

# Physical Education (LCPE)

Guidelines for the  
Physical Activity Project  
(PAP)

**LEAVING CERTIFICATE**  
January 2019

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## Introduction

The inclusion of the Physical Activity Project as one of three assessment components in Leaving Certificate Physical Education (LCPE) arises from the specification which includes the study of the theoretical aspects that impact on performance in physical activity. In physical education, as students learn, they are actively engaged in three physical activities selected from three different physical activity areas. Students learn about the various factors that impact on optimum performance through these activities. They also learn to apply their learning to other physical activities, including those that they may be involved in beyond physical education class. The Physical Activity Project assessment is designed to assess learners' understanding of the factors that impact on performance and their capacity to apply their learning to improving performance in an activity of their choice as either performer/coach/choreographer.

The Physical Activity Project 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 project 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. Learners will bring this knowledge, understanding and skills, including those of performance analysis, goal identification, programme design and planning, and reflection to their undertaking of the Physical Activity Project.

The project allows the learner, in their chosen role of either performer/coach/choreographer to demonstrate their learning when they

- ▶ analyse the performance in their selected activity through different theoretical perspectives
- ▶ set four performance goals and plan to achieve them
- ▶ implement ongoing training/practice and engage in ongoing reflection
- ▶ complete a concluding analysis on the experience and impact of the programme.

The Physical Activity Project carries 20% of the marks available in LCPE and is assessed at Higher and Ordinary level. The form and the requirements of the project will be the same at both Higher and Ordinary levels, so that learners will not necessarily need to have chosen their level at the time of submission. Differentiation will take place at the point of assessment with an appropriate standard applied at the two levels. Learners submit a digital artifact documenting the four stages of the project outlined above for assessment.

## Timeline for the Physical Activity Project

The Physical Activity Project should span an eight- to ten-week period from early October to mid-December of sixth year. It will require approximately 20 to 25 hours of student work including activities undertaken in class and out of class. Learners must compile their projects under teacher supervision during class time.

The completion date for submission of the report is mid-December of the final year of senior cycle (the precise date will be set by the State Examinations Commission via circular). Schools will submit the projects on the specified date.

## Completing the Physical Activity Project

There are three steps to completing the Physical Activity Project:

Step 1: Selecting the physical activity and the role.

Step 2: Completing the Physical Activity Project.

Step 3: Generating the report.

### STEP 1: SELECTING THE PHYSICAL ACTIVITY AND THE ROLE

Learners can choose the activity to focus on for their Physical Activity Project. They can also choose to complete the Physical Activity Project in one of following roles:

- ▶ performer
- ▶ coach/choreographer.

From the outset of studying Leaving Certificate Physical Education, learners should have an opportunity to consider the activities from which they can choose to complete their project in. There are a number of considerations that will come to bear on the selection of that activity:

- ▶ The activity selected must have a national governing body of sport (NGB) affiliated to Sport Ireland.
- ▶ The activity must comply with the definition of competitive sport outlined in the Irish Sports Council Act, 1999: “Competitive sport” means all forms of physical activity which, through organised participation, aim at expressing or improving physical fitness and at obtaining improved results in competition at all levels’.
- ▶ The school, in consultation with the physical education teacher, has the final decision about the range of activities that can be accommodated and supported for the Physical Activity Project. This decision will be informed by the particular context of the school, the physical education programme and the physical activity opportunities that may be available to each learner.
- ▶ The learner must complete the project in a different activity area to the one selected for their Performance Assessment. In some instances, the activity chosen for the Physical Activity Project may not be one of the activities included in the specification, e.g. golf, triathlon, boxing. There must be a clear delineation between the physical activity chosen for the Physical Activity Project and the physical activity area chosen for the performance assessment, e.g., triathlon and soccer.
- ▶ Careful consideration should be given to the selection of the activity for the Physical Activity Project to ensure that the activity chosen allows the learner to develop their knowledge and understanding of an activity that is sufficiently different to the one undertaken for their Performance Assessment, for example, lifesaving and javelin or basketball and gymnastics. This will help ensure that learning in LCPE is broad and balanced.
- ▶ Where the Physical Activity Project is being completed in an activity beyond the physical education class, i.e. an extra-curricular or outside-school setting, the learner must comply fully with the school’s Acceptable Use Policy (AUP); the school’s data protection protocols; the AUP associated with the outside setting and General Data Protection Regulation (GDPR).

