are central in the different physical activities. In team games, for example, each player needs to understand their individual role and the way in which that role can contribute to the team's overall performance. There are numerous structures and strategies that can be used to maximize the individual's/team's strengths in different competitive scenarios.

In the context of dance and gymnastics, students learn how to apply different performance design elements to their individual and group composition/routines. They learn about different choreographic approaches and how these can enhance the overall quality of the performance.

Students learn about the rules, roles, conventions and safe practice that pertain to their selected physical activities. They learn about the importance of affiliation, team building and responsible leadership as they work towards shared performance goals.

Students also learn to carry out non-playing roles, including that of coach/choreographer and official, making their experience of the different physical activities more complete and authentic. As learners undertake these non-playing roles, they learn to take responsibility for running the activity and ensuring safe practice in the organisation of the activity.

The following table sets out the content and the learning outcomes for Topic 3: Structures, strategies, roles and conventions.

STUDENTS LEARN ABOUT	STUDENTS SHOULD BE ABLE TO
3.1 Structures, strategies and/or compositional elements	<ul style="list-style-type: none">▶ demonstrate an understanding of the main structures, strategies and/or compositional elements in their performance of selected physical activities▶ evaluate their own and others' use of appropriate structures, strategies and/or compositional elements using appropriate methods of analysis▶ demonstrate the capacity to modify selected structures and/or strategies in response to different performance scenarios
3.2 Roles and relationships	<ul style="list-style-type: none">▶ Investigate the demands of different roles in terms of the physical, personal and technical qualities needed for a successful performance▶ identify weaknesses of opponent/s in order to exploit them
3.3 Safe practice	<ul style="list-style-type: none">▶ demonstrate safe practice in approaches to training, performance and the organisation of physical activity events▶ suggest warm-up and cool-down practices designed to prevent injury and to prepare participants for participation and performance▶ discuss the importance of the selection and maintenance of suitable attire, equipment and facilities for selected physical activities▶ describe common injuries sustained in the selected activities, their causes and first aid treatment.▶ evaluate training/practice schedules designed to avoid the problems associated with overtraining including player/participant fatigue

STUDENTS LEARN ABOUT	STUDENTS SHOULD BE ABLE TO
3.4 Rules, rituals and conventions	<ul style="list-style-type: none"> ▶ organise an event/performance in which the particular rules, roles, rituals and conventions of the activity are respected ▶ demonstrate the ability to communicate respectfully with performers/players and officials
3.5 Role of coach/choreographer	<ul style="list-style-type: none"> ▶ discuss the demands of non-playing roles including desirable interpersonal skills ▶ guide the performer in identifying and planning for short- and long-term goals in pursuit of optimum performance ▶ design a physical fitness and skills programme for a specific performer to prepare them for optimum performance in one of the selected activities ▶ demonstrate effective communication skills which support positive interaction between coach/choreographer and performer ▶ suggest modifications to the performer's practice/performance as the need arises ▶ use strategies designed to support a performer's ongoing motivation to train and/or to practice ▶ guide the performer's effective use of ongoing reflection about their practice/performance ▶ demonstrate the ability to plan for and manage practice/training time effectively ▶ analyse their own performance in the role of coach/choreographer using a coach/choreographer they admire as a point of reference
3.6 Role of official	<ul style="list-style-type: none"> ▶ explain the rules and regulations pertaining to the selected physical activities ▶ describe the safety regulations and procedures in the selected physical activities ▶ implement appropriate safety checks on equipment, facilities and player clothing ▶ use the appropriate scoring/recording systems for the selected activities ▶ describe the demands of officiating in terms of personal fitness, psychological readiness, personal attire and suitable equipment ▶ demonstrate the ability to communicate assertively with participants ▶ identify strategies to manage conflict in a variety of situations; between the official and participants, and/or between participants ▶ evaluate their role as an official using an official they admire as the reference point

TOPIC 4: PLANNING FOR OPTIMUM PERFORMANCE

Planning for optimum performance requires that learners engage in a number of activities which are necessary for them to achieve their personal performance goals. At the outset, performance in different activities can be analysed using a variety of tools designed to focus on particular elements of the performance. Students learn to analyse their overall performance or specific aspects of it using appropriate methods of analysis. Using this information, they learn to set realistic performance goals based on sound theoretical principles. Learners design a training/practice programme to achieve these goals, monitor their progress and adapt the programme as necessary. Finally, learners evaluate their progress in a concluding performance using the same methods of analysis as those used at the outset. Learners experience this process in relation to each of the three physical activities selected.

The following table sets out the content and the learning outcomes for Topic 4: Planning for optimum performance.

STUDENTS LEARN ABOUT	STUDENTS SHOULD BE ABLE TO
4.1 Personal performance analysis	<ul style="list-style-type: none">▶ examine the different factors that influence personal performance in physical activity and sport
4.2 Methods of analysis	<ul style="list-style-type: none">▶ identify appropriate methods of analysing different aspects of performance▶ skill and technique▶ structures and strategies▶ choreography▶ performance-related fitness▶ psychological preparedness▶ use a selection of tools, including video and analysis software to analyse their own and others' performances▶ compare their personal performance to that of a more skilled/ model performer▶ identify four areas from their performance which require further development
4.3 Aesthetic and artistic considerations	<ul style="list-style-type: none">▶ identify the artistic and/or aesthetic criteria of performance▶ compare different physical activities in terms of the aesthetic and/or artistic criteria▶ evaluate personal and/or group performance from artistic and/or aesthetic perspectives
4.4 Planning for optimum performance	<ul style="list-style-type: none">▶ explain how information from their performance analysis was used to inform planning to achieve performance goals▶ present performance goals to address areas for improvement▶ design a practice/training plan to improve personal performance in relation to performance goals▶ provide evidence on the effectiveness of the programme design in achieving the performance goals

Strand 2: Contemporary issues in physical activity

TOPICS

5. Promoting physical activity
6. Ethics and fair play
7. Physical activity and inclusion
8. Technology, media and sport
9. Gender and physical activity
10. Business and enterprise in physical activity and sport.

