



An Roinn Oideachais  
Department of Education

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# Junior Cycle Physical Education



## Curriculum Specification

# Contents

Page 3

## Introduction to junior cycle

Page 4

## Rationale

Page 5

## Aim

Page 6

## Overview: Links

Physical Education and Wellbeing

Page 10

## Overview: Course

Physical Activity Areas

Progression from Early Childhood, Primary and Senior Cycle

Page 17

## Expectations for students

Learning outcomes

Strand 1: Competence

Strand 2: Participation

Strand 3: Appreciation

Page 21

## Assessment and reporting

Assessment for the JCPA

Classroom Based Assessment 1: Physical activity for health and enjoyment

Classroom Based Assessment 2: My performance

Page 25

## Appendix 1

Glossary of action verbs

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# Introduction to junior cycle

Junior cycle education places students at the centre of the educational experience, enabling them to actively participate in their communities and in society and to be resourceful and confident learners in all aspects and stages of their lives. Junior cycle is inclusive of all students and contributes to equality of opportunity, participation and outcome for all.

The junior cycle allows students make a greater connection with learning by focusing on the quality of learning that takes place and by offering experiences that are engaging and enjoyable for them, and relevant to their lives. These experiences are of a high quality, contribute directly to the physical, mental and social wellbeing of learners, and where possible, provide opportunities for them to develop their abilities and talents in the areas of creativity, innovation and enterprise. The learner's junior cycle programme builds on their learning to date and actively supports their progress in learning and in addition, supports them in developing the learning skills that will assist them in meeting the challenges of life beyond school.

# Rationale

Physical Education supports the development of physical, cognitive, psychological and social capabilities. Through the study of physical education students develop an understanding of the physical, mental, emotional, and social dimensions of human movement. Learning in physical education supports students' participation in recreational physical activity and competitive sport, the pursuit of individual goals and involvement in organised sport in a variety of roles such as spectating, officiating or volunteering. The specification for Junior Cycle Physical Education focuses on developing a physically literate young person. It develops the knowledge, understanding, skills and values to facilitate students' informed, confident and competent participation in physical activity and a commitment to lifelong engagement.

Through this specification students are afforded opportunities to develop the movement skills and competencies to participate and perform in a variety of physical activities in a competent and safe manner. Students build upon movement skills, developing the capacity to create more complex movement patterns in a variety of settings and ways. This facilitates the transfer of knowledge and skills to a range of contexts from recreational participation to sport performance.

Students develop an understanding of the principles and rules for participation in physical activities in a safe, challenging and enjoyable way, supporting students' personal, social and physical development. Through active participation students enhance their interpersonal and leadership skills. They develop their ability to make informed decisions relating to physical activity while appreciating the consequences in both tactical and social contexts.

Physical Education supports students to develop a disposition towards, motivation in and a commitment to lifelong physical activity. As students experience a broad and balanced programme, they learn to become more positively disposed and motivated to commit to lifelong physical activity. Physical Education promotes student agency through exposure to a range of contexts, critical reflection and choice. Through meaningful and enjoyable experiences students develop their self-confidence and understanding of personal capacities. In turn this facilitates the welcoming of new activities and a deep understanding of the benefits of regular health-enhancing physical activity and the lifelong inclusion of physical activity as part of a healthy lifestyle.

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# Aim

The Junior Cycle Physical Education specification aims to develop students as competent and confident physical activity participants in a range of physical activities. It aims to equip students with the knowledge and skills to make informed decisions on their involvement in physical activity either through the pursuit of recreational participation or sport. It supports students' motivation to pursue an active and healthy lifestyle while instilling an appreciation of the benefits of physical activity participation.

# Overview: Links

Physical Education supports a broad range of learning at junior cycle. Tables 1, 2 and 3 on the following pages show how Junior Cycle Physical Education is linked to central features of learning and teaching in junior cycle.

