Assessment

Assessment for certification in physical education is based on the aim, objectives and learning outcomes outlined in the specification. There are three assessment components in Leaving Certificate physical education: physical activity project, performance assessment and written examination. Differentiation at the point of assessment will be achieved through examinations at two levels, Ordinary level and Higher level. The performance assessment will be at a common level.

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| **Assessment component** | **Weighting** | **Level** |
| Physical Activity project | 20% | Higher and Ordinary |
| Performance assessment | 30% | Common Level |
| Written examination | 50% | Higher and Ordinary |

The learner will be required to complete the physical activity project and performance assessment in two different activities.

Physical Activity project – 20%

Learners are required to complete a physical activity project. Each learner can choose which activity to focus on for their physical activity project. However, it is recognised that the particular context of the school, the physical education programme it can facilitate and the level of community facilities, will have a bearing on the level of choice that can be managed. The physical education teacher, in consultation with the learners, will agree the range of activities that can be accommodated and supported for their physical activity project.

Learners may choose to complete the physical activity project in one of following roles:

* performer
* coach/choreographer.

The project should span an eight to ten-week period and learners will be required to apply their learning from the specification to further develop their personal performance in their chosen role.

The physical activity project is designed using a digital storyboard in four sections.

The four sections are:

1. Performance analysis
2. Identification of four performance goals
3. Evidence of on-going training/practice and reflection
4. Concluding analysis.

In the physical activity project learners are required to do the following;

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| Section 1: Performance analysis | * brief introduction * collect relevant data. This could include comparing their performance to that of a model performer. 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 * use the data collected, to analyse their performance drawing on the different theoretical perspectives and using relevant technical terms. |
| Section 2: Identification of four performance goals | * formulate four distinct performance goals from the areas highlighted in the specification: * psychological demands * physiological demands * biomechanical/movement analysis * skill and technique development * technical and/or strategic awareness. |
| Section 3: Evidence of on-going training/practice and reflection | * design a training/practice programme to address the areas identified based on sound theoretical principles * implement the programme engaging in on-going reflection about their experiences of the process. |
| Section 4: Concluding analysis | * repeat the analysis process to evaluate their progress and make suggestions for further improvement. |

The physical activity project must be the learner’s own work. Learners will be assessed as performer **or** as coach/choreographer. 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 based on their own performance goals. The physical activity project is facilitated by the physical education teacher and assessed by the State Examinations Commission.

**Assessment as a performer in the project**

Learners will be assessed on their ability to develop a personal physical activity programme to specifically enhance their performance in an activity of their choice. The physical activity project should reflect the range of skills and techniques outlined for the activity in Section 3 of the specification. In the project, the learner must identify four performance goals they could improve upon and implement corrective measures to optimise performance. The learner is further assessed in their ability to record, review and evaluate improvements in their performance.

**Assessment as a coach/choreographer in the project**

For the purposes of assessment, the role of coach/choreographer is understood as being the person responsible for overseeing another’s preparation, execution and evaluation of a performance in their selected physical activity. The physical activity project should reflect the range of skills and techniques outlined for the activity in Section 3 of the specification. Learners are expected to show evidence of the ability to plan, co-ordinate and lead another learner in demonstrating a range of skills and techniques in a competitive/equivalent scenario. In the project, the learner must identify four areas of performance that need to be improved and support another in implementing corrective measures to optimise performance. The learner is further assessed in their ability to record, review and evaluate improvements in the performance.