This strand, *Contemporary issues in physical activity*, aims to develop learners as literate and critical participants in physical activity and sport as they examine the many factors that influence participation and performance in physical activity and sport. Students learn about the personal, social and contextual barriers and supports to physical activity participation and performance generally. They learn to question, critique and challenge what happens in the name of physical activity and sport at local, national and international level.

Learners also have an opportunity to review ethical practice in physical activity and sport. They investigate the impact of unfair practice on the individual, the group and the activity. They review their own and others' observation of 'fair play' rules in their participation and organisation of different physical activities.

All learners are required to study Topics 5 and 6—*Promoting physical activity* and *Ethics and fair play*. Every two years, two of the following topics will be prescribed for each new cohort of Leaving Certificate students. These topics are:

7. Physical activity and inclusion
8. Technology, media and sport
9. Gender and physical activity
10. Business and enterprise in physical activity and sport.

TOPIC 5: PROMOTING PHYSICAL ACTIVITY

In *Promoting physical activity*, students learn about the benefits of physical activity and the different ways physical activity is organised to suit individuals at different stages of their lives. Learners examine the factors that influence participation in and provision for physical activity and sport. As learners strive to improve their personal performance in the selected activities, they learn about the national governing bodies of sport and physical activity and the different pathways to excellence that these bodies may offer to performers.

The following table sets out the content and the learning outcomes for Topic 5: Promoting physical activity.

STUDENTS LEARN ABOUT	STUDENTS SHOULD BE ABLE TO
5.1 Benefits of physical activity participation	<ul style="list-style-type: none"> ▶ discuss the personal, social and economic benefits of physical activity for health and wellbeing at different life stages ▶ explain the different concepts of physical activity <ul style="list-style-type: none"> • play • leisure and recreation • physical education • mass-participation sports • outdoor and adventure activities • sport
5.2 Physical activity participation	<ul style="list-style-type: none"> ▶ present a physical activity biography for themselves and another with an activity profile different from their own ▶ discuss the supports and barriers to physical activity participation in school and in the community ▶ use different methods of collecting data about physical activity participation, e.g. pedometers, activity diaries ▶ analyse physical activity participation patterns in a specific group in their school community ▶ evaluate different approaches to physical activity promotion
5.3 Physical activity promotion	<ul style="list-style-type: none"> ▶ analyse the role of national and local policies in the promotion of physical activity ▶ examine the role of the national governing bodies of their selected physical activities, including how the activity is provided for at local, national and international level ▶ design a physical activity promotion and adherence tip sheet for a specific target group ▶ discuss the characteristics of significant people who promote and support others' participation in physical activity
5.4 Pathways to excellence in physical activity	<ul style="list-style-type: none"> ▶ suggest ways in which pathways between school- and community-based physical activity/sport might be strengthened ▶ analyse current provision and support for excellence in performance in the three selected physical activities.

TOPIC 6: ETHICS AND FAIR PLAY

Ethics and fair play are central to the learner's enjoyable and successful participation in physical activity and sport. Responsibility lies not only with the individual participant but also with the officials, leaders/coaches, national governing bodies of sport and groups responsible for sport and physical activity at local and national level. The learner examines what informs ethical and fair play in the three selected physical activities.

The following table sets out the content and the learning outcomes for Topic 6: Ethics and fair play.

STUDENTS LEARN ABOUT	STUDENTS SHOULD BE ABLE TO
6.1 Principles of ethical practice	<ul style="list-style-type: none">▶ explain the principles of ethical practice in sport; the importance of integrity, respect, fairness and equity in the context of the selected activities
6.2 Codes of ethics	<ul style="list-style-type: none">▶ examine the code of ethics in the selected physical activities from the perspective of participants, parents, spectators, coaches and/or club officials▶ investigate the concepts of sportsmanship and gamesmanship and their influence on engagement in physical activity and sport
6.3 Drugs and sport	<ul style="list-style-type: none">▶ describe the different categories of performance-enhancing drugs, giving examples of how they affect performance▶ analyse the implications for the performer and the sport of using performance-enhancing drugs
6.4 Anti-doping rules	<ul style="list-style-type: none">▶ describe the current Irish anti-doping rules including the ways in which they are enforced▶ explain therapeutic use exemption in relation to the use of medicines in sport▶ discuss the implications of using performance-enhancing drugs for the performer and the activity
6.5 Best practice for the use of supplements	<ul style="list-style-type: none">▶ investigate the uses of dietary supplements designed to optimise performance in one of their selected physical activities

Topics 7-10

7. Physical activity and inclusion
8. Technology, media and sport
9. Gender and physical activity
10. Business and enterprise in physical activity and sport

The world of sport and physical activity is constantly changing, affecting not only how we experience sport and physical activity but also how it is organised and portrayed. The importance of physical activity for health and wellbeing is a universally accepted truth yet the reality of people's experience of and commitment to physical activity is significantly different. In these topics learners have an opportunity to examine some of these issues in greater depth so that they might have a better understanding about what is happening and what needs to happen in the name of physical activity and sport.