**Table 1: Links between Junior Cycle Physical Education and the Statements of Learning**

## PHYSICAL EDUCATION AND STATEMENTS OF LEARNING

The statement	Examples of relevant learning
SOL 4: The student creates and presents artistic works and appreciates the process and skills involved.	Students create and perform individual and group dance and gymnastic participation and/or performances in accordance with the criteria for artistic performance. They refine their performances based on reflection and feedback.
SOL 11: The student takes action to safeguard and promote her/his wellbeing and that of others.	Students actively reflect on their physical activity levels and plan for regular, meaningful engagement in physical activity. They engage in physical activities which promote positive relationships, and which require cooperation and respect for differing abilities. Students learn to apply safety procedures and high standards of ethics across the variety of physical activities. They create, plan, lead and take part in a wide variety of physical activities.
SOL 12: The student is a confident and competent participant in physical activity and is motivated to be physically active.	Students become more confident and competent as they learn, through participating in a range of challenging and developmentally appropriate physical activities. They set goals and plan to improve their motor skills, competence, physical fitness, and engagement in physical activity.
SOL 23: Brings an idea from conception to realisation.	Students create modified games to develop tactical understanding and use equipment to participate in the modified game and to facilitate the participation of others in the game.

## KEY SKILLS

In addition to their specific content and knowledge, the subjects and short courses of junior cycle provide students with opportunities to develop a range of key skills. There are opportunities to support all key skills in this course but some are particularly significant. The examples below identify some of the elements that are related to learning activities in Physical Education. Teachers can also build many of the other elements of particular key skills into their classroom planning. The eight key skills are set out in detail in Key Skills of Junior Cycle.

Figure 1: Key skills of junior cycle



Table 2: Links between Junior Cycle Physical Education and key skills

Key skill	Key skill element	Student learning activity
Being creative	Implementing ideas and taking action	Students engage in a number of individual, pair and group challenges which require problem solving and co-operation to solve and complete.
Being literate	Expressing ideas clearly and accurately	Students orally express opinions and explore ideas with peers in a group to develop skills, link choreographic sequences and perform group dance routines.
Being numerate	Gathering, interpreting and representing data	Students complete statistical analysis of their own and others' heart rate during moderate physical activity. They present the data graphically and use the findings to evaluate physical activity and plan for future physical activity participation.
Communicating	Listening and expressing myself	Students navigate pressure situations in invasion games successfully by talking to, instructing, listening to, and supporting peers.
Managing information and thinking	Reflecting on and evaluating my learning	Students engage in active, ongoing reflection, which takes place through the medium of physical activity. They evaluate the information to identify areas of improvement in swimming skills such as front crawl.
Managing myself	Making considered decisions	Students are challenged with a scenario where they are required to identify strategies for ensuring a physical activity is inclusive. They create, apply and demonstrate the adaptations to a physical activity.
Staying well	Being social	Students enjoy being active with their friends.
Working with others	Working with others through digital technology	Students record and analyse physical activity participation and/or performance to identify their strengths and to set new personal goals.



## Physical Education and Wellbeing

Physical Education is a main pillar of the junior cycle Wellbeing programme. The six indicators of wellbeing – Active, Responsible, Connected, Resilient, Respected and Aware – describe what is important for young people and their wellbeing.

The Physical Education specification was designed to contribute directly to the indicators of wellbeing in junior cycle.

Figure 2: Indicators of wellbeing



Guidelines to support schools in planning and developing a junior cycle Wellbeing programme are available on <https://ncca.ie/en/junior-cycle/wellbeing>.

