

LEAVING
CERTIFICATE

PHYSICAL EDUCATION

DRAFT SYLLABUS FOR CONSULTATION

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SENIOR CYCLE

THE EXPERIENCE OF SENIOR CYCLE

Introduction

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.

The range and scope of the curriculum components offered at senior cycle—subjects, short courses, transition units and curriculum frameworks—have been developed to allow for choice and flexibility, for a balance between knowledge and skills, and for the promotion of 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 can be used for a variety of purposes. It can be 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 can support and improve 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 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 and ability to learn throughout their future lives.

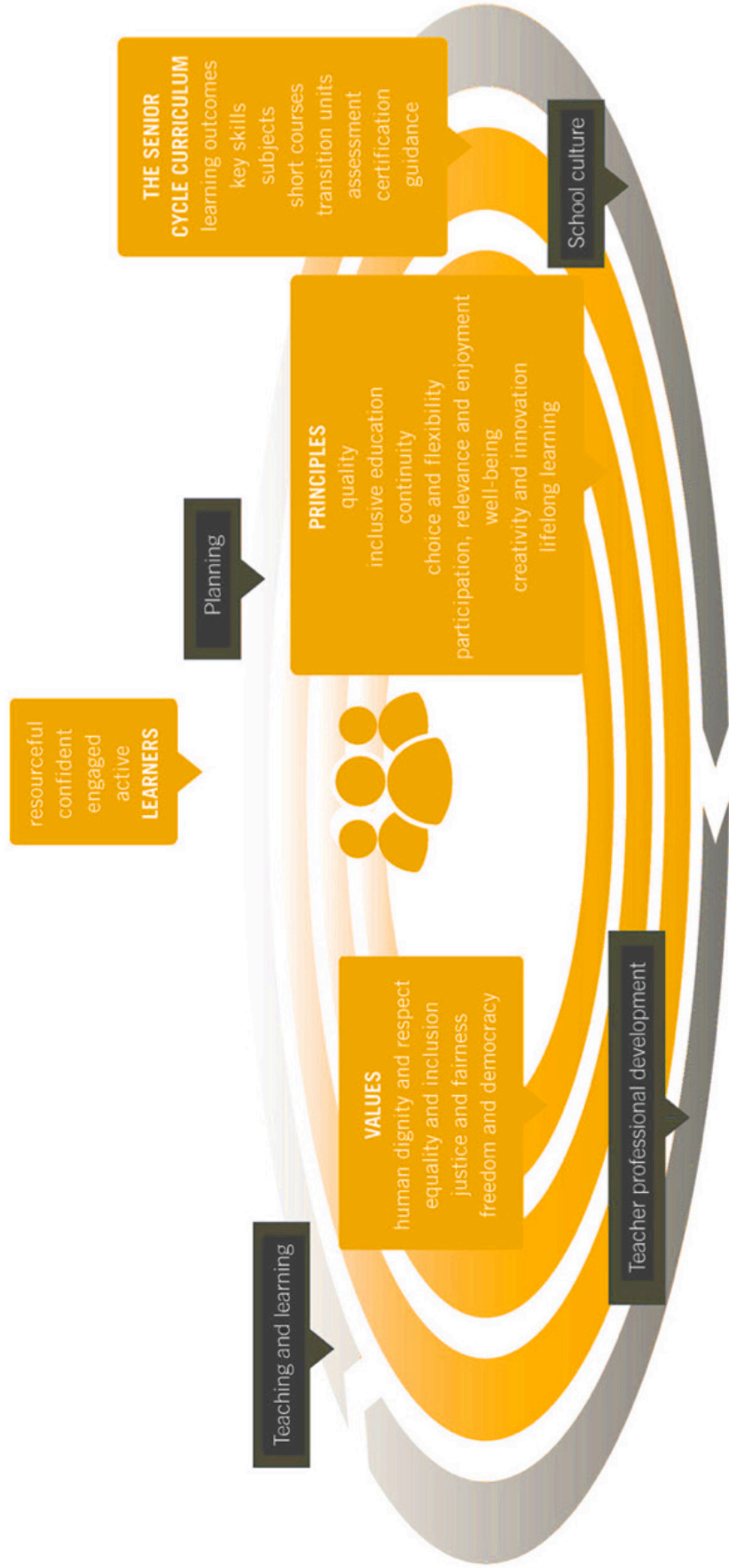
This vision of the learner is underpinned by the values on which senior cycle is based and it is realised through the principles that inform the curriculum as it is experienced by learners in schools. The curriculum, including subjects and courses, embedded key skills, clearly expressed learning outcomes,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