It is envisaged that these four topics may change in the future to ensure that Leaving Certificate Physical Education continues to reflect what is current and of interest in the world of physical activity and sport. Every two years, two of these topics will be prescribed for each new cohort of Leaving Certificate students.

TOPIC 7: PHYSICAL ACTIVITY AND INCLUSION

As learners begin to examine their own and other's experiences in physical activity and sport, they become increasingly aware that not everyone has the same experience of, or access to, opportunities for physical activity. In this topic the learner examines the experiences of different groups in physical activity. They examine how inclusive or otherwise their selected physical activities are and ways in which inclusion might be improved.

The following table sets out the content and the learning outcomes for Topic 7: Physical activity and inclusion.

STUDENTS LEARN ABOUT	STUDENTS SHOULD BE ABLE TO
7.1 Supports and barriers to physical activity participation for selected groups	<ul style="list-style-type: none"> ▶ analyse the supports and barriers to physical activity participation for at least two of the following groups: <ul style="list-style-type: none"> • women • older adults • people with physical disability • people with intellectual disability • different ethnic groups • different socio-economic groups ▶ discuss examples of discrimination, stereotyping, inclusiveness and/or prejudice in physical activity provision for these groups ▶ investigate the coverage of sport in the media from the perspective of these groups
7.2 Addressing barriers to physical activity	<ul style="list-style-type: none"> ▶ discuss ways in which barriers to participation might be/have been addressed by the individuals themselves, their representative groups and/or voluntary and statutory organisations
7.3 Developments in physical activity and sporting opportunities over the past twenty years	<ul style="list-style-type: none"> ▶ discuss developments in physical activity and sport over the last twenty years from one group's perspective
7.4 Adapted physical activity	<ul style="list-style-type: none"> ▶ examine if and how, participants with a disability could participate in the three selected physical activities ▶ evaluate provision for adapted physical-activity opportunities in their school and/or in the community ▶ examine the provision of pathways towards excellence for participants in adapted physical activities

TOPIC 8: TECHNOLOGY, MEDIA AND SPORT

Young people are constantly exposed to media images of sport and physical activity through a range of media including television, internet, newspapers and digital media. These different media are constantly changing and becoming more sophisticated. The ways in which sport is reviewed, analysed and interpreted in these different media allows the audience to engage in a more indepth examination of performance in many different physical activities. These methods are also becoming more available to players and participants other than elite performers. In Technology, media and sport, learners have an opportunity to critique the uses and impact of different media and technology in sport.

The following table sets out the content and the learning outcomes for Topic 8: Technology, media and sport.

STUDENTS LEARN ABOUT	STUDENTS SHOULD BE ABLE TO
8.1 The impact of technology on sport and physical activity	<ul style="list-style-type: none">▶ examine how developments in technology can impact on the performer, coach/choreographer, official and spectator in the selected physical activities▶ discuss their own use of technology in planning for optimum performance in the selected physical activities▶ evaluate the role of technology in the analysis of training and evaluation of sporting performance
8.2 Media in sport	<ul style="list-style-type: none">▶ investigate media coverage of both elite performance and mass participation in physical activity and sport▶ examine the role of the media in maintaining gender stereotypes of men and women in sport▶ identify the characteristics of their selected physical activities that give them or could give them media and/or spectator appeal▶ analyse the impact of media coverage on spectator behaviour

TOPIC 9: GENDER AND PHYSICAL ACTIVITY

There exists a substantial body of literature and research which examines the relationship between gender, participation and performance in physical activity and sport. Our bodies are the main shapers of gendered identity and they, in turn, are shaped by the dominant notions of what it is to be masculine and feminine. Gender identity has a significant impact on how active we are and how we are active. At its most basic, young women have lower levels of participation in physical activity and sport. Why is this? Young men and young women are much more likely to participate in some physical activities rather than others. Why might this be? In Gender and physical activity, learners have an opportunity to consider these and other issues in the context of the selected three physical activities being studied.

The following table sets out the content and the learning outcomes for Topic 9: Gender and physical activity.

STUDENTS LEARN ABOUT	STUDENTS SHOULD BE ABLE TO
9.1 Gender, sport and physical activity	<ul style="list-style-type: none">▶ examine the main influences that impact on the participation patterns of boys and girls in physical activity and sport▶ suggest ways in which the imbalance between boys' and girls' levels of participation in physical activity might be addressed in school and in the community
9.2 Gender, media and body image	<ul style="list-style-type: none">▶ discuss how body image influences and is influenced by physical activity participation of both males and females▶ debate how media representations of the body may impact on both young men's and young women's participation in physical activity and sport
9.3 Gender socialisation and its impact on physical activity participation	<ul style="list-style-type: none">▶ examine how social regulation of the body has impacted and continues to impact on the participation of both men and women in physical activity and sport▶ explain why the characteristics associated with hegemonic masculinity and hegemonic femininity might impact on the participation of both boys and girls in sport and physical activity

TOPIC 10: BUSINESS AND ENTERPRISE IN PHYSICAL ACTIVITY AND SPORT

Physical activity and sport are big businesses. Business and enterprise interests include powerful groups who compete for huge audiences and the potential for sport generated wealth. These groups control what we see on our screens and when and how much of it we get to see. Sponsorship is the lifeblood of many sports and mass participation events, and consideration about suitable sponsorship versus the need for income is always a contentious one. In this topic, students learn about the potential that sport offers for enterprise and business opportunities.