- ▶ The physical education teacher, or another teacher who is registered with the Teaching Council and a member of the teaching staff of the school must be willing to accompany the learner to the club/ or external facility where any videoing or photography in support of the project is being gathered. This requirement is to ensure that all data protection protocols are adhered to and to ensure that all authentication and completion requirements set out by the SEC are met. In this context, it will be essential that the accompanying teacher is familiar with all of the requirements and protocols associated with the Physical Activity Project.

Learners may choose to complete the Physical Activity Project in one of following roles:

- ▶ performer
- ▶ coach/choreographer.

This choice is designed to ensure that the assessment is more inclusive as some learners may prefer to apply their understanding of the theoretical perspectives to help another learner to improve their performance. Learners who choose to complete the project in either the role of coach or choreographer must do so working with a peer in their class or club/group.

**TABLE 1: ASSESSMENT OF ROLES, I.E. PERFORMER AND COACH/CHOREOGRAPHER, IN THE PHYSICAL ACTIVITY PROJECT**

PERFORMER	COACH/CHOREOGRAPHER
<p><b>Assessment as a performer</b></p> <p>Learners will be assessed on their ability to develop a personal physical activity programme designed to enhance their performance in an activity of their choice.</p> <p>Learners must complete a performance analysis in their chosen activity, identify four distinct performance goals they wish to improve upon and implement corrective measures to optimise performance in a competitive/equivalent scenario. Learners are further assessed on their ability to document, review and evaluate improvements in their performance.</p> <p>The Physical Activity Project should reflect the range of skills and techniques outlined for the activity in Section 6 of the specification, <i>Physical Activity Areas</i> (pp. 33-45).</p>	<p><b>Assessment as a coach/choreographer</b></p> <p>For the purposes of assessment, the role of coach/choreographer is understood as being the person responsible for overseeing a peer's<sup>1</sup> preparation, execution and evaluation of a performance in their selected physical activity.</p> <p>Learners are expected to show evidence of the ability to analyse another's performance, identify four distinct performance goals for an improvement plan, co-ordinate and lead another learner in implementing corrective measures to optimise their performance in a competitive/equivalent scenario. Learners are further assessed in their ability to document, review and evaluate improvements in the performance.</p> <p>The Physical Activity Project should reflect the range of skills and techniques outlined for the activity in Section 6 of the specification, <i>Physical Activity Areas</i> (pp. 33-45).</p>

1 Peer is understood to be a student in senior cycle.

Learners will use digital technology to support their learning throughout the two years of Leaving Certificate Physical Education. This will allow learners to complete the Physical Activity Project independently, when the time arises, in a digital format with support from their teacher and peers. Learners will be familiar with and comply with the school's Acceptable Use Policy and data protection protocols as they realise various learning outcomes in the specification. These protocols will also apply as they complete their Physical Activity Project.

The learner(s) who feature in videos/photographs as the performer or in a supporting role are required to formally sign an agreement, at school level, to abide with all relevant protocols when participating in activities associated with the Physical Activity Project. In order to ensure informed consent is given by the learner(s), they should be made aware that images gathered are being collected in preparation for a Physical Activity Project and that the storage and use of images will be in full compliance with the school's data protection protocols, the school's Acceptable Use Policy and General Data Protection Regulations (GDPR).

Where the Physical Activity Project is completed in a setting beyond the school, the learner(s) should be made aware that all corresponding policies associated with the club/group as well as GDPR must be strictly adhered to. The learner(s) should also be informed that some or all of the images gathered will be shared with the State Examinations Commission for the purposes of assessment in the Leaving Certificate Physical Education examination. The numbers involved in supporting roles should be kept to a minimum.