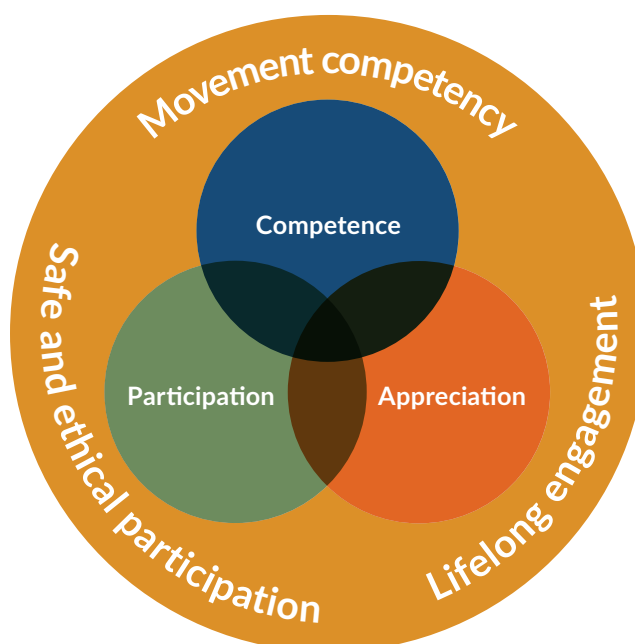
# Overview: Course

The specification for Junior Cycle Physical Education focuses on developing a physically literate young person in relation to knowledge, understanding, skills and values to facilitate informed, confident and competent participation in physical activity and a commitment to lifelong engagement. It achieves this through three inter-connected strands rooted in physical activity: Competence, Participation and Appreciation, and three underpinning elements: Movement Competency, Safe and Ethical Participation, and Lifelong Engagement. It has been designed for a minimum of 135 hours of timetabled student engagement across the three years of junior cycle.

Students' physically active participation is central to the experience of Junior Cycle Physical Education. Students' exposure to and experience in a wide range of physical activity areas, through both individual and team participation, is integral to the experience of Physical Education. To facilitate the breadth and balance of the specification students should experience the recommended range of at least one activity from a minimum of five physical activity areas, found on page 13. If undertaking Health-Related Activity, it should be integrated with other physical activity areas.

The Learning Outcomes for the specification are designed to be experienced in a broad way. Some may be addressed through engaging with the selected physical activity areas, while others may be addressed through additional activities.

**Figure 3: Overview of specification**



## THE ELEMENTS

The Elements provide the foundational understanding in Physical Education and are threaded throughout all learning and teaching in Physical Education. They inform how students will experience the learning outcomes within the strands. They support the aim of the specification by providing a focus to inform the experience of the learning outcomes. Through this experience students are afforded opportunities to develop physical, cognitive, psychological, and social capabilities.

The three Elements are:

1. Movement competency
2. Safe and ethical participation
3. Lifelong engagement.

Element	Application						
Movement competency	Students demonstrate their ability in fundamental movement and sport specific skills, concepts, and strategies.						
	<table border="1"> <thead> <tr> <th>Skills</th> <th>Concepts</th> <th>Strategies</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>• Stability</li> <li>• Locomotion</li> <li>• Manipulation</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• Body awareness</li> <li>• Spatial awareness</li> <li>• Effort awareness</li> <li>• Relationships</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• Activity structure</li> <li>• Tactics</li> <li>• Decision making</li> <li>• Performance</li> <li>• Motivation</li> </ul> </td> </tr> </tbody> </table>	Skills	Concepts	Strategies	<ul style="list-style-type: none"> <li>• Stability</li> <li>• Locomotion</li> <li>• Manipulation</li> </ul>	<ul style="list-style-type: none"> <li>• Body awareness</li> <li>• Spatial awareness</li> <li>• Effort awareness</li> <li>• Relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Activity structure</li> <li>• Tactics</li> <li>• Decision making</li> <li>• Performance</li> <li>• Motivation</li> </ul>
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Safe and ethical participation	<p>Students develop knowledge and understanding of the factors that enable safe and respectful participation in physical activity.</p> <ul style="list-style-type: none"> <li>• Students demonstrate their understanding of the principles of fairness and tolerance</li> <li>• Students apply rules and conventions for participation in physical activity</li> <li>• Students understand the significance of adapted physical activities</li> <li>• Students are afforded the opportunities to make meaningful, relevant, and worthwhile decisions</li> <li>• Students recognise and implement personal and group safety procedures</li> <li>• Students develop physical competence in and an understanding of safety procedures specific to the activity in which they are participating.</li> </ul>						
Lifelong engagement	<p>Students value the benefits of physical activity and take responsibility for sustained engagement for life.</p> <ul style="list-style-type: none"> <li>• Students experience health-related activity and the components of fitness as part of a healthy lifestyle and in the promotion of wellbeing</li> <li>• Students apply the appropriate scientific principles that underpin health-related activity and performance</li> <li>• Students display the progression from fundamental movement skills to sport specific skills in a variety of physical activity areas</li> <li>• Students consider factors that impact their engagement in physical activity such as lifestyle habit, motivation, positive sense of self and personal preference</li> <li>• Students develop an awareness of accessing, selecting, and participating in physical activities that they enjoy, engage with and sustain over a period of time</li> <li>• Students identify and share their personal preferences related to physical activity participation based on reflective practice and diverse experience of physical activity.</li> </ul>						