The following table sets out the content and the learning outcomes for Topic 10: Business and enterprise in physical activity and sport.

STUDENTS LEARN ABOUT	STUDENTS SHOULD BE ABLE TO
10.1 Sponsorship and advertising in physical activity and sport	<ul style="list-style-type: none">▶ examine the impact of sponsorship, endorsements and merchandising on sport and performers▶ analyse different forms of 'sport-related' advertising in terms of the messages it gives to young people▶ discuss the advantages and disadvantages of sponsorship for the national governing body of the sport, the performers and the sport/activity▶ suggest a code of practice for selecting commercial sponsorship for sport and physical activity in which young people participate
10.2 Physical activity and sport – the business dimension	<ul style="list-style-type: none">▶ investigate the involvement of a selected business in sport
10.3 Mass participation in sport	<ul style="list-style-type: none">▶ examine the growth of mass participation sporting events and the opportunities for business and enterprise they provide
10.4 Tourism and sport	<ul style="list-style-type: none">▶ discuss the potential of sports marketing on the development of tourism in Ireland

6

Physical activity areas

Physical activity areas in LCPE

In Leaving Certificate Physical Education, there are six physical activity areas:

- ▶ Adventure activities
- ▶ Artistic and aesthetic activities
- ▶ Athletics
- ▶ Aquatics
- ▶ Games
- ▶ Personal exercise and fitness.

Learners study three physical activities, each one chosen from a different physical activity area. In each physical activity, learners aim to

- ▶ develop the standard of their performance in the three selected physical activities
- ▶ be creative in their personal performance as an individual performer and/or as a member of a team/group
- ▶ be consistent in the quality of their performance.

As learners improve their overall performance in the selected physical activities, they should be able to demonstrate quality performance in a broad range of skills and techniques outlined for the different activities. In the performance assessment for LCPE every learner will be required to perform in one of the three selected physical activities.

Adventure activities

Individual and co-operative activities that take place in a challenging environment, usually outdoors, in which elements that cannot be fully controlled, influence the selection and use of skills and strategies to attain set goals. There is a particular emphasis on interpersonal skills and reflection on learning.

Learners may choose one of the following activities:

- ▶ Orienteering
- ▶ Canoeing/Kayaking
- ▶ Rock-climbing
- ▶ Sailing
- ▶ Rowing/Sculling

LEARNERS ARE REQUIRED TO SHOW EVIDENCE OF THEIR CAPACITY TO PERFORM THE FOLLOWING SKILLS AND TECHNIQUES IN THE SELECTED ADVENTURE ACTIVITY:

ACTIVITY	SKILLS AND TECHNIQUES
Orienteering	<ul style="list-style-type: none"> ▶ Map-reading ▶ Pacing skills ▶ Navigation skills ▶ Route-planning ▶ Adhering to safe-practice procedures ▶ Demonstrating respect for the environment
Kayaking (Moving/white water)	<ul style="list-style-type: none"> ▶ Launching and landing—at low wall/bank ▶ Paddling—forwards, backwards, stopping, sweep and reverse sweep strokes, edging, stern rudder, ferry glide and reverse ferry glide ▶ Breaking in and out of a current: into eddy—bow rudder/low brace and no brace; from eddy—low brace, bow rudder ▶ Negotiating and use of currents and water features including stoppers, standing, waves, whirlpools and green water ▶ Capsize drill, Eskimo roll, self-rescue and recovery ▶ Two advanced/group skills from capsize and rescue, (self and with rope), e.g. combat roll, high cross, hanging draw
Kayaking (Inland flat water/coastal)	<ul style="list-style-type: none"> ▶ Launching and landing—at low wall/bank ▶ Paddling—forwards, backwards, stopping, sweep and reverse sweep strokes (static and moving) stern rudder, bow rudder, figure of 8 course (forward and backwards) ferry glide and reverse ferry glide ▶ Draw strokes and support strokes—draw strokes/sculling draw, sculling for support ▶ Capsize drill, rolls, self-rescue and recovery ▶ Deep water rescues—swimmer to boat/X-rescue, rafting

ACTIVITY	SKILLS AND TECHNIQUES
Rock-climbing (Outdoors or indoor climbing wall: single pitch)	<ul style="list-style-type: none"> ▶ Ability to use equipment and implement safe procedures ▶ Basic knots ▶ Correct use of climbing calls and communication ▶ Climbing bottom and top rope (single and multiple anchors), rope management, belaying, hand/finger/foot jams, 3-point and/or correct use of 2-point contact points, lay backing, undercling, bridging ▶ Climbing overhang and/or mantle shelf ▶ Traversing feet and hands ▶ Abseiling straight demonstrating ability to lock off when collecting equipment part-way down
Sailing	<ul style="list-style-type: none"> ▶ Leaving/returning to windward shore ▶ Leaving/returning to a leeward shore ▶ Tacking/going about (upwind) ▶ Gybing ▶ Capsize drill and recovery ▶ Sailing course up/downwind
Rowing/Sculling	<ul style="list-style-type: none"> ▶ Sculling strokes ▶ Rowing on stroke side ▶ Rowing on bow side ▶ Paddling with square blades ▶ Single stroke to hands away

