



# Leaving Certificate (LCPE) & Senior Cycle PE (SCPE) - An Overview

## What we are not

Evaluators

Policy makers

Curriculum developers

## What we are

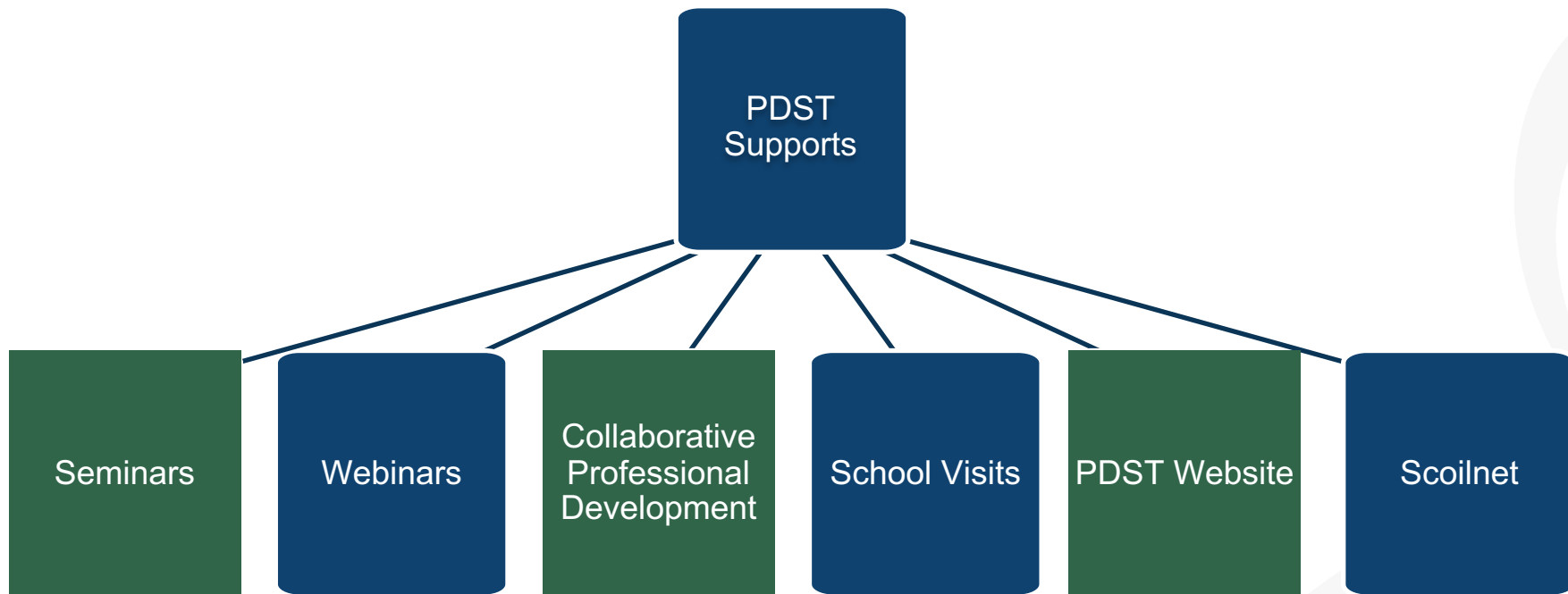
Teachers and school  
leaders

Teacher Educators

Facilitators/Enablers

Purveyors of lifelong  
learning

# Supports provided by PDST



## In this session participants will:

- gain a deeper understanding of both LCPE and SCPE
- explore the central role of digital technology
- discuss the steps require for successful introduction of the two new Specifications at Senior Cycle

