



# Physical Education (LCPE)

Guidelines for the  
Performance Assessment

**LEAVING CERTIFICATE**  
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# Contents

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**Introduction** ..... 3

---

**Performance Assessment—30%** ..... 4

---

**Completing the Performance  
Assessment video** ..... 6

---

**The Role of the Teacher** ..... 7

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## Appendices

Appendix A: Advice on videoing ..... 9

Appendix B: Quality descriptors for Performance  
Assessment in Artistic and aesthetic movement .. 10

Appendix C: Quality descriptors for Performance  
Assessment in Adventure activities ..... 11

Appendix D: Quality descriptors for Performance  
Assessment in Aquatics ..... 12

Appendix E: Quality descriptors for Performance  
Assessment in Games ..... 13

Appendix F: Quality descriptors for Performance  
Assessment in Athletics ..... 14

Appendix G: Quality descriptors for  
Performance Assessment in Personal  
exercise and fitness activities ..... 15

## Introduction

The inclusion of a Performance Assessment as an element of the assessment of Leaving Certificate Physical Education (LCPE) arises from the specification and the centrality of performance in physical activity to learning in Physical Education. Students learn about the factors that impact on performance through being actively engaged in three physical activities chosen from three different physical activity areas. (Leaving Certificate Physical Education Specification, pp. 33-45).

Students complete their Performance Assessment in one of these three physical activities. The activity chosen for the Performance Assessment should be from a different physical activity area than that chosen for the Physical Activity Project.

The Performance Assessment is an integral part of the learning in LCPE and is directly related to the aim and learning outcomes of the specification:

*The aim of Leaving Certificate Physical Education is to develop the learner's capacity to become an informed, skilled, self-directed and reflective performer in physical education and physical activity in senior cycle and in their future life* (**Leaving Certificate Physical Education Specification, pp. 8**).

The Performance Assessment directly addresses the learning outcomes of strand 1 of the specification. Strand 1, *Towards optimum performance*, focuses on the complex interrelationship between performance in physical activity and the range of factors that shape that performance. An integral part of learning in LCPE is the ability to apply learning about the theoretical aspects of physical education to a range of physical activities and the skills necessary to improve performance. Students will apply this knowledge, understanding and skills to improve their performance in the selected physical activity and ultimately, undertake their Performance Assessment in that activity. The Performance Assessment is assessed at a common level.

## 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.

The learner, in consultation with their teacher, plans how the learner can demonstrate their best performance in two of the following performance contexts, -individual/pair/group. The video should include evidence of the following:

- ▶ proficiency in imaginative combinations of skills and techniques in the appropriate style of the gymnastic event
- ▶ **or**
- ▶ proficiency in imaginative combinations of movements demonstrating technical competence in the appropriate style of the dance event
- ▶ compositional and/or choreographic design including the use of props and/or costumes where appropriate
- ▶ creativity
- ▶ awareness of safety—safety issues around availability/choice of equipment and its use; adherence to the relevant rules, regulations and codes of practice.

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

**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
- ▶ balance.

Where the learner chooses to demonstrate a health-related fitness programme, this should include activities designed to enhance performance in each of the following areas:

- ▶ cardiovascular endurance
- ▶ muscular endurance
- ▶ strength
- ▶ flexibility
- ▶ body composition.

The video of the programme should include evidence of the following:

- ▶ Warm-up, including the necessary elements of a warm up.
- ▶ Developmental section, including activities to enhance each component of health- or performance-related fitness. Evidence of an understanding of the principles of training; training zones; thresholds. Work-recovery intervals should be included.
- ▶ Each activity should include a progression and an adaptation that could be employed to improve outcomes as general progress is made. A variety of progressions and adaptations is expected in this context. The development section could include a circuit format.
- ▶ Cool-down section, including the necessary elements of a cool down.

The video should also demonstrate an awareness of safety—e.g. choice of equipment and its safe 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.