Aquatics

Water-based activities that utilise swimming and/or diving skills and techniques for performance, water safety, or recreational purposes

Learners may choose one of the following activities:

- ▶ Lifesaving
- ▶ Survival swim
- ▶ Two swimming strokes
- ▶ Water-polo
- ▶ Synchronised swimming

LEARNERS ARE REQUIRED TO SHOW EVIDENCE OF THEIR CAPACITY TO PERFORM THE FOLLOWING SKILLS AND TECHNIQUES IN THE SELECTED ACTIVITY IN AQUATICS:

ACTIVITY	SKILLS AND TECHNIQUES
Lifesaving	<ul style="list-style-type: none"> ▶ Entry into water/entries into unknown conditions ▶ Strokes/propelling over a distance to casualty or with casualty ▶ Life-saving kick/side stroke ▶ Approaching casualty and manoeuvring a casualty when turning ▶ Contact/non-contact tows using rigid/non-rigid aids/conserving energy/breath/heat ▶ Two different types of rescue
Survival swimming	<ul style="list-style-type: none"> ▶ Entry into water/entries into unknown conditions ▶ Straddle/ability to submerge—feet first/head first/surface dive from water to depth ▶ Floating—ability to maintain buoyancy with or without aid ▶ Treading water ▶ Strokes—stamina swimming in clothing maintaining form/propelling and sculling ▶ Underwater swimming ▶ Turns in distance swimming ▶ Conserving energy/breath/heat—HELP position, HUDDLE position with at least two others
Two swimming strokes	<ul style="list-style-type: none"> ▶ Body position/alignment ▶ Hand entry/hand glide position/hand exit position ▶ Kick ▶ Stroke co-ordination ▶ Head action, breathing action ▶ Starts, turns, finishes ▶ Sprint and distance swimming
Water-polo	<ul style="list-style-type: none"> ▶ Passing/receiving skills(various) ▶ Shooting skills (various) ▶ Moving with the ball ▶ Moving free ▶ Marking/intercepting skills
Synchronised swimming	<ul style="list-style-type: none"> ▶ Back layout, tuck position ▶ Front layout, front pike ▶ Back pike, ballet leg ▶ Fishtail, flamingo and bent knee vertical ▶ Dolphin arch, surface arch, split walk over, front ▶ Duet or trio performance including combinations of these and other synchronised swimming movements

Artistic and aesthetic movement

Artistic activities provide learners with opportunities to experience creative crafting and performance of activities which involve imaginative combinations of skills, techniques and/or movements in the appropriate style of the event. Aesthetic activities provide learners with opportunities to demonstrate their appreciation of the qualities of the movement and the expressive abilities of the performers. Learners demonstrate this by adopting aesthetic criteria in planning for, performing and evaluating the activity.

GYMNASTICS:

- ▶ Artistic
- ▶ Rhythmic

DANCE:

- ▶ Contemporary dance
- ▶ Folk dance
- ▶ Modern
- ▶ Ballet
- ▶ Jazz
- ▶ Tap
- ▶ Ethnic
- ▶ Traditional

LEARNERS WILL BE REQUIRED TO SHOW EVIDENCE OF THEIR CAPACITY TO PERFORM THE FOLLOWING SKILLS AND TECHNIQUES IN THE SELECTED GYMNASTIC ACTIVITY:

ACTIVITY	SKILLS AND TECHNIQUES
Artistic gymnastics	<ul style="list-style-type: none"> ▶ Jumps (minimum 2)—tuck/pike/straddle/180 degrees turn ▶ Rolls (minimum 2)—forward/backwards/other ▶ Balances (minimum 2)—handstand/headstand/arabesque/other ▶ Weight transference (minimum 2)—cartwheel/round off/hand spring/back flip
	<p>Learners are expected to incorporate at least four of the following agilities in the short floor sequence:</p> <ul style="list-style-type: none"> ▶ Backward roll to handstand ▶ Handspring ▶ Back flip ▶ Front somersault ▶ Hand stand ½ turn ▶ One-handed cartwheel ▶ Back somersault ▶ Back/forward walkovers.
	<p>Learners are required to demonstrate proficiency in at least two vaults from the following:</p> <ul style="list-style-type: none"> ▶ Handspring ▶ Short arm overswing ▶ Optional vault of similar tariff (not through or straddle).

ACTIVITY	SKILLS AND TECHNIQUES
Rhythmic gymnastics	<p>Learners should be able to demonstrate proficiency in the following skills and techniques in a short floor sequence:</p> <ul style="list-style-type: none"> ▶ Balances ▶ Pivots/rolls ▶ Splits ▶ Hops/leaps/skips ▶ Body waves/bends/circles/swings/turns. <p>Learners are required to set routines to music and use different pieces of apparatus from a ball, hoop, ribbon, rope or club.</p>
Dance	<p>Learners are required to perform an individual and group dance in which they demonstrate consideration of the following elements:</p> <ul style="list-style-type: none"> ▶ Technical ability: posture, alignment, co-ordination, balance, strength, flexibility, mobility and control. ▶ Overall choreographic design includes consideration of the following: choreographic content - use of space, e.g. levels and pathways, timing and relationship to other dancers, choreographic construction - motif and variation, choreographic form - e.g. canon, unison, binary, rondo. ▶ Dance style, e.g. contemporary, folk, modern, ballet, jazz, tap, ethnic, traditional. ▶ Use of props and music. ▶ Overall sense of performance including the ability to communicate artistically and aesthetically with an audience.