**Physical Activity Project (20%) – Assessment criteria**

**Higher Level**

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| **Section 1: Performance analysis** | | | | |
| **25-32 marks** | The learner illustrates an excellent ability to interpret the analysis of performance. A variety of comprehensive self-analysis tools are constructed and employed to identify areas for development covering all aspects of the specification. | | |  |
| **17-24 marks** | The learner illustrates a very good ability to interpret the analysis of performance analysis of performance. A number of effective self-analysis tools are employed to identify areas for development covering all aspects of the specification. | | |  |
| **9-16 marks** | The learner illustrates a moderate ability to interpret the analysis of performance analysis of performance. An adequate number of self-analysis tools and presented and the learner is able to discuss areas for development in their performance. | | |  |
| **0-8 marks** | The learner illustrates a limited level of ability to interpret the analysis of performance analysis of performance. Very 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** | | | | |
| **25-32 marks** | The learner’s depth of analysis in identifying four 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 area for development in relation to the correct technical model. | | |  |
| **17-24 marks** | The learner’s depth of analysis in identifying four performance goals reflects a very good level of knowledge and understanding of the role they undertook i.e. performer or coach/choreographer. The learner applies appropriate corrective measures from the theory covered in the specification. The learner displays a good level of awareness of their area for development in relation to the correct technical model. | | |  |
| **9-16 marks** | The learner’s depth of knowledge and understanding is satisfactory and appropriately linked to the role they undertook, i.e. performer or coach/choreographer. Corrective measures are relevant but may be presented at a basic level with limited application to theory covered in the specification. The learner displays an adequate level of awareness of their area for development in relation to the correct technical model. | | |  |
| **0-8 marks** | The account of the involvement shows appropriate aims for the learner’s choice of role, i.e. performer or coach/choreographer, but the level of analysis is simplistic and limited. The chosen corrective measures lack relevance and evidence of theoretical understanding. The learner does not provide evidence of linking their area for development to the correct technical model. | | |  |
| **Section 3: Evidence of on-going training/practice and reflection** | | | | |
| **25-32 marks** | The learner provides very clear and detailed evidence of engagement with the project, displaying a capacity to reflect upon the experience and evaluate the outcomes. The learner documents the different phases of the process clearly and coherently and is appropriate to the learners chosen role of performer or coach/choreographer. | | |  |
| **17-24 marks** | The learner documents the programme in a clear and concise manner, displaying a capacity to reflect on the majority of the experience and evaluate most outcomes. The learner documents the different phases in a clear manner and is appropriate to the role of performer, coach/choreographer or official. | | |  |
| **9-16 marks** | A moderate level of achievement is characterised a reasonable level of evidence of the learner’s involvement in the project. The account of the involvement exhibits clarity and a sufficient level of detail to provide a credible picture of the programme, but the focus may be lacking in concreteness and/or evidence of insight and learning gained. | | |  |
| **0-8 marks** | A limited level of achievement is characterised by a restricted level of evidence of the learner’s involvement in the programme. The phases are vague and lack detail and clarity. | | |  |
| **Section 4: Concluding analysis** | | | | |
| **25-32 marks** | The evaluation process is underpinned by in-depth and appropriate understanding of the theoretical factors, which impact upon performance. The outcomes show significant progression and effectiveness in relation to the role they played, showing the appropriateness of the learner’s action plan. The concluding analysis is comprehensively detailed to provide concrete evidence of the learner’s experience but moves beyond a mere re-telling to focus on constructive insights and learning gained. | | |  |
| **17-24 marks** | Appropriate understanding of theoretical factors, which impact upon performance, are well evidenced in the evaluation process. The concluding analysis is sufficiently detailed to provide concrete evidence of the learner’s experience and provides a thorough insight into the learning gained. The outcomes show a good level of progression in relation to the role they played, showing the appropriateness of the learner’s action plan. | | |  |
| **9-16 marks** | The evaluation stage reflects a reasonable level of understanding of the theoretical factors. The concluding analysis provides a clear picture of the programme for the reader and focuses on the insights and learning gained, although the focus is descriptive. The relevance of the learner’s action plan is reflected in the moderate level of progress made in relation to the role they played. | | |  |
| **0-8 marks** | The learner demonstrates a basic level of knowledge and understanding in relation to the demands of their chosen performance role. The range of information provided in the evaluation stage is limited and reflects restricted theoretical understanding. The learner’s basic level of knowledge and understanding has hindered their ability to raise their level of personal progress in relation to the role they undertook. | | |  |
|  | | | Sub-total (128) |  |
| **General Comment** | | | | |
| **Excellent**  **8-12 marks** | | The learner has submitted an excellent standard of performance analysis which reflects a significant level of knowledge and understanding of the role they undertook. The project is thoroughly researched and presented in a fluent manner. | |  |
| **Good**  **4-7 marks** | | The learner has submitted a good standard of performance analysis which reflects a clear level of knowledge and understanding of the role they undertook. The project is well researched and presented to a good standard. | |  |
| **Moderate**  **0-3 marks** | | The learner has submitted an acceptable standard of performance analysis which reflects a reasonable level of knowledge and understanding of the role they undertook. The project shows evidence of adequate research and the presentation style is effective. | |  |
|  | | | Total (140) |  |