## Completing the Performance Assessment video

The Performance Assessment is captured over time in physical education class, under the supervision of the physical education teacher, between January and March in sixth year. It will require approximately 10 hours of student work including activities undertaken in class.

The Performance Assessment comprises a series of video clips and/or photographs. It is envisaged that learners will use digital technology to support their learning throughout the two years of LCPE. This will allow them to complete the Performance Assessment independently in a digital format with support from their teacher and peers. The video should be of sufficient duration to demonstrate the learner's best performance over the assessment period.

The capture of images of performance either in video or photographs, and subsequent use in the preparation of material for the Performance Assessment, must be in full adherence with all requirements associated with the school's Acceptable Use Policy (AUP), data protection protocols and GDPR. It should also be completed in compliance with the requirements as set down by the State Examinations Commission (SEC). Editing and publishing of the video is conducted in school under the supervision of the physical education teacher and will be subject to the protocols of the school's Acceptable Use Policy outlining the safe, ethical and responsible use of digital technology.

The completion date for submission of the Performance Assessment is the end of March of Leaving Certificate year (the precise date will be set by the State Examinations Commission (SEC) via circular). Learners will compile their Performance Assessment video and submit it in accordance with the requirements specified by the State Examinations Commission. The Performance Assessments should be backed up on a secure encrypted storage system by the school until the State Examinations Commission is satisfied that the Performance Assessments have been received and are accessible. This will require materials being retained until the examinations process is complete, i.e. until after the appeals process is over.

The State Examinations Commission (SEC) will issue detailed information on the structure, format and length of this digital component as well as associated conditions for its completion and authentication. Details will be provided with regard to the State Examinations Commission's policy for the retention and usage of submitted material for the purpose of assessment and associated standard setting and examiner training in compliance with GDPR.

## The Role of the Teacher

The teacher has an important role to play in supporting and supervising the Performance Assessment video. This role includes supporting the learner in the completion of the Performance Assessment ensuring that the learner is fully compliant with the requirements of the specification and the regulations pertaining to the assessment as set down by the SEC.

Specifically, the teacher will need to:

- ▶ Be familiar with what is required in the Performance Assessment. A guide to quality descriptors is provided in Appendices B-G. When planning for teaching and learning in LCPE, provide ongoing opportunities for learners to capture their performances in the three selected physical activities and to reflect on how they might be improved. Learning in strand 1 of the specification can be used to plan for improvement in performance.
- ▶ Support the learner in selecting which of the three activities being studied in LCPE they will focus on for their Performance Assessment.
- ▶ Advise the learner on the different performance contexts, outlined above in Scenarios 1, 2, and 3, which they need to consider when planning to demonstrate their best performance.
- ▶ Prompt the learner's critical thinking in relation to the Performance Assessment. For example, the following prompts could be used: What skills and techniques are you planning to demonstrate? How can you showcase these in the best possible way? Does the Performance Assessment video demonstrate your ability to adapt your performance in response to different performance contexts? Is it clear from the video that you understand and adhere to the rules, regulations and/or conventions of the selected activity? Do you adhere to the safety precautions required in the activity? Is there evidence of compositional knowledge?
- ▶ Support the learner with the effective and efficient use of digital technology to capture their Performance Assessment. Encourage learners to support each other in generating their respective Performance Assessments.
- ▶ Inform the State Examinations Commission of the physical activities that learners will be undertaking their Performance Assessment in, by a prescribed date in September of sixth year.
- ▶ Ensure that the learner is clearly identifiable when performing in a group context. This can be achieved by the use of a 'high-vis' or 'netball' vest or distinguishing costume depending on the performance context.
- ▶ Ensure that learners are familiar with and have specifically agreed to adhere to the school's Acceptable Use Policy (AUP) and Data Protection Policy.