### **THE ROLE OF THE PHYSICAL EDUCATION TEACHER**

The teacher has an important role to play in supporting and supervising the Physical Activity Project. This role includes supporting the learner in the completion of the project 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.

When learners are selecting the activity and role they plan to focus on in the Physical Activity Project, the physical education teacher can do the following:

- ▶ Ensure that learners understand the restrictions that apply to their selection of activity, i.e. Sport Ireland affiliation and compliance with the definition of 'competitive sport' outlined above.
- ▶ Agree with learners the range of physical activities that can be accommodated and supported for the Physical Activity Project. Some learners' preference may be to focus on a physical activity beyond the physical education class, e.g. an extra-curricular activity or in a setting beyond the school. The teacher will have the final decision about how many learners can be accommodated with this choice and their availability or the availability of a designated teacher in the school, to directly supervise all out-of-school activities associated with the project.
- ▶ Support the learner in selecting which role they wish to undertake for the Physical Activity Project, i.e. performer or coach/choreographer.
- ▶ Ensure that learners are familiar with and understand the importance of adherence to the school's Acceptable Use Policy and the school's data protection protocols as well as GDPR, thereby developing their skills of responsible digital citizenship.
- ▶ Provide advice and support to the learner to ensure strict adherence to the requirements for oversight of the completion of the project to allow the required authentication of the project as wholly the learner's own work.

- ▶ Where more than one learner within a class is working on the same Physical Activity Project, it is important to ensure that each learner takes an individualised approach to the project.
- ▶ Ensure that learners have ongoing opportunities to develop their digital media skills effectively and safely as they learn in LCPE. These skills will allow the learners to complete their Physical Activity Project effectively and responsibly with the support of their physical education teacher.
- ▶ Ensure that learners become familiar with the assessment criteria for the Physical Activity Project as an integral part of their ongoing learning.

## **STEP 2: COMPLETING THE PHYSICAL ACTIVITY PROJECT**

The State Examinations Commission (SEC) will issue detailed information on the structure, format and length of the report on the Physical Activity Project. This information will include details about the SEC'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 Physical Activity Project report will fall within the following overall structure and contain five elements including the introduction:

### **INTRODUCTION**

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

In each section, learners are required to do the following:

<p><b>Section 1: Introduction &amp; Performance analysis</b></p>	<ul style="list-style-type: none"> <li>▶ Provide a brief personal introduction, including the SEC examination number and the reason for selecting the physical activity chosen for the Physical Activity Project.</li> <li>▶ Collect a range of relevant data arising out of the analysis of their performance in the chosen physical activity. This may include <ul style="list-style-type: none"> <li>• identifying key demands associated with the chosen activity/role</li> <li>• comparing the performance to that of a model performer</li> <li>• identifying the stage of learning of the performer</li> <li>• review of choreographic approaches</li> <li>• analysis of skill and technique</li> <li>• biomechanical analysis</li> <li>• analysis of tactics and strategies</li> <li>• analysis of psychological preparedness before, during and after the performance</li> <li>• performance-related physical fitness testing</li> <li>• health-related physical fitness testing.</li> </ul> </li> <li>▶ Video and/or photography of the performance should be used to support the analysis process. Other methods of analysis such as match analysis sheets and results, player profile sheets, observation lists, fitness testing results, movement analysis tools, peer and teacher feedback may also be included as text files.</li> <li>▶ The data collected should be used to analyse the performance drawing on the different theoretical perspectives and using relevant technical terms.</li> <li>▶ This data can be used to inform the four distinct performance goals which will be the focus of the project.</li> <li>▶ The most relevant data to include in this section should be data which supports the choice of the four performance goals identified in Section 2 below.</li> <li>▶ The performance analysis can be presented in written, video or audio format. The learner should include a brief explanation on what performance analysis was undertaken and what the data tells them about their performance.</li> </ul>
<p><b>Section 2: Identification of four performance goals</b></p>	<ul style="list-style-type: none"> <li>▶ Formulate four distinct performance goals from the areas highlighted in the specification drawn across the following: <ul style="list-style-type: none"> <li>• learning and improving skill and technique</li> <li>• psychological demands of performance</li> <li>• physiological demands</li> <li>• performance-related physical fitness</li> <li>• health-related physical fitness</li> <li>• biomechanical/movement analysis</li> <li>• structures, strategies and/or compositional elements</li> <li>• roles and relationships</li> <li>• diet and nutrition.</li> </ul> </li> </ul> <p>The performance goals can be presented in written, video or audio format. The learner should include a brief explanation on why these four goals were selected and how they relate to the analysis of performance undertaken by the learner in Section 1.</p>