Athletics

Athletics—running, jumping, throwing and walking events performed indoors or outdoors which are measurable in terms of the performer’s own ability but also against standards set by others’ achievements. In choosing athletics as one of the physical activity areas, learners are required to select one of the three categories:

- ▶ Running
- ▶ Throwing
- ▶ Jumping.

The assessment of performance will focus on one activity within the chosen category. Learners are required to show evidence of their capacity to perform the skills and techniques in the selected activity, e.g. discus from the throwing category.

LEARNERS MAY CHOOSE ONE ACTIVITY FROM ONE OF THE FOLLOWING CATEGORIES:

CATEGORIES	ACTIVITIES	
Running	<ul style="list-style-type: none"> ▶ Sprints ▶ Middle distance ▶ Long distance ▶ Hurdles 	<ul style="list-style-type: none"> ▶ Starts and finishes ▶ Upper body action (head and arms) ▶ Lower body action (legs) ▶ Overall efficiency
Throwing	<ul style="list-style-type: none"> ▶ Shot-put ▶ Discus ▶ Javelin ▶ Hammer 	<ul style="list-style-type: none"> ▶ Grip, stance and preparation ▶ Movement into throwing action ▶ Release and follow through ▶ Overall efficiency
Jumping	<ul style="list-style-type: none"> ▶ High jump ▶ Long jump ▶ Triple jump 	<ul style="list-style-type: none"> ▶ Run up ▶ Take off ▶ Flight ▶ Landing ▶ Overall efficiency

Games

Individual, pair or team games that require the use of activity-specific skills, game appreciation, decision-making, tactical knowledge and strategic thinking in pursuit of a defined goal. In choosing games as one of the physical activity areas, learners are required to study one of three categories:

- ▶ Invasion
- ▶ Striking/Fielding
- ▶ Net/Wall.

The assessment of performance will focus on one activity within the chosen category, for example, Gaelic football in invasion games.

LEARNERS MAY CHOOSE ONE ACTIVITY FROM ONE OF THE FOLLOWING CATEGORIES:

CATEGORIES	ACTIVITIES
Invasion games	<ul style="list-style-type: none"> ▶ Gaelic football ▶ Hurling/Camogie ▶ Rugby Union ▶ Soccer ▶ Basketball ▶ Hockey ▶ Netball ▶ Olympic handball
Net/Wall games	<ul style="list-style-type: none"> ▶ Badminton ▶ Tennis ▶ Volleyball ▶ Table tennis ▶ Handball ▶ Squash
Striking/ Fielding games	<ul style="list-style-type: none"> ▶ Cricket ▶ Softball ▶ Rounders

INVASION GAMES	SKILLS AND TECHNIQUES
Gaelic football	<ul style="list-style-type: none"> ▶ Handling (passing/receiving, fielding, hand pass, pick up) ▶ Tackling/intercepting (challenging, front, shoulder, displacing, blocking) ▶ Running/moving with the ball (soloing, toe to hand, dummying, dribbling, side-step, swerve, change of pace) ▶ Kicking (hand, ground, instep/drop, driven, clearance, return to play) ▶ Shooting (long, short, 45's)
Hurling/ Camogie	<ul style="list-style-type: none"> ▶ Handling (passing/receiving, fielding, hand pass, pick up) ▶ Tackling/intercepting (challenging, front, shoulder, displacing, blocking) ▶ Running/moving with the ball (soloing, pick up, dummying, dribbling, side-step, swerve, change of pace) ▶ Hitting (hand, ground, in the air, drop, clearance) ▶ Shooting (long, short, 65's)

INVASION GAMES	SKILLS AND TECHNIQUES
Rugby Union	<ul style="list-style-type: none"> ▶ Handling (passing/receiving, long/short, stationary/run, high/low, pick up from ground, quick spin, diving, switch) ▶ Tackling/intercepting (front, rear, side, smother) ▶ Retaining ball in maul ▶ Retaining possession on ground in maul ▶ Running with the ball (swerve, side-step, dummy, change of pace)
Basketball	<ul style="list-style-type: none"> ▶ Passing/receiving (handling, chest, bounce, side, overhead, running, stationary) ▶ Dribbling/moving with the ball (both hands, change of pace, reverse) ▶ Shooting (L/R, lay ups, driving) ▶ Shooting (set, jump, 3 point) ▶ Marking/intercepting (1v1, against ball handler, rebounding) ▶ Footwork
Soccer	<p>Outfield</p> <ul style="list-style-type: none"> ▶ Passing/receiving/control (short, long, ground, lofted, chip, both feet) ▶ Dribbling/moving with the ball (both feet) ▶ Shooting (short, long, volley, half volley) ▶ Heading – defence and attack ▶ Tackling/jockeying/closing down/intercepting
	<p>Goal keeping</p> <ul style="list-style-type: none"> ▶ Receiving/distributing ▶ Kicking-from hand/dead ball ▶ Shot-stopping (high/low) ▶ Taking ball at the feet ▶ Taking high crosses/punching
Netball	<ul style="list-style-type: none"> ▶ Passing/receiving/control (one/two-handed, shoulder, lob, bounce, running, chest pass) ▶ Footwork (one/two foot landings, pivot) ▶ Shooting- close/distance/run (one/two handed, forward/backward, step shots) ▶ Moving free (dodge/change of pace) ▶ Marking/intercepting/rebounding
Hockey	<p>Outfield</p> <ul style="list-style-type: none"> ▶ Passing/receiving/control (push, stopping, short, long, slap, hitting, reverse, L/R) ▶ Dribbling/moving with ball open/reverse/change of pace ▶ Flicking – short/long, high/low, penalties ▶ Shooting (L/R circle, close, distance) ▶ Tackling/jockeying/closing down/intercepting
	<p>Goal keeping</p> <ul style="list-style-type: none"> ▶ Receiving/distributing (both feet) ▶ Defending short corners ▶ Saving penalty flicks ▶ Shot stopping (high/low, edge of circle) ▶ Sliding tackling on attacking player