## THREE INTERCONNECTED STRANDS OF PHYSICAL EDUCATION

The specification sets out three interconnected strands of Physical Education. The learning outcomes are numbered within each strand. The numbering is intended to support teacher planning in the first instance and does not imply any hierarchy of importance across the outcomes themselves. The specification emphasises a non-linear, integrated approach across strands with the elements threaded throughout the experience of the learning outcomes. Combining learning outcomes across strands to develop learning experiences is encouraged.

### COMPETENCE

Through practical physical activities, this strand focuses on developing students' understanding of and abilities in movement skills, concepts and strategies that enable students to participate in a range of physical activities confidently and competently. Students continue to develop their movement skills and knowledge to perform more complex movements in increasingly demanding situations. They will build upon their skills to apply their understanding and performance in sport specific activities.

### PARTICIPATION

Through practical physical activities, this strand focuses on facilitating students' knowledge and understanding of factors that influence and increase participation in physical activity and sport. Students develop knowledge, understanding, skills and values through participation in a range of activities. These activities provide experiences that enable students to develop dispositions and views on physical activity such as intrinsic motivation, personal preference, inclusion and physical activity for health and wellbeing.

### APPRECIATION

Through practical physical activities, this strand focuses on facilitating students' understanding of the importance of lifelong participation in physical activity. Students participate in physical activities to understand the importance of being physically active and the impact this has on their lives. They apply their knowledge and skills to analyse activity levels and devise strategies for sustained participation over a period of time.

## Physical Activity Areas

This specification includes seven physical activity areas representative of a range of physical activity categories. Each has particular characteristics and contributes to the attainment of the overall aim of Physical Education. The physical activities are the instrumental medium for students to achieve the learning outcomes.

Figure 4: Physical activity areas



**Table 3: Description of the physical activity areas:**

Gymnastics	Gymnastics seeks to provide a context for aesthetic experience and the opportunity to develop personally, socially, and physically through participation in gymnastics in a safe and enjoyable environment. In this activity, the student aims to develop body management and awareness through movement, with a focus on precision and form. This latter emphasis distinguishes the learning in gymnastics from that in the majority of other physical education activity areas.
Athletics	Athletics at this age and stage involves learning through participation in the athletic activities of running, jumping, and throwing. The skills associated with these activities can, at junior cycle, begin to be applied to modified forms of standard events. The element of competition inherent in athletics is included here with reference to the abilities of the individual student. Hence the student's experience of competitive situations is in the context of personal goals rather than relating performance to that of others.
Aquatics	Aquatics has a unique place in a balanced physical education programme. It provides students with a water-based learning experience through participation in a range of structured activities. It provides opportunities for the personal, physical, and social development of each student in a safe, enjoyable environment. There is an emphasis on students' movement in the water, either by means of identifiable strokes or combinations thereof. The students' understanding of personal safety and lifesaving in the aquatic environment is also addressed.
Adventure	Adventure activities at junior cycle provide students with the opportunity to develop personally, socially, and physically in a safe and challenging environment. Presenting the student with an element of adventure and challenge in a controlled environment can lead to the development of qualities such as self-reliance, self-confidence, responsibility, regard for others and respect for the environment. Specific skills related to adventure activities are leadership, communication, problem solving as well as skills specific to areas of learning. In this way, aspects of holistic development that are generally not emphasised in other areas of physical education can be addressed.
Health Related Activity	This physical activity is distinctive in as much as it attempts to draw together the other physical education activities in order to provide students with the opportunity to develop an understanding of health-related fitness and to apply its principles to actual participation. Its inclusion is reflective of the view that promotion of fitness is an important means of developing and maintaining healthy lifestyles.
Games	Through participation in a variety of games in a safe and enjoyable environment, students will be presented with the opportunity to develop personally, socially, and physically. Teaching of skills, techniques and development of tactical awareness take place through the exploration of principles of play such as attacking, defending or cooperating. Skill acquisition is seen in the context of the students' involvement in the game situation and of enabling them to make appropriate decisions based on their evolving level of tactical awareness as well as their movement competency and skill level demonstrated.
Dance	Dance seeks to provide a context for aesthetic and artistic experience and enables students to develop personally, socially, and physically through participation in dance in an enjoyable environment. At junior cycle, students are presented with opportunities to extend their understanding of a variety of dance forms. Students will be exposed to learning situations where they interpret ideas and feelings and respond to stimuli using dance movements.