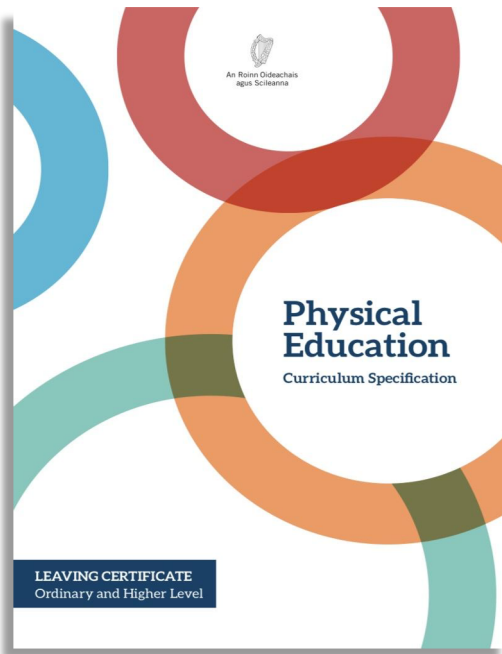


# Circular 61/2019

- As of September 2020, the new Senior Cycle Physical Education Framework ('the Framework') will replace the existing guidelines set out in the Rules and Programme for Secondary Schools which currently forms the basis for physical education at Senior Cycle
- All senior cycle students **must** be provided with the opportunity to study Physical Education in some capacity. This may be through the Leaving Certificate Physical Education specification **or** the Senior Cycle Physical Education Framework, **or both**.
- [https://www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0061\\_2019.pdf](https://www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0061_2019.pdf)



# Leaving Certificate Physical Education (LCPE)



# NCCA LCPE Video



# 5 Key Skills of Senior Cycle



# Strand 1 - Towards Optimum Performance

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



# Strand 2 - Contemporary Issues in Physical Activity

5. Promoting physical activity (Compulsory)

6. Ethics and fair play (Compulsory)

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7. Physical activity and inclusion (Prescribed)

8. Technology, media and sport (Prescribed)

9. Gender and physical activity (**Prescribed for examination in 2023**)

10. Business & Enterprise in PA & sport (**Prescribed for examination in 2023**)

(2/4 prescribed each year by SEC in September of 5th year)



# LCPE Learning Outcomes and Action Verbs

## Leaving Certificate PE Action Verbs

### Action Verbs as Defined in the Specification

| Verb        | Students should be able to...  |
|-------------|--|
| Analyse     | examine something in detail, break down in order to bring out the essential elements or structure; identify parts and relationships, and to interpret information to reach conclusions |
| Apply       | select and use information and/or knowledge and understanding to explain its application in a given situation  |
| Debate      | provide a structured argument about a topic  |
| Compare     | give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout  |
| Define      | give the precise meaning of a word, phrase or concept  |
| Demonstrate | prove or make clear by reasoning or evidence, illustrating with examples or practical application  |
| Describe    | develop a detailed picture or image of, for example a structure or a process, using words or diagrams where appropriate; produce a plan, simulation or model                           |
|             | develop a detailed picture or image of, for example a structure or a process, using words or   |



Verb Students should be able to.....

|         |                  |  |
|---------|------------------|--|
| Level 6 | Evaluate         | collect and examine evidence to make judgments and appraisals; describe how evidence supports or does not support a judgement; identify the limitations of evidence in conclusions; make judgments about the ideas, solutions or methods |
| Level 5 | Organise         | make arrangements or preparations for an event or activity   |
|         | Design           | plan, create or formulate a procedure or system by careful thought   |
| Level 4 | Analyse          | examine something in detail, break down in order to bring out the essential elements or structure; identify parts and relationships, and to interpret information to reach conclusions   |
|         | Compare          | give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout  |
|         | Examine          | consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue   |
|         | Debate           | Provide a structured argument about a topic  |
| Level 3 | Apply            | select and use information and/or knowledge and understanding to explain its application in a given situation  |
|         | Demonstrate      | prove or make clear by reasoning or evidence, illustrating with examples or practical application  |
|         | Guide            | Influence or support the behaviour or development of an individual or group  |
|         | Implement        | put a decision, plan or agreement into effect  |
|         | Investigate      | observe, study, or make a detailed and systematic examination, to establish facts and reach new conclusions  |
|         | Present          | promote or propose an idea; deliver or illustrate evidence; show something for others to examine   |
|         | Provide Evidence | provide data and documentation that support inferences or conclusions  |
|         | Research         | study materials and sources in order to establish facts and reach new conclusions  |
|         | Suggest          | propose a solution, hypothesis or other possible answer  |
| Level 2 | Use              | apply knowledge or rules to put theory into practice. Employ something in a targeted way.  |
|         | Describe         | develop a detailed picture or image of, for example a structure or a process, using words or diagrams where appropriate; produce a plan, simulation or model   |
|         | Identify         | recognise patterns, facts, or details; provide an answer from a number of possibilities; recognize and state briefly a distinguishing fact or feature  |
|         | Discuss          | offer a considered, balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions are supported by appropriate evidence   |
| Level 1 | Explain          | give a detailed account including reasons or causes  |
|         | Define           | give the precise meaning of a word, phrase or concept  |
| Level 1 | Outline          | present a description or summary   |