**Physical Activity Project (20%) – Assessment criteria**

**Ordinary Level**

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| **Section 1: Performance analysis** | | | | |
| **25-32 marks** | The learner illustrates a good level of understanding of analysis of performance. A variety of self-analysis tools are employed to identify areas for development covering most aspects of the specification. | | |  |
| **17-24 marks** | The learner illustrates a competent level of understanding of analysis of performance. A number of self-analysis tools are employed to identify areas for development covering some aspects of the specification. The areas are descriptive in nature rather than analytical. | | |  |
| **9-16 marks** | The learner illustrates a basic level of understanding of analysis of performance. Very basic self-analysis tools are presented and the learner demonstrates moderate ability to explain areas for development in their performance. | | |  |
| **0-8 marks** | The learner illustrates a limited level of understanding of analysis of performance. Restricted self-analysis tools are employed to investigate areas for development and are just descriptive in nature. | | |  |
| **Section 2: Identification of performance goals** | | | | |
| **25-32 marks** | The learner’s depth of analysis in identifying four performance goals reflects a good level of knowledge and understanding of the role they undertook i.e. performer or coach/choreographer. The learner, via an confident level of self-analysis, can identify areas for development in their performance and describe appropriate corrective measures from areas of the theory covered in the specification. The learner displays a good level of awareness of their area for development in relation to the correct technical model. | | |  |
| **17-24 marks** | The learner’s depth of analysis in identifying four performance goals reflects a competent level of knowledge and understanding of the role they undertook i.e. performer or coach/choreographer. The learner attempts to apply appropriate corrective measures from some of the theory covered in the specification. The learner displays awareness of their area for development in relation to the correct technical model. | | |  |
| **9-16 marks** | The learner’s depth of knowledge and understanding is basic and loosely linked to the role they undertook, i.e. performer or coach/choreographer. Corrective measures are relevant but are presented at a very basic level with limited application to theory covered in the specification. The learner lacks an adequate level of awareness of their area for development in relation to the correct technical model. | | |  |
| **0-8 marks** | The account of the involvement shows very limited aims for the learner’s choice of role, i.e. performer or coach/choreographer and lacks any level of analysis. The chosen corrective measures lack relevance and show no evidence of theoretical understanding. The learner does not provide evidence of linking their area for development to the correct technical model. | | |  |
| **Section 3: Evidence of on-going training/practice and reflection** | | | | |
| **25-32 marks** | The learner provides clear evidence of engagement with the project, displaying some capacity to reflect upon the experience and evaluate the outcomes. The learner documents the different phases of the process clearly and is appropriate to the learners chosen role of performer or coach/choreographer. | | |  |
| **17-24 marks** | The learner documents the programme in a moderate manner, but lacks the capacity to reflect on the majority of the experience and evaluate most outcomes. The learner attempts to document the different phases in a clear manner and is appropriate to the role of performer, coach/choreographer or official. | | |  |
| **9-16 marks** | A basic level of achievement is characterised a restricted level of evidence of the learner’s involvement in the project. The account of the involvement lacks clarity or a sufficient level of detail to provide a credible picture of the programme. The focus lacks concreteness and/or evidence of insight and learning gained. | | |  |
| **0-8 marks** | A limited level of achievement is characterised by a restricted level of evidence of the learner’s involvement in the programme. The phases are vague and lack detail and clarity. | | |  |
| **Section 4: Concluding analysis** | | | | |
| **25-32 marks** | The evaluation process is underpinned by appropriate theoretical factors, which impact upon performance. The outcomes show some progression and effectiveness in relation to the role they played, showing the appropriateness of the learner’s action plan. The concluding analysis is detailed to provide valuable evidence of the learner’s experience. | | |  |
| **17-24 marks** | Some theoretical factors, which impact upon performance, are evidenced in the evaluation process. The concluding analysis is mainly descriptive but provides some insight into the learning gained. The outcomes show a moderate level of progression in relation to the role they played, showing the some accuracy in the learner’s action plan. | | |  |
| **9-16 marks** | The evaluation stage lacks a reasonable level of theoretical understanding. The concluding analysis provides a basic picture of the programme for the reader but does not focus on the insights and learning gained. The relevance of the learner’s action plan is reflected in the basic level of progress made in relation to the role they played. | | |  |
| **0-8 marks** | The learner demonstrates a very limited level of knowledge and understanding in relation to the demands of their chosen performance role. The range of information provided in the evaluation stage is simplistic and reflects little evidence of theoretical understanding. The learner’s limited level of knowledge and understanding has hindered their ability to raise their level of personal progress in relation to the role they undertook. | | |  |
|  | | | Sub-total (128) |  |
| **General Comment** | | | | |
| **Excellent**  **8-12 marks** | | The learner has submitted a competent standard of performance analysis which reflects an acceptable level of knowledge and understanding of the role they undertook. The project is well researched and presented in a fluent manner. | |  |
| **Good**  **4-7 marks** | | The learner has submitted a basic standard of performance analysis which reflects a restricted level of knowledge and understanding of the role they undertook. The project shows some evidence of research and presented to a reasonable standard. | |  |
| **Moderate**  **0-3 marks** | | The learner has submitted a limited standard of performance analysis which reflects a lack of knowledge and understanding of the role they undertook. The project shows little evidence of adequate research and the presentation style is ineffective. | |  |
|  | | | Total (140) |  |

Performance assessment – 30%

Learners choose one of the three selected physical activities being studied by their class in Leaving Certificate Physical Education for their performance assessment. Learners are required to demonstrate the range of skills, techniques and/or compositional elements outlined for the physical activity in Section 3.