INVASION GAMES	SKILLS AND TECHNIQUES
Olympic handball	<ul style="list-style-type: none"> ▶ Passing/receiving/control (one/two-handed catch at various heights –stationary and on the move) ▶ Footwork (one/two foot landings, pivot) ▶ Shooting- close/distance/run (one-handed, jump, penalty) ▶ Moving with the ball ▶ Marking/jockeying/intercepting ▶ Moving free (dodge/change of pace)

NET/WALL GAMES	SKILLS AND TECHNIQUES
Badminton	<ul style="list-style-type: none"> ▶ Service (high/low) ▶ Net play (forehand/backhand) ▶ Clears (forehand/backhand) ▶ Drop shots ▶ Smash
Tennis	<ul style="list-style-type: none"> ▶ Service (variations) ▶ Drives (forehand/backhand) ▶ Volleys (forehand/backhand) ▶ Lob ▶ Smash
Table tennis	<ul style="list-style-type: none"> ▶ Service (forehand/backhand variations) ▶ Drives (forehand/backhand) ▶ Push (forehand/backhand) ▶ Block ▶ Smash
Volleyball	<ul style="list-style-type: none"> ▶ Service (under/over arm, frontal, floating/side floating) ▶ Volleying (set forward/backward) ▶ Forearm pass/dig ▶ Smash/spike ▶ Blocking
Squash	<ul style="list-style-type: none"> ▶ Service (forehand/backhand variations) ▶ Drives (forehand/backhand) ▶ Volleys (forehand/backhand) ▶ Boasts ▶ Lob
Handball (60 x 30, 40 x 20)	<ul style="list-style-type: none"> ▶ Underarm stroke ▶ Overhand stroke ▶ Back wall shot ▶ Straight hit from short line ▶ Fly shot ▶ Side-arm stroke (40 x 20 only) ▶ Serve

STRIKING/ FIELDING GAMES	SKILLS AND TECHNIQUES
Cricket	<ul style="list-style-type: none"> ▶ Batting (straight/on/off-drive, forward/back ▶ Batting (cut/pull/glance) ▶ Bowling (medium or fast or spin, line/length ▶ Fielding-close ▶ Fielding-deep
Softball/ Rounders	<ul style="list-style-type: none"> ▶ Catching/receiving/throwing (various) ▶ Hitting/striking/batting ▶ Pitching/bowling (various) (medium, fast, swerve, spin, line/length) ▶ Fielding on base/close ▶ Fielding deep/outfield

Personal exercise and fitness activities

Active and purposeful participation in a personally-designed exercise and fitness programme that reflect personal interests, goals and principles of training.

LEARNERS MAY CHOOSE ONE METHOD OF AEROBIC TRAINING AND ONE OTHER CONDITIONING AND RESISTANCE ACTIVITY

AEROBIC TRAINING	METHOD
Continuous training	<ul style="list-style-type: none"> ▶ Constant intensity ▶ Purpose ▶ FITT formula ▶ Intermediate slow distance (20-60mins) ▶ Long slow distance (>60mins)
Interval training	<ul style="list-style-type: none"> ▶ Readiness ▶ Work: recovery ratios ▶ Interval duration ▶ FITT formula
Fartlek training	<ul style="list-style-type: none"> ▶ Readiness ▶ Terrain ▶ Interval duration ▶ FITT formula
Aerobics/Step aerobics	<ul style="list-style-type: none"> ▶ Technical description of skills ▶ Routine ▶ Transition ▶ Timing and rhythm ▶ Training zones ▶ FITT formula
Spinning	<ul style="list-style-type: none"> ▶ Spinning techniques ▶ Workout intensity ▶ Session design ▶ Training zones ▶ FITT formula
Indoor rowing	<ul style="list-style-type: none"> ▶ Time ▶ Distance ▶ Targets ▶ Resistance ▶ Session design

CONDITIONING AND RESISTANCE	METHOD
Weight training	<ul style="list-style-type: none"> ▶ Upper extremity pushing <ul style="list-style-type: none"> • Pressing • Extensions
	<ul style="list-style-type: none"> ▶ Upper extremity pulling <ul style="list-style-type: none"> • Rows • Curls
	<ul style="list-style-type: none"> ▶ Lower extremity exercises <ul style="list-style-type: none"> • Squats • Lunges

CONDITIONING AND RESISTANCE	METHOD
Core stability	<ul style="list-style-type: none"> ▶ Relaxation and breathing ▶ Control ▶ Routine ▶ Alignment ▶ Flow
Circuit training	<ul style="list-style-type: none"> ▶ Exercises specific to: <ul style="list-style-type: none"> • Themes • Equipment • Work-recovery intervals

Learners are expected to demonstrate the ability to apply the following aspects to each method of training:

- ▶ Principles of training
 - Readiness
 - Specificity
 - Progression
 - Overload
 - Rest/recovery
- ▶ Training zones
- ▶ Thresholds
- ▶ Work-recovery intervals
- ▶ Warm-up/Cool-down.