## PHYSICAL ACTIVITIES

In Physical Education, the term physical activity is understood to include all forms of physical activity on a continuum where participation in physical activity as part of a healthy lifestyle is at one end and competing to win is at the other end. Learners experience Physical Education as a concurrent process of learning in, through and about physical activity. These processes must be age and stage appropriate for where the young person is at on their learning journey, in this case, junior cycle.

**Learning in physical activity** refers to experiential outcomes where students are actively engaged in physical activity. Students engage in ongoing reflection about their learning and progress in physical activity. Students need to be facilitated in developing skills and knowledge across a wide range of physical activities in order to develop their competencies and confidence to participate in physical activity.

**Learning through physical activity** refers to instrumental outcomes where physical activity is the medium through which students learn. The focus is not primarily on the outcome or performance but rather on students' personal, social and intellectual learning through their engagement in the physical activity. Students' ability to analyse, evaluate and reflect is necessary to support the development of their sense of appreciation of physical activity and motivation to engage in lifelong participation. Students need to be supported in developing the skills of reflection and the opportunity for students to develop their sense of values needs to be incorporated throughout the physical education junior cycle experience.

**Learning about physical activity** refers to exploring how different factors influence performance and participation in physical activity. Students learn to make informed decisions about planning to achieve their performance goals and about factors that influence participation in physical activity. Students explore access and barriers to physical activity.

## Progression from Early Childhood, Primary and Senior Cycle

### EARLY CHILDHOOD

Aistear: the Early Childhood Curriculum framework celebrates early childhood as a time of wellbeing and enjoyment, where children learn from experiences as they unfold. Under the theme of Well-being, physical well-being is recognised as being important for learning and development as it enables children to explore, to investigate, and to challenge themselves in the environment. A growing awareness of their bodies and physical abilities is part of this.

### PRIMARY CURRICULUM

Physical Education in the primary curriculum provides a balanced range of activities for children and encourages schools to adopt a flexible approach to planning for Physical Education. The Physical Education curriculum contributes to children's overall development by helping them to lead full, active and healthy lives. It includes six strands: athletics, dance, gymnastics, games, outdoor and adventure activities, and aquatics.

### SENIOR CYCLE

The Junior Cycle Physical Education specification is developed to provide continuity from the primary curriculum and align with significant themes and aspects of Physical Education at senior cycle. This supports the transfer of knowledge, understanding, skills and values. The strands and elements will allow students to further develop the foundations of the knowledge and skills for progression to senior cycle and provide useful opportunities for continued learning in many subjects. The depth and breadth of the learning at junior cycle will provide students with the experience of concepts that will be further developed at senior cycle either through the pursuit of Senior Cycle Physical Education and/or Leaving Certificate Physical Education.



# Expectations for students

Expectations for students is an umbrella term that links learning outcomes in the subject specification with annotated examples of student work. When teachers, students or parents, looking at the online specification, scroll over the learning outcomes, a link will sometimes be available to examples of work associated with a specific learning outcome or with a group of learning outcomes. The examples of student work will have been selected to illustrate expectations and will have been annotated by teachers. The examples will include work that is:

- in line with expectations
- above expectations
- exceptional.

The purpose of the examples of student work is to show the extent to which the learning outcomes are being realised in the specific examples shared.