<b>Section 3: Evidence of ongoing training/ practice and reflection</b>	<ul style="list-style-type: none"> <li>▶ Design a training/practice programme which addresses the areas identified based on sound theoretical principles.</li> <li>▶ The learner should include an outline of the programme in this section.</li> <li>▶ Provide evidence of implementing the programme, either as a performer or as a coach/choreographer. The evidence should include four short pieces of ongoing reflection – one reflection for each of the four performance goals focusing on their experience of working to improve their performance by addressing each goal. The evidence can be presented in written, video/photographic or audio format.</li> </ul>
<b>Section 4: Concluding analysis</b>	<ul style="list-style-type: none"> <li>▶ Repeat the analysis process to evaluate their 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. The learner should also include suggestions for next steps for further improvement. This section can be presented in written, video/photographic or audio format.</li> </ul>

The role of the physical education teacher at Step 2 is to

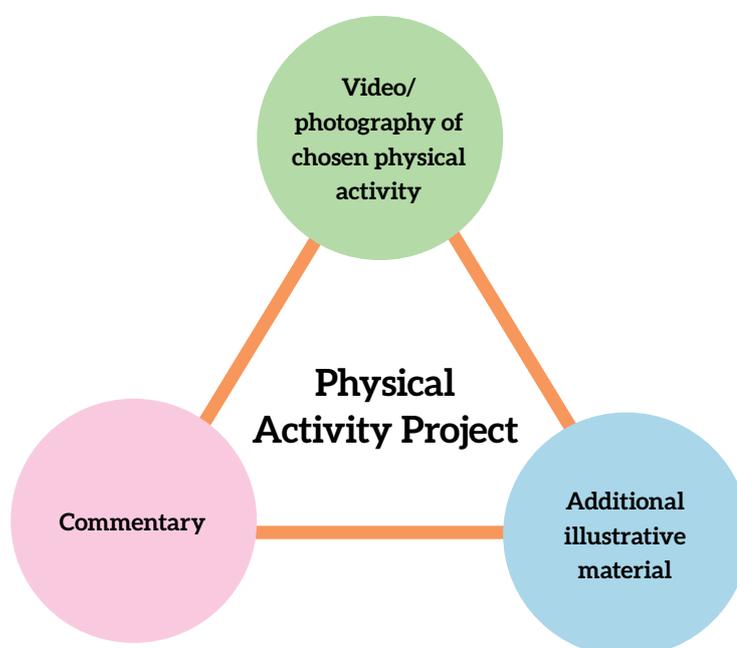
- ▶ Identify what needs to be taught in order to facilitate the learner in completing the Physical Activity Project. For example, the teacher might need to teach some topics or sub-topics sooner than had been planned.
- ▶ Pay particular attention to the learning outcomes directly related to the Physical Activity Project, as well as other relevant outcomes in strand 1 of the specification. It will be these learning outcomes that will be assessed through the Physical Activity Project.
- ▶ Review the performance analysis tools that the learner is planning to use to ensure that they will provide significant and useful insights into the quality of the current performance.
- ▶ When learners' have completed the analysis section, discuss the findings of the analysis and the four performance goals the learner is proposing to focus on. Ensure that the learner is planning to improve the performance informed by four specific theoretical perspectives.
- ▶ Prompt the learner's critical thinking in relation to the perspectives chosen through questions such as: In the context of your performance or your role as a coach/choreographer, what are the four key perspectives that warrant particular attention? What are the particular aspects of each of these perspectives that you plan to improve and why? Where can you access data and information to inform your planning? Who might be a model performer with whom you could compare the performance with? What are the range of possible actions that could be taken to improve your performance? What is the rationale for taking one action over another? How can this project facilitate you in developing your performance or supporting another to improve their performance?
- ▶ Ensure that the learner is able to justify and defend their choice of goals and their plans to improve the performance in light of their learning from the course.
- ▶ Support the learner with the effective and efficient use of IT to capture the process of completing their Physical Activity Project.
- ▶ Ensure that all compliance requirements set out by the SEC are observed.
- ▶ Ensure that learners are familiar with and observe the school's data protection policy and Acceptable Use Policy (AUP).
- ▶ Ensure that there is adherence to all requirements associated with GDPR.