- ▶ Ensure that the capture, editing and publishing of the video is conducted in the school setting monitored by them to facilitate authentication of the video as the learner's own work. The entire process involved in completing the Performance Assessment will be subject to the protocols outlined in the school's Acceptable Use Policy, Data Protection Policy and GDPR.
- ▶ Ensure that images are uploaded to the school's secure encrypted storage system as soon as possible after recording is completed and deleted from the recording device as soon as back-ups are made.
- ▶ Provide advice and support to the student to ensure adherence with the strict requirements for oversight of the completion of the project to allow the required authentication of the project as wholly the student's own work, in accordance with SEC coursework regulations.
- ▶ Supervise the work in compliance with the guidance provided.

The level of teacher oversight has to be such that it is possible to authenticate the work as that of the individual student and will be specified by the State Examinations Commission.

## Appendix A: Advice on videoing

The following procedures must be followed:

- ▶ A letter outlining the Performance Assessment process should be issued to learners and their parents/guardians as appropriate.
- ▶ Where other learners are involved in the recordings, e.g. in team games, the numbers involved should be kept to a minimum.
- ▶ The main subject of the recording should be the performer themselves and should be clearly visible.
- ▶ Video and photographs gathered should be uploaded to the school's secure encrypted storage facility as soon as possible following the sessions and deleted from the recording device as soon as back-ups are made.
- ▶ Learners will generate their Performance Assessment under teacher supervision during class time.
- ▶ All work in respect of the Performance Assessment must be completed in compliance with all requirements set down by the State Examinations Commission.
- ▶ The entire process involved in the completing the Performance Assessment will be subject to the protocols of the school's Acceptable Use Policy outlining the safe, ethical and responsible use of digital technology in the school and all data protection protocols, including GDPR.

## Appendix B: Quality descriptors for Performance Assessment in Artistic and aesthetic movement

<b>QUALITY DESCRIPTORS: PERSONAL PERFORMANCE IN ARTISTIC AND AESTHETIC MOVEMENT</b> Individual and/or group dance performance/final performance of gymnastic short sequences	
<b>High level</b>	<p>A high level of achievement is characterised by an extensive performance repertoire. The learner consistently demonstrates a wide range of skills and techniques to a very high standard in the performance, performing with an excellent level of proficiency, accuracy, control and fluency. The high quality of the performance demonstrates an excellent level of creativity. Evidence of choreographical/compositional knowledge is prominent in the learner's performance and is used to positively impact the performance. The learner displays a comprehensive understanding and application of the rules/regulations/conventions/codes of practice of the selected physical activity. The learner recognises the importance of, and demonstrates a very high level of adherence to, the safety precautions required by the activity.</p>
<b>Moderate level</b>	<p>A moderate level of achievement is characterised by an acceptable performance repertoire. The learner demonstrates a range of skills and techniques to a satisfactory standard in the selected activity, performing with a good level of proficiency, accuracy, control and fluency. The quality of the performance demonstrates a good level of creativity. Evidence of choreographical/compositional knowledge is present in the learner's performance and is used to positively impact the performance. The learner displays a satisfactory understanding and application of the rules/regulations/conventions/codes of practice of the selected physical activity. The learner recognises the importance of and demonstrates an adequate level of adherence to the safety precautions required by the activity.</p>
<b>Limited level</b>	<p>A limited level of achievement is characterised by a restricted performance repertoire. The learner demonstrates a limited range of skills and techniques to a fair standard in the selected activity, performing with some level of proficiency, accuracy, control and fluency. The quality of the performance demonstrated includes some moments of creativity. The performance is reliant on a basic understanding of the choreographical/compositional elements of the chosen activity. The learner makes some effort to implement the safety precautions required by the selected activity.</p>