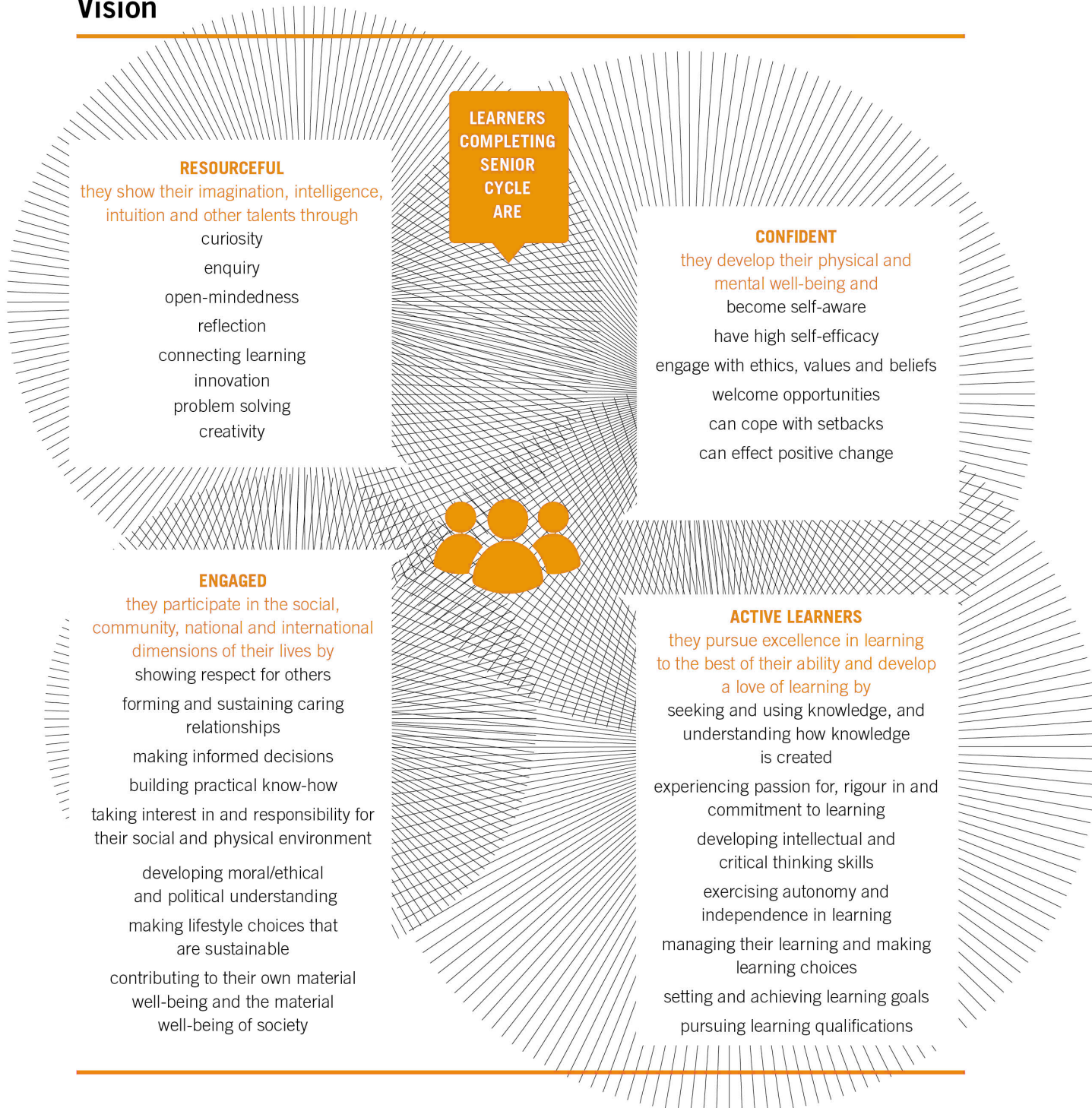
At a practical level, the provision of a high quality educational experience in senior cycle is supported by

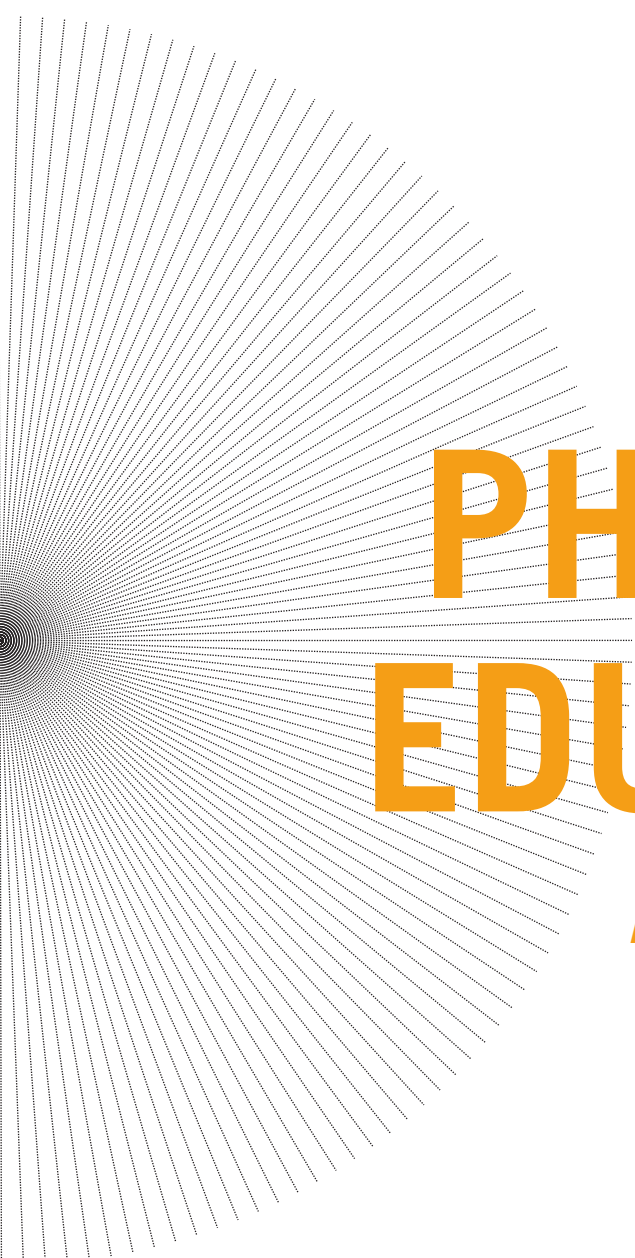
- effective curriculum planning, development and organisation
- teaching and learning approaches that motivate and interest learners, that enable them to progress, deepen and apply their learning, and that develop their capacity to reflect on their learning
- professional development for teachers and 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.

