

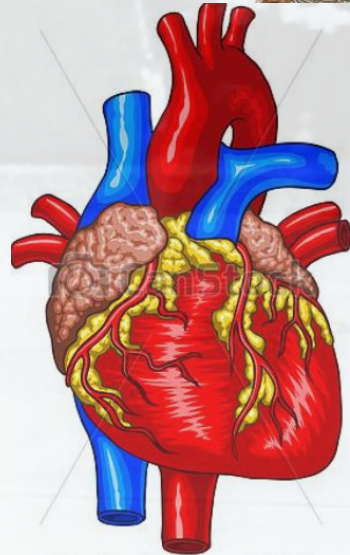
Subject Choice: 5th Year 2021



*Leaving Certificate
Physical Education*

Students best suited to the challenge

- Interest in a wide range of **sporting activities**
- Interest in **Science**; particularly **Biology** and **Physics**
- Observant and **reflective**
- Enjoys working with **computers**
- Being talented at a particular sport may not be a significant advantage



College Courses / Careers

Sporting organisations/
governing bodies

Development Officers

Dietician/ Nutritionist

Sports Science

Sports Psychology

Sports Management

Sports Media/ Journalism

Physiotherapy

Athletic Therapy
& Training

Personal Training



Subject Information and Student Feedback

Please click on the image below to play a video with information on LCPE:



**Physical
Education
(LCPE)**

Sp Adobe Spark

The image is a video thumbnail. It features a central white area with a blue curved graphic on the left side. The text 'Physical Education (LCPE)' is written in a large, bold, blue font. In the bottom right corner, there is a small logo for 'Sp Adobe Spark'. The background of the entire slide is a faded image of a teacher in a white shirt interacting with two young boys in a classroom setting.

Assessment

30% Performance Project:

Record a performance in one of three activities, chosen by the class group.

Graded on performance in March of 6th Year.

20% Physical Activity Project:

Analyse a skill, plan to improve, reflect.

Completed by December of 6th Year

50% Exam:

2hr 30mins

Short and Long Questions;
Unseen Case Studies.

Leaving Certificate Examination 2020

Link to exam paper:

Physical Education

[Leaving-Cert-2020-LCPE-Paper.pdf \(peai.org\)](https://www.peai.org/Leaving-Cert-2020-LCPE-Paper.pdf)

Higher Level

2 hours 30 minutes

250 marks




Coimisiún na Scrúduithe Stáit

State Examinations Commission

Curriculum Structure

The course includes two strands of theory & two practical projects

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>
<div data-bbox="175 784 768 1084" style="border: 2px solid black; padding: 10px; text-align: center;"><p>Learners learn about these different theoretical perspectives through 3 different physical activities</p></div>	<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

Practical/Physical Activity Element

- Students will learn about the different theoretical perspectives through their participation in **three** different **physical activities**.
- These activities are selected from **six** distinct **physical activity areas** (as outlined on the next slide).
- The chosen activities will be the platform for learning of **Strand 1 Theory**
- In consultation with the teacher, the class pick **one activity** from **three** different areas.
- In the **performance assessment** students will be required to perform in **one** of the three selected physical activities.

Athletics

Running: sprints, middle distance, long distance, hurdles
Throwing: shot-put, discus, javelin, hammer
Jumping: High, long, triple

Artistic and aesthetic activities

Gymnastics: artistic, rhythmic
Dance: contemporary, folk, modern, ballet, jazz, tap, ethnic, traditional

Adventure activities

Orienteering, canoeing/kayaking, rock-climbing, sailing, rowing/sculling

Physical Activity Areas

Games

Invasion: gaelic football, hurling/camogie, soccer, rugby, **basketball**, hockey, netball, olympic handball
Net/wall: badminton, tennis, volleyball, table-tennis, handball, squash
Striking/fielding: cricket, softball, rounders

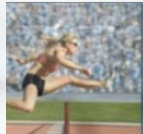
Aquatics

Lifesaving, survival swimming, swimming strokes, water-polo, synchronised swimming

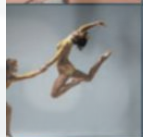
Personal exercise and fitness

Aerobic: continuous, interval, fartlek, aerobics/step aerobics, spinning, indoor rowing
Other: weights, core stability, circuits

Strand 1: Toward Optimum Performance



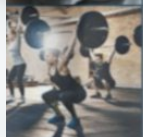
Skilled Performance and the Acquisition of Skill



Analysing Skill and Technique



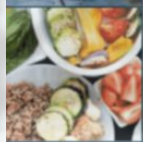
Physical Demands of Performance



Principles of Training



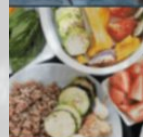
Psychological Preparation for Performance



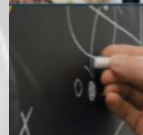
Diet and Nutrition



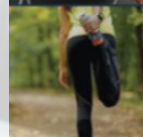
Psychological Preparation for Performance



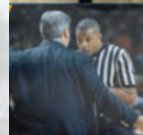
Diet and Nutrition



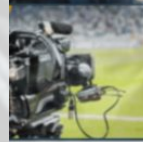
Analysing Performance in Sport



Safe Practice in Sport



The Role of Coach and Official



Planning for Optimum Performance

Example of the learning outcomes identified on the syllabus for Strand 1 :

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

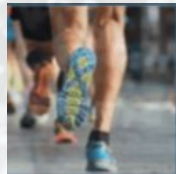
STUDENTS LEARN ABOUT	STUDENTS SHOULD BE ABLE TO
1.1 Defining a skilled performance	<ul style="list-style-type: none">▶ identify the characteristics of a skilled performance▶ discuss the difference between skill and ability
1.2 Analysing skill and technique	<ul style="list-style-type: none">▶ analyse 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

Strand 2: Contemporary Issues in Physical Activity



Compulsory

2 Prescribed Annually



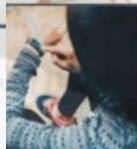
Physical Activity Participation



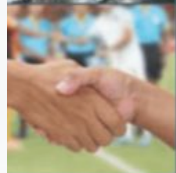
Physical Activity and Inclusion



Promoting Physical Activity and Pathways to Excellence



Technology, Media and Sport



Ethics and Fair Play



Gender and Physical Activity



Business and Enterprise in Physical Activity and Sport

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

Example of the learning outcomes identified on the syllabus for Strand 2:

Physical Activity Project - 20%

- Learners are required to complete a physical activity project in an **activity of their choice**.
- The physical education teacher, in consultation with the learners, **agree on the range of activities** that can be accommodated.
- Learners may choose to complete this project as **performer** or as **coach/choreographer**.
- The physical activity project is completed in a **digital format** over an 8-10 week period.
- In this project, each student **analyses** his performance and identifies goals toward improving performance. The student **designs** an improvement / training plan and later **reflects** on its effectiveness.

Performance Assessment - 30%

- In the performance assessment, students will be required to perform in **one** of the three selected physical activities.
- Learners are required to **demonstrate performance** outlined for that physical activity.
- The performance is **captured digitally** by the learner and is captured in sessions designed to demonstrate the learner's best personal performance.
- The performance assessment is at a **common level** and is assessed by the State Examinations Commission.



We hope this has helped with your subject choice for fifth year. If there are any further questions please email us. Remember this is a new Leaving Cert subject for our school and this year there will only be one class limited to 24 places.

Ms. M. Murphy mdm@naascbs.ie

Mr. D. Stephens ds@naascbs.ie