# Bloom's Taxonomy and LCPE

**Bloom's Taxonomy** is a hierarchical model used to classify educational learning objectives into levels of complexity and specificity

Level 6 - Creating and Evaluating

Level 5 - Designing and Organising

Level 4 - Analysing

Level 3 - Applying

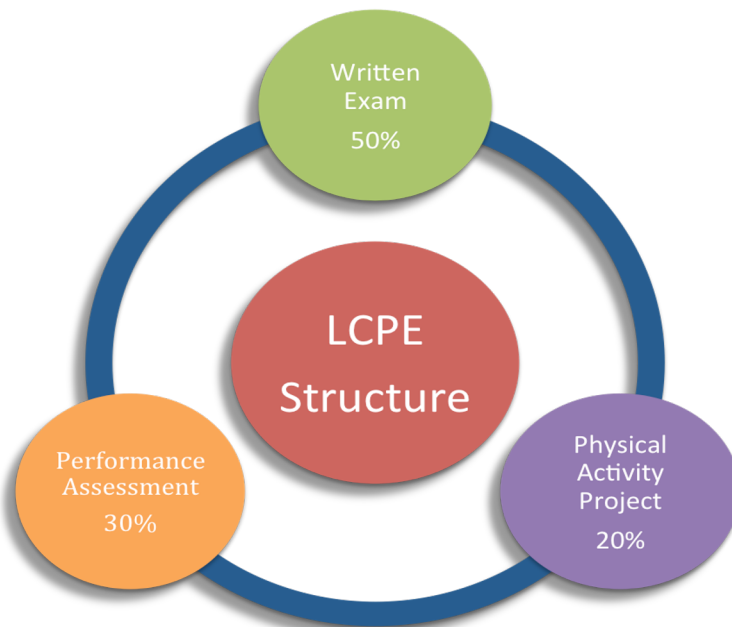
Level 2 - Understanding

Level 1 - Remembering





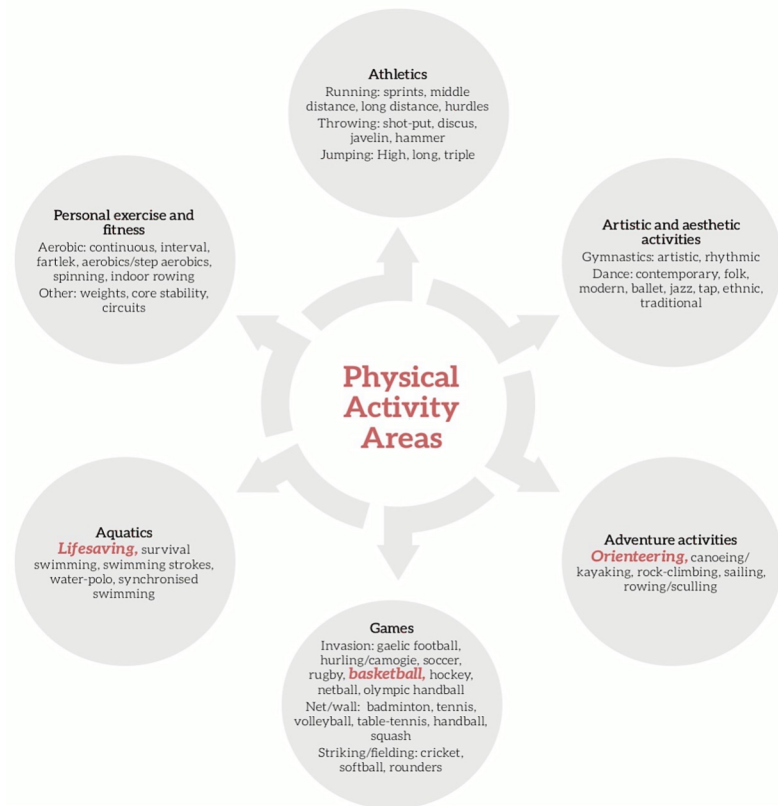
# LCPE Structure



# 30% - Performance Assessment

- Teacher and students will agree **three** from the list of the following **six** areas at the beginning of 5th Year:

- Athletics
- Artistic and Aesthetic Activities
- Adventure
- Aquatics
- Games
- Personal Exercise and Fitness



# 30% - Performance Assessment

- Learners chooses **one** of the three selected physical areas being studied for their performance assessment
- Video and analysis of performance submitted to SEC before end of March of 6th Year
- Video must be in MP4 format and no longer than 8 minutes
- It will require approximately 10 hours of student work including activities undertaken in class
- Comprises a series of video clips and 6 frames which may include text/images
- The video should be of sufficient duration to demonstrate the learner's **best performance** over the assessment period

# Components of the Performance Assessment

The video should include evidence of the following:

- overall performance
- skills and techniques
- tactics, strategies, composition and training considerations as applicable
- knowledge and application of relevant rules, regulations and codes of practice
- adherence to safe practice of the physical activity.

(SEC, Information to Candidates, December 2019, Page 5)

# Physical Activity Scenarios

## Performance Assessment—30%

The learner, in consultation with the physical education teacher, agrees which one of the three physical activities being studied will be undertaken for the Performance Assessment. These three physical activities are selected from six different physical activity areas, the requirements for which are outlined in Section 6 of