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.

Overview of senior cycle







PHYSICAL EDUCATION

INTRODUCTION

AIM AND OBJECTIVES

RELATED LEARNING

INCLUSION

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 syllabus 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 learners' ability to become informed, skilled, self-directed and reflective performers in physical education and physical activity now and in the future.

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. First and foremost, 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 competencies 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, coaching and refereeing 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 life style 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 a rational form of inquiry, 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 who do not choose 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 informed, skilled, self-directed and reflective performers 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
- appreciation 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

Aistear, the early childhood curriculum framework, celebrates early childhood as a time of well-being and enjoyment where children learn from experiences as they unfold. Under the theme of Well-being, physical well-being is recognised as being important for learning and development as it enables children to explore, investigate, and to challenge themselves in the environment. A growing awareness of their bodies and physical abilities is part of this. One of the aims of Well-being is that children will be as healthy and fit as they can be. This aim includes learning goals that children will gain increasing control and co-ordination of their bodies, be aware of their bodies, discover, explore and refine motor skills and make healthy choices and demonstrate positive attitudes to nutrition, hygiene, exercise and routine.

Primary School

Physical education in the Primary School Curriculum provides children with learning opportunities through the medium of movement and contributes to their overall development by helping them to lead full, active and healthy lives. The physical education 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 applies a holistic approach to the concept of physical activity for young people. It recognises the physical, mental, emotional, and social dimensions of human movement. The emphasis is on the contribution of physical activity to the promotion of individual and group wellbeing. The Junior Cycle physical education curriculum includes six areas of study: adventure, aquatics, athletics, dance, games, gymnastics and health related activity.

Senior Cycle Physical Education

Physical education may be studied by learners in two ways as part of senior cycle education: Leaving Certificate physical education and the senior cycle physical education framework.

In Leaving Certificate physical education, learners focus on improving their personal performance in three selected physical activities. As they do this, they apply their learning about the theoretical factors that impact on performance to their planning to achieve their performance goals. Leaving Certificate physical education is assessed as part of the Leaving Certificate.

The senior cycle physical education framework provides a flexible planning tool for schools to manage and co-ordinate physical education for those learners who do not choose physical education as part of their Leaving Certificate. The framework is not for assessment in the Leaving Certificate examinations. It has been designed however to support a variety of approaches to school based assessment.

There is a strong relationship between the framework and syllabus in physical education. Both aim to enhance students' learning in, through and about physical education and to encourage learners to be physically active throughout senior cycle and in their future lives. While the framework includes some similar learning outcomes, there is considerably less specification. The course is shorter and less demanding while still offering choice and scope for creativity for teachers and schools.

Learning in a number of Leaving Certificate subjects support what students learn in Leaving Certificate physical education and vice versa. However, students' learning can only be enhanced by opportunities to learn about similar content from the different perspectives that these different subjects bring. For example, in English, students learn to become more media literate. Learners can use these media literacy skills to critique the role of the media in promoting inclusion in physical activity and ethical behaviour for example. In biology students learn about aerobic and anaerobic respiration. In physical education, learners get to experience both physically as they participate in different types of physical activities. In home economics students learn about diet and nutrition. In physical education they can apply this learning to the design of diet and nutrition programmes for performance athletes.

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 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 non-playing roles including that of the coach/choreographer and official. 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.

SYLLABUS OVERVIEW

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STRUCTURE
TIME ALLOCATION
KEY SKILLS
TEACHING AND LEARNING
DIFFERENTIATION

Syllabus overview

Structure

The syllabus is presented as two units of study.

Unit 1 Toward optimum performance	Unit 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 safe practice <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. Commercialism and sport9. Gender, physical activity and sport10. Technology, media and physical activity

Learners' active participation is central to teaching and learning in Leaving Certificate physical education. The teacher, in consultation with the learners, selects three physical activities—one activity from three of the following six physical activity areas:

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

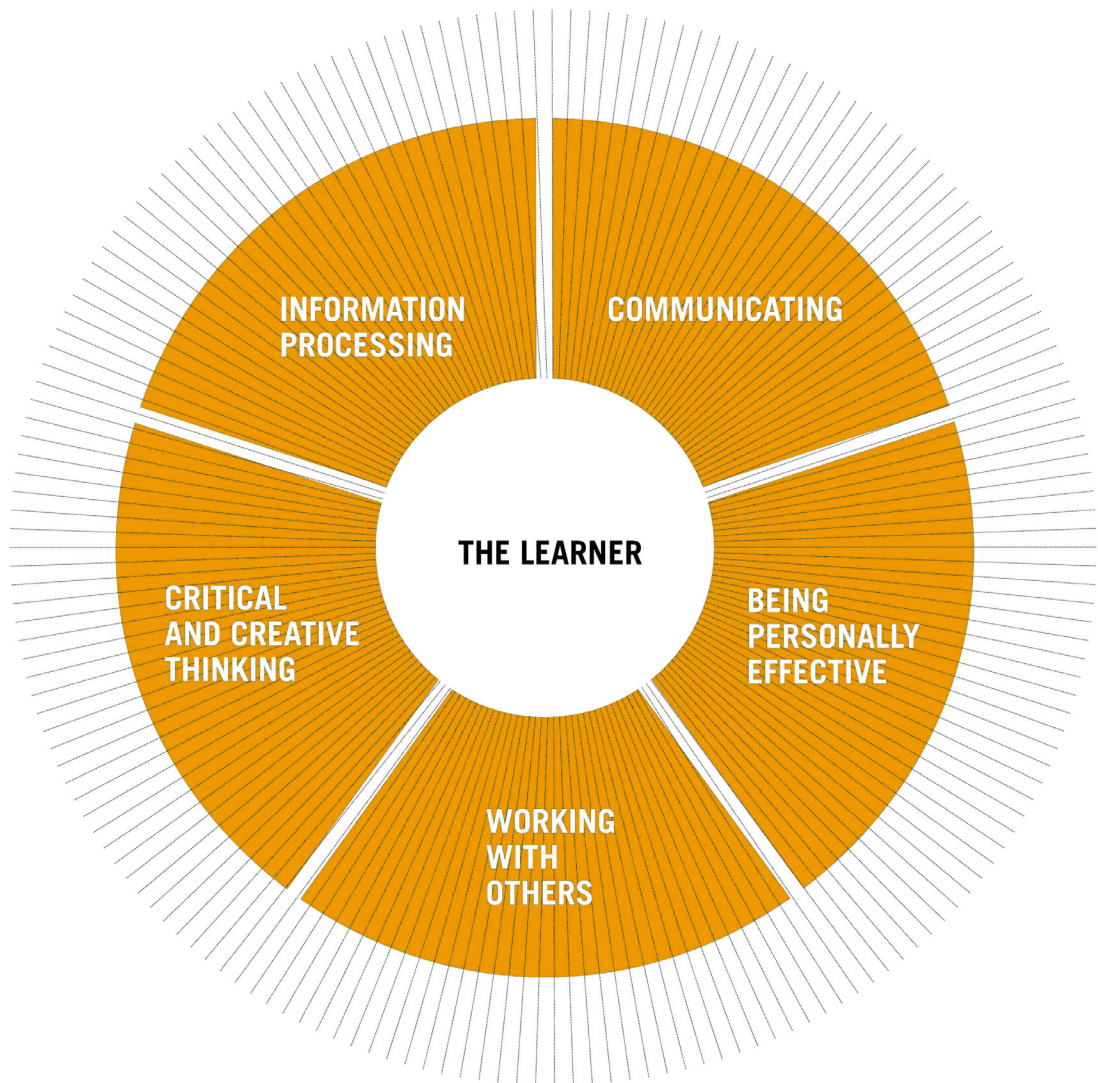
These three physical activities become the focus of teaching and learning in Leaving Certificate physical education. They also form the basis for assessment tasks. As students learn about the many factors that impact on participation and performance, they are required to apply their learning in a systematic way to improving their own performance in the three selected physical activities. This planning process is at the centre of assessment tasks in Leaving Certificate physical education.

Leaving Certificate physical education includes a broad range of physical activities. They reflect the physical activity areas more commonly included in school physical education programmes currently. It is also acknowledged however that these physical activities are not exhaustive and may change and/or be expanded in the future.

Time Allocation

This syllabus is designed to be taught in approximately 180 hours. Learning associated with the syllabus 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 absorb 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 as part of a research task.
- **Communication skills** are developed as learners use the information gathered in discussions, debates, presentations and/or in group problem-solving tasks.
- **Critical and creative thinking skills** are developed in the planning for optimum performance e.g. in identifying performance goals and planning for improvement in performance.
- The ability to develop and maintain good relationships is central to the key skill of **working with others**. The learner develops this skill as they work to achieve common performance goals in team games, for example. 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 physical education, the learner is encouraged to reflect on their performance, practice and training experiences

The well-planned use of learning outcomes will enable teachers to assess students' 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 syllabus.

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 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 education.

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 other than player/participant, engaging in class discussions and debate, using multi-media 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)

ICT has become an integral and accepted part of the way in which learners experience physical activity and sport both as participants and spectators in their daily lives. It is important, therefore, that the effective and appropriate use of ICT is fully exploited in planning for teaching, learning and assessment in physical education.

ICT includes the range of hardware and software devices

such as personal computers, assistive technology, scanners, digital cameras, multimedia programmes, image editing software, database and spreadsheet programmes. It also includes the communications equipment through which people seek and access information including the Internet, email and video conferencing. The creative and imaginative use of ICT in physical education enhances teaching, learning and assessment by drawing on the ways that learners themselves choose to use technology in their everyday lives.

Students learn to use technology to analyse their own and others' performance in physical activity. The outcomes of performance analysis are then used to critically evaluate and plan for performance goals. The use of ICT may also prove to be a significant motivational tool in 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, how they are covered and the impact of this coverage on the experiences of different groups in sport and physical activity.

ICT has an important role to play in the preparation and presentation of the second assessment component — the personal performance project report which will be compiled using an electronic format.

Differentiation

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

Planning for teaching and learning

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

Assessment

In common with other syllabuses for national certification, 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.