Learners are required to show evidence of their capacity to perform elements of a personal exercise and fitness programme designed to enhance either performance in a physical activity or health-related physical fitness. The performance should include:

- ▶ Five-minute warm up including the necessary elements of a warm-up.
- ▶ Fifteen-minute development section: this section would include a cardiovascular section and a muscular strength and endurance section. The development section could include a circuit format.
- ▶ Five-minute cool down including the necessary elements of a cool down.

Learners are required to demonstrate a knowledge and understanding of relevant progressions and adaptations and safe practice in the selected activities.

7

Assessment

Assessment for certification in physical education is based on the aim, objectives and learning outcomes outlined in the specification. There are three assessment components in Leaving Certificate Physical Education: A physical activity project, performance assessment and written examination. Differentiation at the point of assessment will be achieved through examinations at two levels, Ordinary level and Higher level. The performance assessment will be at a common level.

ASSESSMENT COMPONENT	WEIGHTING	LEVEL
Physical activity project	20%	Higher and Ordinary
Performance assessment	30%	Common level
Written examination	50%	Higher and Ordinary

The learner will be required to complete the physical activity project and performance assessment in two different activities.

Physical activity project – 20%

Learners are required to complete a physical activity project. Each learner can choose which activity to focus on for their physical activity project. However, it is recognised that the particular context of the school, the physical education programme it can facilitate and the level of community facilities, will have a bearing on the level of choice that can be managed. The physical education teacher, in consultation with the learners, will agree the range of activities that can be accommodated and supported for their physical activity project.

Learners may choose to complete the physical activity project in one of following roles:

- ▶ performer
- ▶ coach/choreographer.

The project should span an eight- to ten-week period and learners will be required to apply their learning from the specification to further develop their personal performance in their chosen role.

The physical activity project is completed in a digital format.

The four sections are:

1. Performance analysis
2. Identification of four performance goals
3. Evidence of ongoing training/practice and reflection
4. Concluding analysis.

Performance assessment–30%

Learners choose one of the three selected physical activities being studied by their class in Leaving Certificate Physical Education for their performance assessment. Learners are required to demonstrate the range of skills, techniques and/or compositional elements outlined for the physical activity in Physical Activity Areas in LCPE (p. 33).

Learners are required to demonstrate knowledge and understanding of the principles of play/performance, an understanding of the rules and conventions of the activity and adherence to safe practice before, during and after the performance. Learners are assessed in a variety of contexts including personal performance, fully competitive and/or conditioned practices.

The performance is captured digitally by the learner and is captured in sessions designed to demonstrate the learner's best personal performance in fully competitive and/or conditioned practices or performance settings. The performance assessment is at a common level and is assessed by the State Examinations Commission.

Performing in a selected activity, learners are expected to:

- ▶ show evidence of their capacity to select, apply and perform the skills and techniques outlined in the physical activity section in a conditioned practice, fully competitive version of the activity, or personal performance
- ▶ demonstrate understanding and knowledge of the physical activity, including the ability to apply and adapt different tactics, strategies and compositional knowledge in response to different scenarios in conditioned or competitive environments
- ▶ demonstrate knowledge and application of relevant rules, regulations and codes of practice in the chosen activity.

ASSESSMENT GUIDELINES

More detailed material on the coursework assessment in Leaving Certificate Physical Education will be available in separate Assessment Guidelines. This document will include the assessment criteria and details of the practical arrangements related to each component.

Written examination–50%

The written examination is based on the aims, objectives and learning outcomes outlined in the specification. It will examine the following:

- ▶ knowledge and understanding of the theoretical factors which affect participation and performance in physical activity and the relationships between them
- ▶ learners' concept and process knowledge in relation to the assessment criteria
- ▶ learners' engagement with a case study designed to require learners to apply their learning in a particular physical activity scenario
- ▶ clarity and coherence in management of ideas and answers.

Differentiation

In common with other specifications, physical education is assessed at Higher and Ordinary level. In the written examination, differentiation at the point of assessment will be reflected in the structure of the examination paper and in the style of questioning. Consideration will be given to the language level in the examination questions, the stimulus material provided, the structure of the questions and the amount of scaffolding provided for the learners, especially at Ordinary level.

Reasonable accommodations

The scheme of Reasonable Accommodations is designed to assist candidates with special needs at the Certificate examinations. The term special needs applies to candidates who have physical/medical and/or specific learning difficulties.

Reasonable accommodations are designed to remove as far as possible the impact of a disability on a candidate's performance, so he or she can demonstrate in an examination his or her level of achievement—they are not designed to compensate for a possible lack of achievement arising from a disability.

Applications for reasonable accommodations are considered within a published framework of principles (Expert Advisory Group Report–January 2000) and are submitted by the school which a candidate attends on prescribed application forms. Applications are normally invited one year in advance of the examination concerned.