the Leaving Certificate Physical Education specification (pp. 33-45). The three Performance Assessment scenarios outlined below are designed to reflect these differences and to make explicit what should feature in the video of the performance being submitted as evidence for marking to the State Examinations Commission (SEC).

**Scenario 1:** The learner completes the Performance Assessment in an activity from one of the following physical activity areas—Games, Aquatics, Adventure activities or Athletics.

The learner, in consultation with the teacher, plans how the learner can demonstrate their best performance using different performance contexts, e.g. fully competitive; conditioned practices; individual and group performances. The video should include evidence of the following:

- ▶ skills and techniques as outlined for the selected physical activity in the specification
- ▶ tactics and/or strategies
- ▶ awareness of safety—safety issues around availability/choice of equipment and its use; adherence to the relevant rules, regulations and codes of practice in a fitness training setting.

The video will be introduced by the learner detailing the particular performance characteristics to which they wish to draw attention.

**Scenario 2:** The learner completes the Performance Assessment in an activity from the physical activity area—Artistic and aesthetic movement.

**Scenario 3:** The learner completes the Performance Assessment in the physical activity area—Personal exercise and fitness.

In this scenario, the learner is required to demonstrate a personal exercise and fitness programme designed to enhance one of the following:

1. Performance-related physical fitness in a physical activity.
2. Health-related physical fitness.

In their chosen personal exercise and fitness programme, the learner is required to choose one method of aerobic training and one conditioning and resistance activity (Leaving Certificate Physical Education Specification, pp. 44-45). The learner is expected to apply the following training considerations to both methods selected:

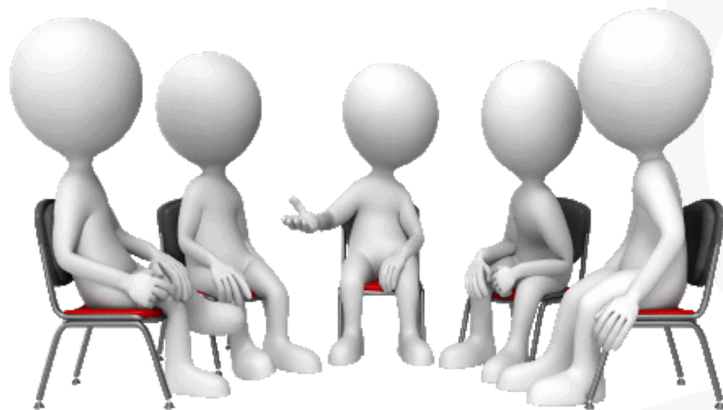
- ▶ principles of training
- ▶ training zones
- ▶ thresholds
- ▶ work-recovery intervals
- ▶ warm up/cool down.

Where the learner chooses to demonstrate a personal exercise and fitness programme designed to improve performance in a physical activity, the activities chosen should enhance performance in some or all of the following areas depending on the requirements of the activity:

- ▶ speed
- ▶ agility
- ▶ co-ordination
- ▶ power
- ▶ reaction time

# Selecting your Three Physical Activity Areas

- Student voice
- Facilities available
- Addressing learning outcomes
- Logistical considerations
- Teacher experience and knowledge



# 20% - Physical Activity Project (PAP)

## Performance analysis

- Identify 4 performance goals (3 during Covid)
- Evidence of training programme, practice and ongoing reflection
- Concluding analysis
- Compiled digitally between October and Christmas of 6th Year
- Activity must have an NGB affiliated with Sport Ireland
- Activity must comply with the definition of 'competitive sport' as defined by the Irish Sports Council Act (1999)
- There must be a **clear delineation** from the activity chosen for the Performance Assessment



## 20% - Physical Activity Project (PAP)

- Reporting Booklet from State Examinations Commission (SEC) contains no more than 1,600 words and 16 images
- Three MP4 videos with a combined length of no more than 4 minutes and no more than 2GB in size
- Penalties of up to 10% will apply to those who exceed these limits
- Submitted via SEC Schools Portal. Copy must be kept on a external hard drive until after the appeals process



**SEC Materials for LCPE**



## Project Structure

| Section  | Content   | Marks |
|--|---|-------|
| A  | <b>Performance Analysis</b> <ul style="list-style-type: none"> <li>Provide a summary of the performance analysis undertaken and the data collected</li> <li>Analyse the performance – what the data tells you about your/peer's performance based on sound theoretical principles.</li> </ul>   | 24    |
| B  | <b>Identification of four performance goals and evidence of on-going training/ practice and reflection</b> <ul style="list-style-type: none"> <li>Formulate four distinct performance goals</li> <li>Explain the rationale for the selection of each of these four performance goals based on sound theoretical principles.</li> <li>Design and implement a training/practice programme which addresses the goals identified based on sound theoretical principles.</li> <li>Include four pieces of ongoing reflection – one reflection for each of the four performance goals focusing on your experience of working to improve your/peer's performance by addressing each goal</li> </ul> | 44    |
| C  | <b>Concluding analysis</b> <ul style="list-style-type: none"> <li>Provide a summary of the results following a repeat of the performance analysis process to evaluate your/ peer's progress at the end of the programme.</li> <li>Complete a final reflection about the effectiveness of the programme. Each of the performance goals should be addressed in this context.</li> <li>Include suggestions for next steps for further improvement</li> </ul>   | 16    |
| <b>Overall coherence</b> <ul style="list-style-type: none"> <li>Relates to the overall preparation, planning, implementation and completion of the Physical Activity Project.</li> </ul>   |   | 16    |
| <b>References and Bibliography</b> <ul style="list-style-type: none"> <li>Include full references for all sources cited in your report. You should also include details of additional sources of information that you have consulted but have not cited in your report.</li> </ul> |   |       |

# PAP Project Structure & Marking Scheme

# Digital Technology - Minimum Specification

- 9 - 10 inch screen, 16GB internal storage, 1080PHD camera, 9020x1200 screen resolution
- Must be able to run Android 6.0, Windows 8.1 or IOS 8.1 or newer
- 2x4TB external drives, USB hub/multiport, laptop with 11 inch screen and 32GB internal storage
- Schools will be responsible for funding apps, maintenance/replacement
- Access to Computer Room during PAP and PA periods
- Online Cloud Storage
- Short Throw Projector and Wifi in Sports Hall