### STEP 3: GENERATING THE REPORT

The Physical Activity Project is completed digitally using the template, file format type and instructions specified by the State Examinations Commission (SEC). The completed project will comprise some or all of the following elements: video/audio clips, photographs and text documents, all of which can be embedded in the prescribed template. All images must be captured, edited and published in accordance with the requirements of the school's AUP and Data Protection Policy, and GDPR.

Once completed, learners save their project in the file format type specified by the SEC by mid-December of sixth year and available for transmission to the SEC by a date to be specified by the SEC.

The project will comprise the following elements:



**Video/photography of chosen physical activity**—relating to the physical activity analysis, programme implementation and concluding analysis.

**Commentary**—introducing the project, analysis of performance, programme implementation and concluding analysis. This can be presented in video, audio or written format.

**Additional illustrative material**—could include templates used in the analysis, in the programme implementation, and/or in the concluding analysis that will assist in understanding the project and/or the approaches used in completing the project. The level of additional illustrative material permitted will be specified by the SEC.

The Physical Activity Project must be the learner's own work. While learners may work together in pairs, trios and/or teams depending on the physical activity, they must complete their Physical Activity Project report individually, clearly based on their own individual performance goals. The Physical Activity Project is completed by the learner in physical education class.

The role of the physical education teacher in Step 3 is to

- ▶ Ensure that the learners' completed Physical Activity Projects comply with the regulations laid down by the State Examinations Commission in relation to length of video, word count and number of slides etc. as prescribed by the SEC.
- ▶ Ensure that all compliance requirements as set out by the SEC are observed.
- ▶ Ensure that there is adherence to all requirements associated with the school's AUP, data protection protocols and GDPR.
- ▶ Ensure that the Physical Activity Project is completed in physical education class.

Editing and publishing of the video is conducted in the school setting monitored by the teacher to facilitate authentication of the video as the learner's own work. The projects should be backed up on a secure encrypted storage system until the State Examinations Commission is satisfied that the projects have been received and are accessible. This will require material being retained until the examination process is complete, i.e. until after the appeals process is over.

#### DIFFERENTIATION

In the Physical Activity Project, differentiation between Higher and Ordinary level will be effected by the SEC at the point of assessment reflecting the differing levels of expected attainment between those presenting at these levels. In addition to the quality descriptors set out at the end of the document, the following table sets out some guidelines as to how differentiation between Ordinary and Higher level learner expectation could translate into observations made in a teaching environment.

DIFFERENTIATION	
Ordinary level learners will be expected to:	Higher level learners will be expected to:
<ul style="list-style-type: none"> <li>▶ be able to draw on knowledge and understanding of four theoretical perspectives in planning performance analysis</li> <li>▶ include four performance analysis tools to analyse the performance</li> <li>▶ set four distinct, challenging and realistic goals based on the results of the performance analysis undertaken</li> <li>▶ design a programme which targets the improvement of performance in relation to four performance goals</li> <li>▶ show evidence of implementation of the programme</li> <li>▶ show some evidence of a capacity to reflect on the impact of the programme undertaken to improve performance</li> </ul>	<ul style="list-style-type: none"> <li>▶ be able to draw on a deep knowledge and understanding of at least four theoretical perspectives in planning performance analysis</li> <li>▶ critically select four performance analysis tools to analyse the performance, reflecting a clear understanding of the complexity of different elements of performance</li> <li>▶ set four distinct, challenging and realistic goals based on the results of the performance analysis undertaken. The goals should be generated using the principle for SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound) or a similar principle</li> <li>▶ design a challenging and creative programme which targets the improvement of performance in relation to four performance goals</li> <li>▶ show detailed and concise evidence of implementation of the programme</li> <li>▶ show a clear capacity to reflect critically on the impact of the programme undertaken to improve performance</li> </ul>