UNITS OF STUDY

UNIT 1: TOWARDS OPTIMUM PERFORMANCE

UNIT 2: CONTEMPORARY ISSUES IN PHYSICAL ACTIVITY

Units of Study

Unit 1 Towards optimum performance

Topics

1. Learning and improving skill and technique
2. Physical and psychological demands of performance
3. Structures, strategies, roles and conventions
4. Planning for optimum performance

This unit, *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 unit, 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 the availability of 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
1.2 Analysing skill and technique	<ul style="list-style-type: none">• analyse selected skills and techniques from different perspectives including<ul style="list-style-type: none">- biomechanical- movement- quality/effectiveness
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

<p>1.4 Motivation, concentration and feedback</p>	<ul style="list-style-type: none"> • discuss how motivation, concentration and/or feedback can affect training/practice and performance • suggest strategies to enhance motivation and concentration before and during practice sessions and/or performance • discuss the importance of intrinsic and extrinsic feedback in the context of selected practices and/or performance • plan to use different sources of feedback in practice/training sessions.
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Topic 2 Physical and psychological demands of performance

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

- performance related fitness
- skill 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">• compare the components of health related and performance related fitness• discuss the contribution of different components of physical fitness to their performance in the selected physical activities
2.2 Assessment 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• outline the principles of training using the FITT formula for each component of physical fitness
2.3 Cell continuity	<ul style="list-style-type: none">• discuss 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 adaptation and recovery following competition/performance and training• demonstrate an understanding of training cycles and phases of training in the design of training programmes
2.4 Skill related fitness	<ul style="list-style-type: none">• define the main aspects of skill related fitness: agility, balance, co-ordination, power, speed, reaction time and movement anticipation• examine the extent to which different aspects of skill related fitness are important in the selected physical activities• research ways in which skill related fitness can be developed in a demanding practice context• design a combined approach to physical fitness and skill related fitness training

2.5 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 • suggest strategies to enhance confidence, motivation, concentration and feedback during practice and/or performance • describe different mental practices used to improve practice and performance in physical activity • identify strategies to improve mental preparedness for before, during and after performance in physical activity • design a personal action plan, including a rationale, to support a positive psychological disposition before, during and after performance.
2.6 Diet and nutrition	<ul style="list-style-type: none"> • outline the nutritional considerations for before, during and after performance in physical activity • analyse the role and relative contribution of the energy systems in relation to duration, intensity and type of activity, e.g in long distance running and sprinting • explain how an understanding of the different energy systems can inform preparation for practice, performance and recovery. • discuss the importance of hydration in different physical activities and settings • explain the role of sports supplements including sports drinks in physical activity • 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/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 in their selected physical activities. They learn about the importance of affiliation, team building and responsible leadership as they work toward 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">• appreciate the demands of different roles in terms of the physical, personal and technical qualities needed for a successful performance• identify opponent(s)' weaknesses 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• incorporate 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.• describe training/practice schedules designed to avoid the problems associated with overtraining including player/participant fatigue in the design

3.4 Rules, rituals and conventions	<ul style="list-style-type: none"> • demonstrate through their participation a thorough understanding of the rules, rituals and conventions of the three physical activities • 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 programme for a specific performer to prepare them for optimum performance • 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 • facilitate the performer's effective use of ongoing reflection about their practice/performance • demonstrate the ability to plan for and manage practice/training time effectively • discuss their role as 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 activity • 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 activity • prepare to officiate in terms of personal fitness, psychological readiness, personal attire and suitable equipment • discuss their role as 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 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, e.g. <ul style="list-style-type: none"> 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 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 consider 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 formulate performance goals to address areas for improvement design a practice/training plan to improve personal performance in relation to performance goals reflect on the effectiveness of the programme design in achieving the performance goals.

Unit 2 Contemporary issues in physical activity

Topics

5. Promoting physical activity
6. Ethics and safe practice
7. Physical activity and inclusion
8. Technology, media and sport
9. Gender and physical activity
10. Commercialism in physical activity and sport

This unit, *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 safe practice*. Each year two of the remaining topics will be prescribed for each new cohort of Leaving Certificate students. These topics are:

11. Physical activity and inclusion
12. Technology, media and sport
13. Gender and physical activity

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 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 different concepts of physical activity including <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"> • compile 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 • critique different approaches to physical activity promotion
5.3 Physical activity promotion	<ul style="list-style-type: none"> • 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 • 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
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 • compare the provision of pathways to excellence in the selected activities • critique current provision and support for excellence in performance in the three selected physical activities.

Topic 6 Ethics and safe practice

Ethics and safe practice 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 safe practice in the three selected physical activities.

The following table sets out the content and the learning outcomes for Topic 6, Ethics and safe practice.

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, i.e. the importance of integrity, respect, fairness and equity in the context of selected activities
6.2 Codes of Ethics	<ul style="list-style-type: none">• examine the code of ethics in selected physical activities from the perspective of participants, parents, spectators, coaches and/or club officials• explore 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">• define a performance enhancing drug giving examples of how they affect performance• outline the potential benefits and/or harmful effects 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• discuss the implications of using performance enhancing drugs for the performer and the activity
6.5 Therapeutic use exemption	<ul style="list-style-type: none">• explain therapeutic use exemption in relation to the use of medicines in sport
6.6 Best practice for the use of supplements	<ul style="list-style-type: none">• design a resource highlighting the uses of dietary supplements designed to optimise performance in one of their selected physical activities

Topics 7 to 10

7. Physical activity and inclusion
8. Technology, media and sport
9. Gender and physical activity
10. Commercialism 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 well-being 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 physical activity and sport. Each year 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"> • discuss 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 a physical disability - people with an 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 • critique 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"> • review developments in physical activity and sport over the last twenty years from one group's perspective e.g. female gaelic football players.
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 • examine 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 in dept 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 9, Technology, media and sport.

Students learn about	Students should be able to
8.1 Technology, media and physical activity	<ul style="list-style-type: none">• examine how changes in technology over time has impacted on the performer, coach/choreographer, official and spectator in selected physical activities• reflect on their own use of technology in planning for optimum performance in the selected physical activities• discuss the role of the media in the 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 spectator appeal.