## Learning outcomes

Learning outcomes are statements that describe what knowledge, understanding, skills and values students should be able to demonstrate having studied Physical Education in junior cycle. The learning outcomes set out in the following tables apply to all students and represent outcomes for students at the end of their three years of study. In this way, the learning outcomes are for three years therefore the learning outcomes focused on at a point in time will not have been 'completed' but will continue to support the students' learning of Physical Education up to the end of junior cycle.

The outcomes are numbered within each strand. The numbering is intended to support teacher planning in the first instance and does not imply any hierarchy of importance across the outcomes themselves. Junior Cycle Physical Education is offered at a common level.

## Strand 1: Competence

### BRIEF OVERVIEW OF STRAND

Through practical physical activities, this strand focuses on developing students' understanding and abilities of movement skills, concepts and strategies that enable students to participate in a range of physical activities confidently and competently. Students continue to develop their movement skills and knowledge to perform more complex movements in increasingly demanding situations. They will build upon their skills to apply their understanding and performance in sport specific activities.

### LEARNING OUTCOMES

#### Students should be able to:

- 1.1 Demonstrate the competency in fundamental motor skills necessary to participate in sport specific skills in the range of physical activities
- 1.2 Apply relevant skills to perform competently and confidently in the range of physical activities experienced
- 1.3 Develop a sequence of movement in aesthetic activities that incorporates technical, compositional and choreographic techniques, relevant skills and equipment where necessary
- 1.4 Evaluate personal skill levels in the range of physical activity areas
- 1.5 Devise a wide range of movement skills and strategies effectively to enhance performance across activity areas in a variety of physical activity environments
- 1.6 Devise and implement a plan to improve performance-related fitness in a selected physical activity
- 1.7 Apply skills and strategies to perform competently in a range of competitive and cooperative scenarios
- 1.8 Demonstrate tactical awareness in a variety of pressure situations
- 1.9 Assess how the use of technology can be used to improve performance
- 1.10 Demonstrate skill transfer in a range of physical activity scenarios

**Movement  
competency**

**Safe and ethical  
participation**

**Lifelong  
engagement**

## Strand 2: Participation

### BRIEF OVERVIEW OF STRAND

Through practical physical activities, this strand focuses on facilitating students' understanding of factors that influence and increase participation in physical activity and sport. Students develop knowledge, understanding and skills through participation in a range of activities. These activities provide experiences that enable students to develop dispositions and views on physical activity such as intrinsic motivation, personal preference, inclusion and physical activity for health and wellbeing.

### LEARNING OUTCOMES

#### Students should be able to:

- 2.1 Determine the considerations necessary to promote a fully inclusive performance in selected physical activities
- 2.2 Identify approaches and factors that support continued participation in physical activity
- 2.3 Analyse the link between personal performance in the range of physical activities and motivation for continued participation
- 2.4 Assess the impact of health-related and performance-related fitness on participation
- 2.5 Appraise a sequence of movement in aesthetic activities that incorporates technical, compositional techniques, choreographic techniques and relevant skills
- 2.6 Evaluate the necessary skills to achieve success in a variety of challenging physical activity scenarios
- 2.7 Examine strategies and tactics in a range of competitive and cooperative scenarios
- 2.8 Assess the links between engagement levels, skill improvement and tactical awareness in a physical activity area
- 2.9 Demonstrate an understanding of personal survival and water safety considerations

**Movement  
competency**

**Safe and ethical  
participation**

**Lifelong  
engagement**

## Strand 3: Appreciation

### BRIEF OVERVIEW OF STRAND

Through practical physical activities, this strand focuses on facilitating students' understanding of the importance of lifelong participation in physical activity. Students participate in physical activities to understand the importance of being physically active and the impact this has on their lives. They apply their knowledge and skills to analyse activity levels and devise strategies for sustained participation over a period of time.