## **PHYSICAL ACTIVITY PROJECTS COMPLETED IN SETTINGS BEYOND PHYSICAL EDUCATION CLASS**

Subject to agreement with the school, some learners may complete their project in an activity beyond the physical education class. This activity may take place as part of the school's extra-curricular programme or in a setting beyond the school. The data collection protocols in the setting must be compatible with the school's data protection protocols, the school's Acceptable Use Policy (AUP) and GDPR. It is the responsibility of the learner and the school to fully comply with both the school's Acceptable Use Policy (AUP) and General Data Protection Regulation (GDPR) and those of the setting when completing the Physical Activity Project. The consent forms completed by the learner and their parent/guardian should reflect these protocols. Any prohibitions or restrictions on capturing images cannot be overridden through completion of consent forms by learners and their parents/guardians.

Where the learner is completing their Physical Activity Project in the role of coach/choreographer, they must ensure that the individual with whom they are working and their parent/guardian have given their consent to their involvement and are fully aware of the data protection protocols being followed.

Images of the performance are likely to be collected by the learner on three different occasions: at the outset of the project to support performance analysis and goal setting, during programme implementation to provide evidence of participating in the programme designed to enhance performance and again, at the end of the programme, to support the concluding analysis. Other aspects of performance analysis such as performance-related fitness testing must be completed under the supervision of the PE teacher and should, where possible, be completed in physical education class. Editing and publishing of the video is conducted in the school setting monitored by the teacher to facilitate authentication of the video as the learner's own work. These activities should be in full compliance with the school's Acceptable Use Policy (AUP), the school's data protocols as well as General Data Protection Regulation (GDPR).

As with Physical Activity Projects completed in physical education class, the project must be completed in full compliance with the conditions for completion as set out by the State Examinations Commission (SEC).

Additional considerations:

- ▶ When capturing images of performance either in video or photographs in support of the Physical Activity Project, there must be full adherence to all requirements associated with the school's AUP, data protection protocols and GDPR.
- ▶ The learner's physical education teacher, or another designated member of the school's teaching staff, will be present to directly oversee any recordings being made.
- ▶ A representative of the setting will agree to be present while the learner is gathering images in support of their Physical Activity Project.
- ▶ Video and photographs gathered should be uploaded to the school's secure storage facility as soon as possible following the sessions and deleted from the recording device as soon as back-ups are made.
- ▶ Learners will complete their project under teacher supervision during class time.

## Appendix A: Sample parental consent letter

### Sample letter seeking parental permission for their child's participation as the subject in a coaching/choreography piece in another learner's Physical Activity Project

Dear parent/guardian,

Physical education is an optional subject in the Leaving Certificate examination. As part of the assessment in Leaving Certificate Physical Education (LCPE) learners are required to complete a Physical Activity Project. In the project, the learners design a programme to improve performance in a physical activity of their choice from the perspective of a performer or a coach/choreographer.

*(Learner's name)* has chosen to focus on *(name of activity)*, in the role of *(coach/choreographer)* in *(name of club, organisation)*. In order to complete the Physical Activity Project, *(Learner's name)* will be gathering photographs/video of your child performing in *(sport/activity)*. *(Person's name)*, who is a member of the teaching staff of *(name of school)*, will be present on all occasions on which video-recordings are being made to oversee the recording process. *(Person's name)* who is a member of the club/organisation will be present when *(Learner's name)* is making the recording.