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 on 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 8, 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 physical activity participation of both males and females• critique 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 woman 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 Commercialism in physical activity and sport

Physical activity and sport is big business. Commercial interests include powerful groups who compete for huge audiences and the potential for sport generated wealth. These groups control not only what we see on our screens but also when and how much of it we get to see. On the other hand, 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 commercialism in sport and the role of the media in the commodification of sport

The following table sets out the content and the learning outcomes for Topic 10, Commercialism in physical activity and sport.

Students learn about	Students should be able to
10.1 Commercialism in sport	<ul style="list-style-type: none">• examine the benefits or otherwise of commercialism in physical activity and sport
10.2 Physical activity and sport – the business dimension	<ul style="list-style-type: none">• examine different forms of ‘sport related’ advertising in terms of the messages it gives to young people• discuss the role of the media in the commodification of sport
10.3 Code of practice for commercial sponsorship in physical activity and sport	<ul style="list-style-type: none">• design a code of practice for selecting commercial sponsorship for sport and physical activity with young people.



PHYSICAL ACTIVITY AREAS

ADVENTURE ACTIVITIES

CONTEMPORARY ISSUES IN PHYSICAL ACTIVITY

ATHLETICS

AQUATICS

GAMES

PERSONAL EXERCISE AND FITNESS

Physical Activity Areas

In Leaving Certificate physical education, there are six physical activity areas:

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

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.

Adventure activities

Adventure activities are 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
- Kayaking
- Rock-climbing
- Sailing

Learners are required to show evidence of their capacity to perform the following skills and techniques in the selected adventure activity:

Orienteering

- Map reading
- Pacing skills
- Navigation skills
- Route planning
- Adhering to safe practice procedures
- Demonstrating respect for the environment

Kayaking (Moving/white water)

- 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)

- 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

Rock-climbing (Outdoors or indoor climbing wall: single pitch)

- 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 anchor), rope management, belaying, hand/finger/foot jams, 3 point and /or correct use of 2 point contact points, lay backing, underclimbing, 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

- Leaving /returning to windward shore
- Leaving/returning to a leeward shore
- Tacking/going about (upwind)
- Gibing
- Capsize drill and recovery
- Sailing course up/downwind

Aquatics

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:

Lifesaving

- 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

- 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
- Threading 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

Stroke

- Body position/alignment
- Hand entry/hand glide position/hand exit position
- Kick
- Stroke co-ordination
- Head action, breathing action
- Starts, turns
- Sprint and distance swimming

Water-polo

- Passing/receiving skills(various)
- Shooting skills (various)
- Moving free
- Marking/intercepting skills

Synchronised swimming

- 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 activities

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.

Learners may choose one activity from either gymnastic or dance options.

Gymnastics	Dance
<ul style="list-style-type: none">• Artistic• Rhythmic• Trampolining	<ul style="list-style-type: none">• Contemporary dance• Folk dance

Gymnastics

Learners will be required to show evidence of their capacity to perform the following skills and techniques in the selected gymnastic activity:

Artistic gymnastics

- Jumps (min. 2)—tuck/pike/straddle/180 degrees turn
- Rolls (min 2)—forward/backwards/other
- Balances (min 2)—handstand/headstand/arabesque/other
- Over swings (min 2—cartwheel/round off/hand spring/back flip

Learners are expected to incorporate at least four of the following agilities in the short floor sequence:

- Backward roll to handstand
- Head spring
- Fly back
- Back flip
- Front somersault
- Hand stand ½ turn
- One handed cartwheel
- Back somersault
- Back/forward walkovers

Learners are required to demonstrate proficiency in at least two vaults from the following:

- Head spring
- Hand spring
- Short arm over swing
- Optional vault of similar tariff (not through or straddle)

Rythmic Gymnastics

Learners should be able to demonstrate proficiency in the following skills and techniques in a short floor sequence.

- Balances
- Pivots/rolls
- Splits
- Hops/leaps/skips
- Body waves/bends/circles/swings/turns

Learners are required to set routines to music and use different pieces of apparatus from ball, hoop, ribbon, rope or club.

Trampolining

Jumps

- Straight, Tuck/Pike/Straddle/Half twist
- $\frac{1}{2}$ twist into or out of move
- Landing/drops
- Seat/front/back

Combination drops

- Seat drop to front drop/Front drop to seat drop
- Front drop to back drop/Back drop to front drop

Twist

- Full twist/ $\frac{1}{2}$ twist to feet
- Seat drop $\frac{1}{2}$ twist to feet/Front drop $\frac{1}{2}$ twist to feet
- $\frac{1}{2}$ twist to front drop to feet
- Seat drop $\frac{1}{2}$ twist to seat drop
- $\frac{1}{2}$ twist to seat drop $\frac{1}{2}$ twist to feet
- Seat drop $\frac{1}{2}$ twist to seat drop $\frac{1}{2}$ to feet
- Full twist into and out of a move

Twist rotations

- Front drop $\frac{1}{2}$ turn to front (1/2 turntable)
- Seat drop full twist to seat drop (roller)
- Hands and knees forward turnover to back to feet
- Or Forward/backward somersault optional

Dance

Learners are required to either perform or choreograph an individual and group dance in which they demonstrate consideration of the following elements:

- 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, i.e. contemporary dance or folk dance
- 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.