## Appendix C: Quality descriptors for Performance Assessment in Adventure activities

QUALITY DESCRIPTORS: PERSONAL PERFORMANCE IN ADVENTURE ACTIVITIES	
<b>High level</b>	A high level of achievement is characterised by an extensive performance repertoire. The learner consistently demonstrates an excellent range of skills and techniques to a very high standard in the selected activity, performing with an excellent level of accuracy/control/fluency. The high quality of performance demonstrated allows the learner to achieve success in a variety of challenging situations. The learner demonstrates exceptional decision-making skills and a comprehensive understanding and successful application of the strategies, skills, and codes of practice for the selected physical activity. The learner recognises the importance of, and demonstrates a very high level of adherence to, the safety precautions required by the activity.
<b>Moderate level</b>	A moderate level of achievement is characterised by an acceptable performance repertoire. The learner demonstrates a range of skills and techniques to a satisfactory standard in the selected activity, performing with a good level of accuracy/control/fluency. The learner demonstrates a reasonable understanding of the strategies, skills, and codes of practice for the selected activity and deploys a range of appropriate responses to challenges encountered. The learner shows an adequate understanding of, and demonstrates a reasonable level of adherence to the safety precautions required by the activity.
<b>Limited level</b>	A limited level of achievement is characterised by a restricted performance repertoire. The learner demonstrates a limited range of skills and techniques at a basic standard in the selected activity, with some evidence of accuracy/control/fluency. The learner includes a narrow range of responses to challenges encountered and displays a basic understanding of the strategies, skills, and codes of practice of the selected physical activity. The learner makes some effort to implement the safety precautions required by the selected activity.

## Appendix D: Quality descriptors for Performance Assessment in Aquatics

QUALITY DESCRIPTORS: PERSONAL PERFORMANCE IN AQUATICS	
<b>High level</b>	The learner consistently demonstrates an exceptional level of skill and technique throughout the performance which is executed with high levels of accuracy/ control/fluency. This allows the learner to achieve success in a variety of situations under pressure. Evidence of tactical and strategic knowledge is prominent throughout the learner's performance, where appropriate, and is used consistently to positively impact the outcome. The learner displays a comprehensive understanding and application of the rules, regulations, and codes of practice of the selected aquatic activity. The learner recognises the importance of, and demonstrates a very high level of adherence to, the safety precautions required by the activity.
<b>Moderate level</b>	The learner demonstrates an acceptable level of skill and technique throughout the performance which is executed with acceptable levels of accuracy/control/ fluency. This allows the learner to achieve reasonable success in a variety of situations under pressure. Evidence of tactical and strategic knowledge is present, where appropriate, throughout the learner's performance and is used to positively impact the outcome. The learner displays a reasonable understanding and application of the rules, regulations, technical competencies and codes of practice of the selected aquatic activity. The learner recognises the importance of, and demonstrates an acceptable level of adherence to, the safety precautions required by the activity.
<b>Limited level</b>	The learner demonstrates a limited level of skill and technique throughout the performance including occasional elements of accuracy, control and fluency. This allows the learner to achieve limited success in a variety of situations under pressure. There is some evidence of tactical and strategic knowledge in the learner's performance, where appropriate, and this is used to impact the outcome with occasional success. The learner displays some understanding and application of the rules, regulations and codes of practice of the selected aquatic activity. The learner makes some effort to implement the safety precautions required by the selected activity.

## Appendix E: Quality descriptors for Performance Assessment in Games

QUALITY DESCRIPTORS: PERSONAL PERFORMANCE IN GAMES	
<b>High level</b>	A high level of achievement is characterised by an extensive performance repertoire. The learner consistently demonstrates an extensive range of skills and techniques to a very high standard in the selected activity including exploiting the use of non-dominant as well as dominant sides of the body, as appropriate. The high quality of performance demonstrated allows the learner to achieve success in a variety of situations under pressure. The performance includes a high level of creativity in responses made to different performance contexts and displays a comprehensive understanding and application of the rules, regulations and codes of practice of the selected physical activity. Evidence of tactical and strategic knowledge is prominent in the learner's performance and is used to positively impact the outcome. The learner recognises the importance of, and demonstrates a very high level of adherence to, the safety precautions required by the activity.
<b>Moderate level</b>	An acceptable level of achievement is characterised by a good performance repertoire. The learner demonstrates a range of skills and techniques consistently in the selected activity, including exploiting the use of non-dominant as well as dominant sides of the body, as appropriate. The effective use of tactics and strategies demonstrated allows the learner to achieve success. The learner displays a satisfactory understanding of the rules, regulations and codes of practice of the selected physical activity. The learner shows a reasonable understanding of, and demonstrates an acceptable level of adherence to, the safety precautions required by the activity.
<b>Limited level</b>	A limited level of achievement is characterised by a narrow performance repertoire. The learner demonstrates moments of consistency in the execution and accuracy of some of the skills and techniques in the selected activity. The learner displays a basic understanding of the rules, regulations and codes of practice of the selected physical activity. Some tactical and strategic knowledge is evident in the learner's performance and this allows the learner to achieve occasional success. The learner makes some effort to implement the safety precautions required by the selected activity.