### LEARNING OUTCOMES

#### Students should be able to:

- 3.1 Investigate how physical activity participation is influenced by social and cultural factors
- 3.2 Analyse how Performance-Related-Fitness enhances performance
- 3.3 Monitor physical activity intensity, fitness and performance over a period of time using a range of measurement techniques
- 3.4 Devise and implement a plan to improve Health-Related-Fitness
- 3.5 Investigate the role of decision-making, communication and leadership on increased participation and performance in selected activity areas
- 3.6 Devise pathways for continued physical activity participation in a local community or environment
- 3.7 Consider the links between being physically active and a positive sense of wellbeing
- 3.8 Demonstrate an understanding of the importance of being physically active
- 3.9 Investigate opportunities to increase participation in sport or physical activity

**Movement  
competency**

**Safe and ethical  
participation**

**Lifelong  
engagement**

# Assessment and reporting

Assessment in education involves gathering, interpreting, and using information about the processes and outcomes of learning. It takes different forms and can be used in a variety of ways, such as to record and report achievement, to determine appropriate routes for learners to take through a differentiated curriculum, or to identify specific areas of difficulty or strength for a given learner. While different techniques may be employed for formative, diagnostic and summative purposes, the focus of the assessment and reporting is on the improvement of student learning. To do this it must fully reflect the aim of the curriculum.

The junior cycle places a strong emphasis on assessment as part of the learning process. This approach requires a more varied approach to assessment in ensuring that the assessment method or methods chosen are fit for purpose, timely and relevant to the students. Assessment in Junior Cycle Physical Education will optimise the opportunity for students to become reflective and active participants in their learning and for teachers to support this. Students should be provided with opportunities to negotiate success criteria against which the quality of their work can be judged by peer, self, and teacher assessment; and with quality focused feedback to support their learning.

Providing focused feedback to students on their learning is a critical component of high-quality assessment and a key factor in building students' capacity to manage their own learning and their motivation to stick with a complex task or problem. Assessment is most effective when it moves beyond marks and grades, and reporting focuses not just on how the student has done in the past but on the next steps for further learning. This approach will ensure that assessment takes place as close as possible to the point of learning.

Essentially, the purpose of assessment and reporting at this stage of education is to support learning. Parents/guardians should receive a comprehensive picture of student learning. Linking classroom assessment and other assessment with a new system of reporting that culminates in the awarding of the Junior Cycle Profile of Achievement (JCPA) will offer parents/guardians a clear and broad picture of their child's learning journey over the three years of junior cycle.

To support this, teachers and schools will have access to online assessment support material. Along with the guide to the Subject Learning and Assessment Review (SLAR) process, this focuses on learning, teaching and assessment support material, including:

- formative assessment
- planning for and designing assessment
- ongoing assessments for classroom use
- judging student work – looking at expectations for students and features of quality
- reporting to parents and students
- thinking about assessment: ideas, research and reflections
- a glossary.

The contents of the online support material include a range of assessment supports, advice and guidelines that will enable schools and teachers to engage with the new assessment system and reporting arrangements in an informed way, with confidence and clarity.

## Assessment for the JCPA

The assessment of Physical Education for the purposes of the Junior Cycle Profile of Achievement (JCPA) will comprise two Classroom-Based Assessments, CBA1: Physical activity for health and enjoyment and CBA2: My performance. All students will complete both CBAs.

### RATIONALE FOR THE CLASSROOM-BASED ASSESSMENTS IN PHYSICAL EDUCATION

The Classroom-Based Assessments take place in Years 2 and 3 and are facilitated by the teacher. The table on page 23 sets out the focus and format of each CBA. The teacher's judgement of a student's achievement in their CBAs is recorded for the purpose of subject learning and assessment review, and for the school's reporting to parents and students.

Over the three years of junior cycle students will be provided with opportunities to stimulate their curiosity and interest in Physical Education. The Classroom-Based Assessments link to the priorities for learning and teaching in Physical Education. It is envisaged that through the Classroom-Based Assessments students will actively engage in practical and authentic learning experiences that require them to apply the knowledge, understanding, skills and values developed through the learning outcomes.

The Classroom-Based Assessments will provide an opportunity for students to:

- apply the knowledge, understanding, skills and values developed in Physical Education
- receive recognition for their learning
- analyse data and evidence to make informed judgements and decisions
- communicate clearly and effectively
- collaborate with others on tasks
- reflect on their learning
- be empowered and engaged to explore areas of personal interest linking to areas of study.