Learners are required to demonstrate knowledge and understanding of the principles of play/performance, an understanding of the rules and conventions of the activity and adherence to safe practice before, during and after the performance. Learners are assessed in a variety of contexts including personal performance, fully competitive and/or conditioned practices.

The performance is captured on video by the learner. (Appendix 1: Guidance on capturing performance). The video includes footage of the learner’s performance in sessions designed to demonstrate the learner’s best personal performance in fully competitive and/or conditioned practices or performance settings. The performance assessment is at common level and is assessed by the State Examinations Commission.

Performing in a selected activity learners are expected to:

* show evidence of their capacity to select, apply and perform the skills and techniques outlined in the physical activity section in a conditioned practice, fully competitive version of the activity, or personal performance
* demonstrate understanding and knowledge of the physical activity, including the ability to apply and adapt different tactics, strategies and compositional knowledge in response to different scenarios in conditioned or competitive environments
* demonstrate knowledge and application of relevant rules, regulations and codes of practice in the chosen activity.

**Performance Assessment criteria - (20%) Common Level**

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| **Assessment criteria: Personal performance** | |
| **High achievement**  **81-100 marks** | A high level of achievement is characterised by an extensive performance repertoire. The learner consistently demonstrates a range of skills and techniques to a very high standard in the selected activity, performing with an excellent level of accuracy, control and fluency. The high quality of performance demonstrated allows the learner to achieve success in a variety of situations under pressure. The learner produces 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, strategic and compositional 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. The learner’s performance is enhanced by excellent levels of physical fitness and psychological focus throughout the performance. |
| **Very good achievement**  **61-80 marks** | A very good level of achievement is characterised by an extensive performance repertoire. The learner demonstrates a range of skills and techniques to a consistently high standard in the selected activity, performing with an very good level of accuracy, control and fluency. The learner produces a range of creative responses to different performance contexts and displays an appreciation of the rules, regulations and codes of practice of the selected physical activity. As a result of a high level of knowledge of tactics, strategies and compositional elements the learner demonstrates a very good level of success. The learner shows a clear understanding of, and demonstrates a high level of adherence to, the safety precautions required by the activity. The learner’s performance is enhanced by very good levels of physical fitness and psychological focus throughout most of the performance. |
| **Good achievement**  **41-60 marks** | A good level of achievement is characterised by a reasonable performance repertoire. The learner demonstrates a satisfactory level of consistency in the execution of a range of skills and techniques in the selected activity. Performing under pressure, the learner experiences some success but skill execution is not always consistent or accurate. The learner produces a good level of creativity in responses made to different performance contexts and displays a sound understanding of the rules, regulations and codes of practice of the selected physical activity. A good standard of tactical, strategic and compositional knowledge is evident in the learner’s performance and allows the learner to achieve a good level of success. The learner is aware of the importance of, and demonstrates a good level of adherence to, the safety precautions required by the activity. The learner’s performance is supported by good levels of physical fitness and psychological focus during spells of the performance. |
| **Moderate achievement**  **21-40 marks** | A moderate level of achievement is characterised by an adequate performance repertoire. The learner produces inconsistent performances in their selected activity resulting in poor execution of a range of skills and techniques. The learner demonstrates a moderate level of consistency in the execution and accuracy of a range of skills and techniques in the selected activity. The learner experiences a sound level of success but lacks knowledge of some of the more complex skills and situations. Performance is reliant on an average standard of knowledge of the tactics, strategies and compositional elements of the chosen activity. The learner recognises the importance of safety precautions and attempts to implement them into performance. The learner’s performance is restricted by a lack of physical fitness and psychological focus throughout the performance. |
| **Low achievement**  **0-20 marks** | A low level of achievement is characterised by a limited performance repertoire. The learner demonstrates a low level of consistency in the execution of a range of skills and techniques in the selected activity. Success is limited in competitive situations due to the learner’s lack of coping strategies under pressure, as a result skill execution is not always accurate or fluent. The learner produces limited creativity in the responses made to different performance contexts and displays a partial understanding of the rules, regulations and codes of practice of the selected physical activity. The learner shows some knowledge of the tactical, strategic and compositional elements of performance but the lack of application hinders levels of success. At various stages of performance the learner demonstrates an unreliable adherence to the safety precautions required by the activity. The learner’s performance is hindered by poor levels of physical fitness and psychological focus throughout the performance. |