All images gathered will be uploaded to the school's secure, encrypted password-protected storage system as soon as possible after recording is completed. The school will be responsible for the safe storage and use of all images in its possession in accordance with its own Data Protection and Acceptable Use Policies and GDPR requirements. All images pertaining to the Physical Activity Project will be deleted from there once the assessment process, including appeals, has been completed. Some images will form part of *(Learner's name)* Physical Activity Project which will be submitted to the State Examinations Commission for assessment as part of their Leaving Certificate Physical Education programme.

Please sign below indicating that you understand what is involved and agree to these arrangements.

#### Summary:

- ▶ The Physical Activity Project is part of the assessment of Leaving Certificate Physical Education (LCPE). This involves your child in gathering and/or featuring in images of a performance in *(sport/activity)* for the purposes of completing the Physical Activity Project assessment for Leaving Certificate Physical Education.
- ▶ *(Person's name)*, who is a member of the teaching staff of *(name of school)*, will be present on all occasions on which video-recordings are being made to oversee the recording process.
- ▶ *(Person's name)* who is a member of the club/organisation will be present when the recording is being made.
- ▶ *(Learner's name)* who is the data subject will provide a copy of the consent forms to the club/organisation for their records.
- ▶ All images pertaining to Physical Activity Project will be deleted from the school server once the assessment process including appeals has been completed.

Parent's/guardian's signature \_\_\_\_\_

## Appendix B: Sample consent letter for young person

### Sample letter seeking the young person's permission for their participation as the subject in a coaching/choreography piece in another learner's Physical Activity Project

Dear *(young person)*,

Physical education is an optional subject in the Leaving Certificate examination. As part of the assessment in Leaving Certificate Physical Education (LCPE) learners are required to complete a Physical Activity Project. In the project, the learners design a programme to improve performance in a physical activity of their choice from the perspective of a performer or a coach/choreographer.

*(Learner's name)* has chosen to focus on *(name of activity)*, in the role of *(coach/choreographer)* in *(name of club, organisation)*. In order to complete the *Physical Activity Project*, *(Learner's name)* will be gathering photographs/video of you performing in *(sport/activity)*. *(Person's name)*, who is a member of the teaching staff of *(name of school)*, will be present on all occasions on which video-recordings are being made to oversee the recording process. *(Person's name)* who is a member of the club/organisation will be present when *(Learner's name)* is making the recordings.

All images gathered will be uploaded to the school's secure, encrypted password-protected storage system as soon as possible after recording is completed. The school will be responsible for the safe storage and use of all images in its possession in accordance with its own Data Protection and Acceptable Use Policies and GDPR requirements. All images pertaining to the Physical Activity Project will be deleted from there once the assessment process, including appeals, has been completed. Some images will form part of *(Learner's name)* Physical Activity Project which will be submitted to the State Examinations Commission for assessment as part of their Leaving Certificate Physical Education programme.

Please sign below indicating that you understand what is involved and agree to these arrangements:

#### Summary:

- ▶ The Physical Activity Project is part of the assessment of Leaving Certificate Physical Education (LCPE). This involves your child in gathering and/or featuring in images of a performance in *(sport/activity)* for the purposes of completing the Physical Activity Project assessment for Leaving Certificate Physical Education.
- ▶ *(Person's name)*, who is a member of the teaching staff of *(name of school)*, will be present on all occasions on which video-recordings are being made to oversee the recording process.
- ▶ *(Person's name)* who is a member of the club/organisation will be present when the recording is being made.
- ▶ As the data subject, you will provide a copy of this consent and your parent/guardian consent forms to the club/organisation for their records.
- ▶ All images pertaining to Physical Activity Project will be deleted from the school server once the assessment process, including appeals, has been completed.