**A small grant from the Department of Education and Skills was made to Phase 1 schools only**





# 50% - Written Examination

## SEC Materials for LCPE

- Based on all of LCPE Specification learning outcomes (8 topics)
- Higher and Ordinary levels (with differentiation at the point of assessment)
- Short answer, Long Answer and a Case Study Question
- Reasonable accommodations
- Sample paper, 2020 and 2021 papers now available to view on the SEC website



# 2021 Higher Level Paper



Coimisiún na Scrúduithe Stáit  
State Examinations Commission

Leaving Certificate Examination 2021

Physical Education

Higher Level

Tuesday 29 June Afternoon 2:00 – 4:30

170 marks

# Action Verbs in the 2021 Paper

## Section A

Discuss (1)  
Describe (5)  
Explain (3)  
Give (1)  
Identify (3)  
List (1)  
Name (1)  
Suggest (1)

## Section B

Explain (2)  
Identify (2)  
Justify (2)  
Name (2)  
Outline (1)

## Section C

Calculate (2)  
Define (2)  
Describe (7)  
Discuss (4)  
Examine (2)  
Explain (7)  
Identify (4)  
Name (1)  
Opinion (1)  
Suggest (1)

## Bloom's Taxonomy Levels

| Level | Section A | Section B | Section C |
|-------|-----------|-----------|-----------|
| 1     | 2         | 3         | 3         |
| 2     | 13        | 5         | 22        |
| 3     | 2         |           | 4         |
| 4     | 1         |           | 2         |
| 5     |           |           |           |
| 6     |           | 2         | 1         |

# Sample Short Questions

## Question 4

Describe **four** components of an effective warm-up.

## Question 7

The Gaelic Athletic Association (GAA) “Give respect, get respect”, the Irish Rugby Football Union (IRFU) “Silent Sidelines” and the Football Association of Ireland (FAI) “Show racism the red card” campaigns, amongst others, focus on respectful communication.

Discuss the importance of such campaigns from the perspective of **one** of the following:

- Participants
- Parents
- Spectators

# Sample Long Question

Question 16

(40 marks)



First time Olympic hopeful, Taekwondoin Jack Woolley.

- (a) Explain how Jack's coach could help him in planning for his long-term goal of competing in Tokyo 2020.

# Sample Case Study

## Section B

## Case Study

50 marks

Read the case study below and answer **all** of the questions which follow.



The 39th Dublin City Marathon (26.2 miles/ 42.2km) will get under way in the city on Sunday morning, with the first runners crossing the starting line at 8.55am and the last of those taking part likely to finish at about 4pm. The men's record for the Dublin marathon is 2 hours, 8 minutes and 58 seconds, and the women's record is 2 hours, 26 minutes and 13 seconds, with an average finishing time of approximately 4 hours and 15 minutes.

Many international elite-distance athletes are to compete against Ireland's top runners. Olympians Lizzie Lee, Caitriona Jennings, Mick Clohisey and current national champion Gary O'Hanlon are set to participate. In the wheelchair race, four-time champion Patrick Monahan will have to contend

## Question 11

(50 marks)

- (a) Mary Nolan Hickey's achievement of running in every single marathon is amazing as injury could cause many runners to miss the race each year. In 2018, out of the 20,000 who signed up, 16,433 people started the marathon and 16,231 finished.
- (i) Describe **three** common injuries specific to long distance running.

|    |
|----|
| 1. |
|    |
|    |
| 2. |
|    |
|    |
| 3. |
|    |
|    |

- (ii) First aid stations are provided at ten different points along the Dublin Marathon route. For **one** of the injuries described in part (i) above, describe its first aid treatment.