Learners may choose one of the following activities: Learners are required to show evidence of their capacity to perform the following skills and techniques in the selected activity in athletics:	
Running <ul style="list-style-type: none"> Sprints Middle distance Long distance Hurdles 	<ul style="list-style-type: none"> Starts and finish Upper body action (head and arms) Lower body action (legs) Overall efficiency
Running <ul style="list-style-type: none"> Hammer Javelin Shot put Discus 	<ul style="list-style-type: none"> Grip, stance and preparation Travel and trunk position Throwing action Release and follow through Overall efficiency
Running <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

Games—individual, pair or team games that require the use of activity-specific skills, tactical knowledge and strategic thinking in pursuit of a defined goal.

Learners may choose one of the following games

Non-Invasion games	Invasion games
<ul style="list-style-type: none"> Cricket Handball Tennis Badminton Volleyball Squash Racquetball Table tennis 	<ul style="list-style-type: none"> Gaelic football Hurling Camogie Rugby Soccer Basketball Hockey Netball Olympic handball

In the role of performer or coach, learners are expected to

- show evidence of their capacity to perform or coach the following skills and techniques in a fully competitive version of the game or in conditioned practice
- display an ability to perform and/or coach a high standard of technical quality in attacking and defending skills
- demonstrate an understanding of the principles of play including the ability to apply/coach different strategies and tactics in response to different game scenarios.
- In the role of official, learners are expected to
- demonstrate knowledge and understanding of the rules and regulations for the activity
- demonstrate an ability to officiate effectively in a fully competitive version of the game
- demonstrate an understanding of the health and safety rules as they apply to the selected activity
- implement appropriate safety precautions prior to, during and after the event

Non-Invasion games

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 	Racquetball <ul style="list-style-type: none"> Service (forehand/backhand variations) Drives (forehand/backhand) Volleys (forehand/backhand) Boasts Lob
Squash <ul style="list-style-type: none"> Service (forehand/backhand variations) Drives (forehand/backhand) Volleys (forehand/backhand) Boasts Lob 	Volleyball <ul style="list-style-type: none"> Service (under/over arm, frontal, floating/side floating) Volleying (set forward/backward) Smash/spike Blocking
Handball (60 x 30, 40 x 20) <ul style="list-style-type: none"> Underarm stroke Back wall shot Fly shot 	<ul style="list-style-type: none"> Overhand stroke Straight hit from short line Side arm stroke (40 x 20 only)

Invasion games	
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)
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. reverse, lay ups, driving) • Shooting (set/jump/3 point) • Marking/intercepting (1v1, against ball handler, rebounding)
Soccer Outfield <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 Goal keeping <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 	Hockey Outfield <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 Goal keeping <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
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 	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

Personal exercise and fitness activities

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 conditioning and resistance training and one other exercise and fitness activity.

Conditioning and resistance training:

- Weights
- Pilates
- Circuit training

One of the following:

- Aerobics
- Step aerobics
- Boxercise
- Spinning

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 in the selected activities.



ASSESSMENT

ASSESSMENT IN LEAVING CERTIFICATE PHYSICAL EDUCATION

ASSESSMENT COMPONENTS

GENERAL ASSESSMENT CRITERIA

REASONABLE ACCOMODATIONS

Assessment in Leaving Certificate Physical Education

Assessment for certification in physical education is based on the aim, objectives and learning outcomes outlined in the syllabus. Physical education will be examined at two levels: Ordinary Level and Higher Level. There are two assessment components:

- Personal performance project 50%
- Written examination 50%

Personal performance project

Learners are required to complete an action research project based on one of the three selected physical activities. Learners may only select an activity from one of the three physical activities designated by the school.

In the personal performance project, learners are required to analyse their performance in the selected physical activity. They collect relevant data, including comparing the performance to that of a model performer and video and/or photography of the performance. Other methods of analysis such as match analysis sheets and results, player profile sheets, observation lists, fitness testing results, peer and teacher feedback may also be included.

Using the data that has been collected, learners analyse their performance drawing on the different theoretical perspectives and using relevant technical terms. They identify four areas of their performance which require further development. They then formulate performance goals and design a training/practice programme to address the areas identified based on sound theoretical principles. Learners implement the programme engaging in ongoing reflection about their experiences of the process. Having completed the training/practice programme, learners repeat the analysis process to evaluate their progress and make suggestions for further improvement.

As part of the personal performance project, learners’ standard of performance is assessed on a number of occasions in relation to national performance standards similar to those generated by governing bodies of sport for their activity. The assessment grade for the personal performance project is based on the marks awarded for learners’ standard of performance and their personal performance project report.

Assessment components	Weighting for performance	Weighting for report
Personal performanceproject	30%	20%

The personal performance project report is designed using an electronic storyboard in four sections. The four sections focus on performance analysis, evidence of ongoing training/practice and reflection, concluding analysis and two examples of best performance. A brief outlining the parameters for the report will be issued in advance.

Learners may choose to complete the personal performance project in one of following roles:

- performer
- coach/choreographer
- official.

Assessment as performer

Learners are assessed on their personal performance in the selected physical activity. Learners are required to demonstrate the range of skills and techniques outlined for the physical activity in Section 4, 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 fully competitive and/or conditioned practices.

Assessment as a coach/choreographer

For the purposes of assessment, the role of coach/choreographer is understood as being the person responsible for overseeing another's preparation, execution and evaluation of a performance in their selected physical activity. The performance should include the range of skills and techniques outlined for the activity in Section 4 of the syllabus. Learners are expected to plan, co-ordinate and lead another learner in demonstrating a range of skills and techniques in a competitive/equivalent scenario. Learners are also expected to design and implement approaches to training/practice and performance designed to maximise the strengths of the performer. Learners are assessed in a variety of coaching contexts.