Parent's/guardian's signature \_\_\_\_\_

## Appendix C: Quality descriptors for the Physical Activity Project

The quality descriptors for the Physical Activity Project will be based on the following considerations:

- ▶ ability to undertake performance analysis informed by the theoretical perspectives studied in Leaving Certificate Physical Education
- ▶ capacity to use knowledge and understanding of the theoretical perspectives to identify four performance goals and to plan for improvement in each of them
- ▶ capacity to explain the decisions made and to analysis the strengths and weaknesses of the project undertaken.

### PHYSICAL ACTIVITY PROJECT (20%)—QUALITY DESCRIPTORS FOR HIGHER LEVEL

SECTION 1: PERFORMANCE ANALYSIS	
<b>High level</b>	The learner illustrates an excellent ability to interpret the analysis of the performance. A variety of comprehensive self-analysis tools are constructed and employed to identify areas for development covering all aspects of the specification.
<b>Moderate level</b>	The learner illustrates a reasonable ability to interpret the analysis of the performance. A number of self-analysis tools are used and the learner is able to discuss areas for development in their performance.
<b>Limited level</b>	The learner illustrates a limited level of ability to interpret the analysis of the performance. Basic self-analysis tools are employed to investigate areas for development and are descriptive in nature rather than analytical.
SECTION 2: IDENTIFICATION OF PERFORMANCE GOALS	
<b>High level</b>	The learner's depth of analysis in identifying the four most pertinent performance goals reflects a significant level of knowledge and understanding of the role they undertook, i.e. performer or coach/choreographer. The learner, via an excellent level of self-analysis, can identify areas for development in their performance and specify detailed and appropriate corrective measures from the theory covered in the specification. The learner displays a high level of awareness of their areas for development in relation to the correct technical model.
<b>Moderate level</b>	The learner's depth of analysis in identifying four relevant performance goals reflects reasonable knowledge and understanding of the role they undertook, i.e. performer or coach/choreographer. The corrective measures selected are relevant and are presented at a satisfactory level with an acceptable application of the theory covered in the specification. The learner displays an adequate level of awareness of their areas for development in relation to the correct technical model.
<b>Limited level</b>	The learner's depth of analysis in identifying four performance goals reflects limited knowledge and understanding of the role they undertook, i.e. performer or coach/choreographer. The corrective measures selected are presented at a basic level with some application of the theory covered in the specification. The learner displays some level of awareness of their areas for development in relation to the correct technical model.

SECTION 3: EVIDENCE OF ONGOING TRAINING/PRACTICE AND REFLECTION	
<b>High level</b>	The learner provides detailed evidence of ongoing training/practice in their chosen role of performer or coach/choreographer which targets the improvement of performance in relation to the four performance goals. The learner displays an excellent capacity to be responsive to challenges encountered and can reflect insightfully on the overall process.
<b>Moderate level</b>	The learner provides evidence of ongoing training/practice in their chosen role of performer or coach/choreographer which targets the improvement of performance in relation to the four performance goals. The learner displays a good capacity to be responsive to challenges encountered and can reflect on the overall process.
<b>Limited level</b>	The learner documents some evidence of ongoing training/practice appropriate to their chosen role of performer or coach/choreographer which targets the improvement of performance in relation to the four performance goals. The learner displays some capacity to be responsive to challenges encountered and provides a limited reflection on overall process.
SECTION 4: CONCLUDING ANALYSIS	
<b>High level</b>	The concluding analysis is underpinned by in-depth understanding of the theoretical factors, which impact on performance in the selected activity. The learner provides an excellent analysis of their progress in relation to the four performance goals, of the strengths and weaknesses of the programme undertaken and documents constructive insights about possible next steps.
<b>Moderate level</b>	The concluding analysis is underpinned by a moderate level of understanding of the theoretical factors, which impact on performance in the selected activity. The learner provides a satisfactory analysis of their progress in relation to the four performance goals, of the strengths and weaknesses of the programme undertaken and documents good insights about possible next steps.
<b>Limited level</b>	The concluding analysis is underpinned by a limited level of understanding of the theoretical factors which impact on performance in the selected activity. The learner provides some analysis of their progress in relation to the four performance goals, of the strengths and weaknesses of the programme undertaken and documents basic insights about possible next steps.