First aid treatment



# LCPE - Summary

## Overview

- 10 Topics - 8 topics assessed in any 2 year cycle
- Importance of 'Action Verbs'
- 5 x 40 minute classes per week (180 hours over 2 years)
- Double period in Sports Hall per week
- Access to Computer Room during PAP and PA periods

## Assessment

- Performance Assessment 30%
- Physical Activity Project (PAP) 20%
- Written Exam 50%



# Planning for 2022 - My School Context

- How to maximise interested students
- Parents
- Management
- Facilities
- Technology required
- Resource development
- Promotion



# Logistics - Practical Next Steps

- Wifi in Sports Hall
- Short throw caged projector
- Access Computer Room
- Teachers & students digital technology skills
- Build close links with your Digital Technology Department
- Ensure your Principal and BOM are aware of requirements and costings
- School's AUP Policy
- Base classroom for theory classes
- Inform Guidance Department of how to correctly advocate for the subject





PE Framework

# Senior Cycle PE



# What is the SCPE Framework?



- Flexible planning tool for physical education at Senior Cycle
- Theme-based and reflect a specific philosophy
- The learner is the central consideration when planning using the models with due regard to the resources available in the school
- Provides a unique set of learning experiences it is up to the physical education teacher to decide which models will be included
- As teachers build their familiarity with the models it is envisaged that a greater range of models will be included (NCCA, SCPE Framework, p.13)

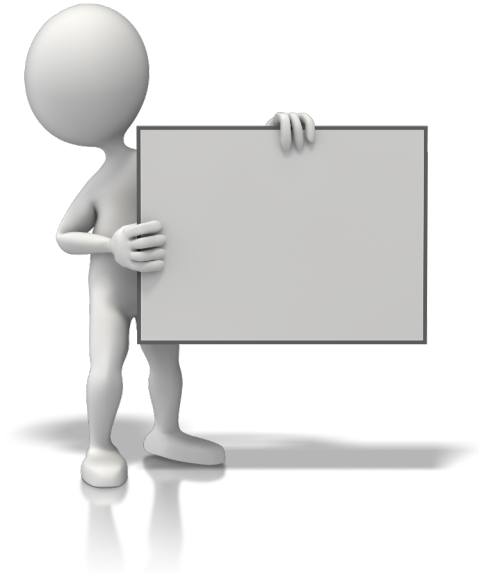
# Six Curriculum Models

- **Health-Related Physical Activity (HRA)** - developing learners' understanding of health-related physical activity for now and in the future
- **Sport Education** - providing learners with an enjoyable and authentic experience of organised physical activity as they learn to perform playing and non-playing roles
- **Contemporary Issues in Physical Activity** - encouraging learners to critically reflect on their own and others' experiences in physical activity and sport



# Six Curriculum Models

- **Adventure Education** - encouraging learners to challenge themselves and cooperate with others as they learn to solve physical activity challenges
- **Personal and Social Responsibility (TPSR)** - encouraging learners to take responsibility for themselves and their learning in physical education class including respecting the rights and feelings of others
- **Teaching Games for Understanding (TGfU)** - developing learners' tactical awareness and decision-making skills in a variety of games



# Time Allocation for SCPE

- Senior Cycle Physical Education is designed to be taught over two or three years of Senior Cycle Education
- It is recommended that a double period of 80 minutes per week (or equivalent) is made available as the minimum requirement for teaching Senior Cycle Physical Education
- Where possible, timetable arrangements should facilitate learning opportunities associated with physical education in practical settings beyond the school





# Assessment

- Integral part of teaching and learning in SCPE
- Regular formative feedback, self and peer assessment, reflection and undertaking different roles other than physical activity
- NCCA Focus on Learning and APP: Focus on Learning
- EPortfolio / Portfolio - either paper or digital form
- NCCA designed 'PhyzApp' (Awaiting release from NCCA)



## During this session you:

- gained a deeper understanding of both LCPE and SCPE
- explored the central role of digital technology
- discussed the steps required for successful introduction of the two new Specifications at Senior Cycle

# Questions



## Follow us on Twitter

- Follow us on Twitter via **@PDSTPostPrimPE**
- Use the hashtag **#LCPE** when posting
- Resources, ideas and challenges shared with the wider PE community in Ireland and with many of our Phase 1, Phase 2 and Phase 3 teachers also!