## Appendix F: Quality descriptors for Performance Assessment in Athletics

QUALITY DESCRIPTORS: PERSONAL PERFORMANCE IN ATHLETICS	
<b>High level</b>	The learner consistently demonstrates the skills and techniques in the selected activity to a very high standard, performing with an excellent level of accuracy/control/fluency. The high quality of performance demonstrated allows the learner to achieve success in a variety of challenging situations. Evidence of tactical and strategic knowledge is prominent in the learner's performance and is used, with great effect, to positively impact the outcome. The learner displays a comprehensive understanding and application of the rules and regulations of the selected physical activity. The learner recognises the importance of, and demonstrates a very high level of adherence to, the safety precautions required by the activity.
<b>Moderate level</b>	The learner demonstrates the skills and techniques in the selected activity to a satisfactory standard, performing with acceptable levels of accuracy/control/fluency. The quality of performance demonstrated allows the learner to achieve success in a variety of challenging situations. Evidence of tactical and, strategic knowledge is present in the learner's performance and is used, with some success, to positively impact the outcome. The learner recognises the importance of and demonstrates an acceptable level of adherence to the safety precautions required by the activity.
<b>Limited level</b>	The learner demonstrates the skills and techniques in the selected activity to a basic standard. The range of tactics and strategies used are limited. The quality of performance demonstrated therefore only allows the learner to achieve limited success. The learner makes some effort to implement the safety precautions required by the selected activity.

## Appendix G: Quality descriptors for Performance Assessment in Personal exercise and fitness activities

QUALITY DESCRIPTORS: PERSONAL PERFORMANCE IN PERSONAL EXERCISE AND FITNESS ACTIVITIES	
<b>High level</b>	The learner has selected an excellent set of performance- or health-related physical fitness activities, including a wide variety of adaptations and progressions designed to enhance fitness. The learner consistently demonstrates the skills and techniques in the selected health- or performance-related activities to a very high standard, performing with an excellent level of control and fluency. The learner displays an excellent application of the required training considerations. The learner displays a comprehensive understanding and application of relevant rules, regulations and codes of practice in a fitness training setting. The learner recognises the importance of, and demonstrates a very high level of adherence to, the safety precautions required by the activity.
<b>Moderate level</b>	The learner has selected a range of health- or performance-related physical fitness activities, including a variety of adaptations and progressions, designed to enhance fitness. The learner demonstrates the skills and techniques in the selected health- or performance-related activities, to a reasonable standard. The learner displays a satisfactory application of the required training considerations. The learner displays an acceptable understanding and application of relevant rules, regulations and codes of practice in a fitness training setting. The learner recognises the importance of, and demonstrates an appropriate level of adherence to, the safety precautions required by the activity.
<b>Limited level</b>	The learner has selected a narrow range of health- or performance-related physical fitness activities, including basic adaptations and progressions, designed to enhance fitness. The learner demonstrates the skills and techniques in the selected health- or performance-related activities, to a fair standard. The learner displays a limited application of some of the required training considerations. The learner displays a limited understanding and application of relevant rules, regulations and codes of practice in a fitness training setting. The learner makes some effort to implement the safety precautions required by the selected activity.