Assessment as official

Learners are assessed on their ability to officiate a fully competitive situation as outlined by the relevant national governing body. They are required to demonstrate a thorough understanding of the rules and regulations as they apply to the selected physical activity and the ability to enforce them. They are required to demonstrate respect and rapport with participants and other officials. They are also expected to implement appropriate safety precautions prior to, during and after the event. Learners are assessed on a number of officiating occasions.

The personal performance project report must be learners' own work. While learners may work together in pairs, trios and/or teams depending on the physical activity, they must complete their personal performance project report individually based on their own performance goals. Learners will be assessed as individuals. A verification procedure will be in place to ensure that work is verified as being the learner's own work.

Written examination

The written examination is based on the aim, objectives and learning outcomes outlined in the syllabus. 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 personal performance project
- 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.

Questions will include

1. Short answers questions where learners are expected to provide a word, phrase or sentence or two or carry out a simple task
2. Extended response questions where learners are expected to provide answers that involves continuous prose or carry out tasks which may include demonstrating the process of determining the answer. Learners are expected to draw on their learning experiences in the three physical activities in their answers.

The examination paper has four sections:

Question type	Options	Response format	Weighting
Short questions	A number of questions to be attempted from a set	Completed on paper	5%
Extended response questions based on the personal performance project and theoretical perspectives in Unit 1	Unseen questions	Constructed responses	15%
Extended response questions based on theoretical perspectives in Unit 2	Unseen questions	Constructed responses	15%
Extended response questions based on a case study which will allow learners to apply their learning in units 1 and 2	Unseen questions based on a case study previously viewed by learners	Constructed responses	15%

General assessment criteria

A high level of achievement is characterised by thorough and personal responses to the task. The learner's report provides clear evidence of engagement with the project, displaying a capacity to reflect upon the experience and evaluate the outcomes. The account of the initiative is purposeful and clear. The learner documents the different phases of the project process clearly and coherently. The learner demonstrates a thorough understanding of the theoretical factors which impact on performance in the planning, implementation and evaluation of the process. The narrative outline is sufficiently detailed to provide concrete evidence of the learner's experience but moves beyond a mere re-telling to focus on insights and learning gained. There is a clear rationale at each stage of the process for the decisions made. Where the project was carried out as part of a group/team, the report focuses clearly on the role or part played in the process by the writer of the report. The learner shows the ability to sustain a cogent argument or shape a compelling narrative and they show a keen awareness of audience.

A moderate level of achievement is characterised by clear evidence of the learner's involvement in the project and displaying some capacity to reflect upon the experience and to evaluate the outcomes. The account of the initiative is clear and relevant. The narrative outline is sufficiently detailed to provide a clear picture of the initiative for the reader and focuses on the insights and learning gained, although the focus may be more descriptive than analytical. Where the project was carried out as part of a group/team, the focus, for the most part, will be on the part played in the process by the writer of the report. In the main, the argument or narrative is sustained well and the learner shows a good awareness of audience.

A low level of achievement is characterised by a reasonable level of evidence of the learner's involvement in the project. The account of that involvement exhibits clarity and a sufficient level of detail to provide a credible picture of the initiative, but the focus may be lacking in concreteness and/or evidence of insight and learning gained. Where the project was carried out as part of a group/team, the focus of the report will be on description of the activities of the group/team, offering sufficient evidence of the part played in the process by the writer of the report. The argument or narrative contains few lapses in clarity and thoroughness.

Assessment criteria for performance

Assessment of personal performance will be carried out in relation to clearly identified criteria for high, moderate and low levels of achievement. A high level of achievement is characterised by an extensive performance repertoire, a high level of creativity in responses made to different performance contexts, a comprehensive understanding of the structures, strategies, roles and conventions of the selected physical activity and a high level of adherence to the safety precautions required by the activity.

A moderate level of achievement is characterised by a reasonable performance repertoire, a good level of creativity in responses made to different performance contexts, a sound understanding of the structures, strategies, roles and conventions of the selected physical activity and a good level of adherence to the safety precautions required by the activity.

A low level of achievement is characterised by a limited performance repertoire, limited creativity in the responses made to different performance contexts, a partial understanding of the structures, strategies, roles and conventions of the selected physical activity and an unreliable adherence to the safety precautions required by the activity.

Assessment criteria for the written examination

A high level of achievement in this component is characterised by a thorough knowledge and understanding of physical education facts, concepts, skills and competencies from the whole syllabus and with few significant omissions. Learners consistently apply their knowledge and understanding of physical education to both familiar and new contexts. They accurately analyse and evaluate qualitative and quantitative data from different sources where appropriate; manipulation of data will be almost flawless. Learners present logical arguments and ideas which are clearly based on evidence.

A moderate level of achievement in this component is characterised by a good knowledge of physical education facts, concepts, skills and competencies from many parts of the syllabus. Learners apply their knowledge and understanding of physical education to familiar contexts and in some new contexts. They carry out adequate levels of analysis and evaluation on qualitative and quantitative data from different sources where appropriate; much of their manipulation of data will be correct. Learners present arguments and ideas which, in the main, are based on evidence.

A low level of achievement in this component is characterised by a limited knowledge and understanding of physical education facts, concepts, skills and competencies. Learners select appropriate facts, concepts and skills to apply to familiar contexts. They carry out basic manipulation of data correctly. Learners present explanations which are referenced to some evidence, often from familiar contexts.

Differentiation

In common with other syllabuses, 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 accomodations

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 as 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.



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