Through these Classroom-Based Assessments students will develop their knowledge, understanding, skills and values, thereby supporting them to realise the learning outcomes set out in the strands.

## Classroom Based Assessment 1: Physical activity for health and enjoyment

<b>CBA - Physical activity for health and enjoyment</b>	<b>Format</b>	<b>Student preparation</b>	<b>Completion</b>	<b>SLAR meeting</b>
Students design and implement a programme based on personal goals to improve their physical activity engagement	The programme can be presented in a variety of formats and media	At the end of a six-week period students will report on their programme based on the plan implemented and evaluation of its success	During term 2 and 3 of second year	One review meeting

## Classroom Based Assessment 2: My performance

<b>CBA - My performance</b>	<b>Format</b>	<b>Student preparation</b>	<b>Completion</b>	<b>SLAR meeting</b>
Students complete a performance in a selected physical activity area from those studied	Performance is completed during class time	Students will, over a six-week period, decide how best to demonstrate competent skill level in the chosen physical	During term 2 and 3 of third year	One review meeting

### ASSESSING THE CLASSROOM-BASED ASSESSMENTS

More detailed material on assessment for reporting in Junior Cycle Physical Education, setting out details of the practical arrangements related to the Classroom-Based Assessments, will be available in separate Assessment Guidelines for Physical Education. This will include suggestions for capturing student learning for the CBA, and support in using 'on balance' judgement in relation to the features of quality.

Resource material for use and reference in ongoing classroom assessment of Junior Cycle Physical Education, including a detailed account of the Subject Learning and Assessment Review process, is available in the assessment section of [www.ncca.ie](http://www.ncca.ie).

### FEATURES OF QUALITY

The features of quality support student and teacher judgement of the Classroom-Based Assessments and are the criteria that will be used by teachers to assess the pieces of student work. The features of quality will be available in the Assessment Guidelines for Physical Education.

### INCLUSIVE ASSESSMENT PRACTICES

Junior Cycle Physical Education allows for inclusive assessment practices whether as part of ongoing assessment or Classroom-Based Assessments. Where a school judges that a student has a specific physical or learning difficulty, reasonable accommodations may be put in place to remove, as far as possible, the impact of the disability on the student's performance in Classroom-Based Assessments. The accommodations, e.g., the support provided by a Special Needs Assistant or the support of assistive technologies, should be in line with the arrangements the school has put in place to support the student's learning throughout the year.



# Appendix 1

## Glossary of action verbs

This glossary is designed to clarify the learning outcomes. Each action verb is described in terms of what the learner should be able to do once they have achieved the learning outcome.

Action verbs	Students should be able to
<b>Analyse</b>	study or 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
<b>Apply</b>	select and use information and/or knowledge and understanding to explain a given situation or real circumstances
<b>Appraise</b>	evaluate, judge or consider a piece of work or performance
<b>Assess</b>	evaluate, judge or consider a piece of work or performance
<b>Consider</b>	describe patterns in data; use knowledge and understanding to interpret patterns, make predictions and check reliability
<b>Demonstrate</b>	prove or make clear by reasoning or evidence, illustrating with examples or practical application
<b>Develop</b>	progress or improve to become more mature, advanced, or elaborate
<b>Devise</b>	plan, create or formulate a procedure or system by careful thought
<b>Determine</b>	ascertain or establish exactly by research or calculation
<b>Evaluate (data)</b>	collect and examine data to make judgments and appraisals; describe how evidence supports or does not support a conclusion in an inquiry or investigation; identify the limitations of data in conclusions; make judgments about the ideas, solutions or methods
<b>Evaluate (ethical judgement)</b>	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
<b>Examine</b>	consider an argument or concept in a way that uncovers the assumptions and relationships of the issue
<b>Identify</b>	recognise patterns, facts, or details; provide an answer from a number of possibilities; recognize and state briefly a distinguishing fact or feature
<b>Investigate</b>	observe, study, or make a detailed and systematic examination, in order to establish facts and reach new conclusions
<b>Monitor</b>	observe and check the progress of something over a period of time; keep under systematic review



An Roinn Oideachais  
Department of Education



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