

PHYSICAL EDUCATION

COURSEWORK PLANNER FOR LEAVING CERT
HIGHER AND ORDINARY LEVEL



justrewards
Publications

Gary Murray and Kevin Campbell

Just Rewards Publications

Letterkenny
Co. Donegal
www.justrewards.ie
ISBN: 978-1-913137-40-3
© Just Rewards 2021

Authors: Gary Murray and Kevin Campbell
Design: Audrey Kavanagh
Editor: Tracy Kewley

Images: All photographs © Shutterstock unless otherwise stated

All rights reserved. No part of this publications may be copied, reproduced or transmitted in any form or by any means, without the written permission of the publishers or else under the terms of any licence permitting limited copying issued by the Irish Copyright Licensing Association.

Web references in this book are intended as a guide for teachers. At the time of going to press, all web addresses were active and contained information relevant to the topics in this book. However, Just Rewards Publications and the author do not accept responsibility for the views or information contained on these websites. Content and addresses may change beyond our control and pupils should always be supervised when investigating websites.

Extracts from the National Council for Curriculum and Assessment © NCCA (<https://ncca.ie>) and State Examinations Commission © SEC (www.examinations.ie) are reproduced under the terms of the Regulations on the Re-use of Public Sector Information. No endorsement of the publication by either NCCA or SEC is implied.

Guide to using the Coursework Planner	4
I: Planning the Physical Activity Project (PAP)	5
Section A: Performance analysis	6
Section B: Setting goals, creating training plans and reflections	46
Step 1: Identifying and justifying your selection of goals	47
Step 2: Designing and implementing a training programme	51
Step 3: Ongoing reflection for each performance goal	62
Section C: Concluding analysis	65
PAP checklist	73
II: Finalising your Physical Activity Project (PAP)	74
Section A proforma	76
Section B proforma	81
Section C proforma	89
III: The Performance Assessment (PA)	93
SEC rules and assessment criteria	93
Scenario 1	94
Scenario 2	95
Scenario 3	95
Video content	97
Apps and software	98
Video editing	98
IV: Planning your Performance Assessment (PA)	100
Games	100
Aquatics	106
Adventure activities	110
Athletics	114
Artistic and aesthetic movement	118
Personal exercise and fitness	122

GUIDE TO USING THE COURSEWORK PLANNER

This booklet is designed to aid students in the completion of the two coursework components of the LCPE course. Chapters I and II address the Physical Activity Project (PAP). It has a weighting of 20% and is assessed at higher or ordinary level. Chapter I section A can be linked to the student textbook and completed at the end of each relevant textbook chapter. For example, chapter 1 of the textbook covers fitness testing which links with two areas of analysis in this booklet (health-related and performance-related fitness testing).

Chapter I is focused on the collection of information and creating a first draft of the PAP. Chapter II provides a similar template to that of the SEC booklet. This proforma can be used to complete the final draft prior to completing the digital SEC booklet. The PAP must be completed in accordance with the most recent SEC assessment criteria and in digital format.

Chapters III and IV are focused on the Performance Assessment (PA). This practical component is worth 30% and is assessed at a common level. At the beginning of the course three practical activities will have been selected and agreed with your teacher. You will be required to collect video evidence of your best performance in one of these activities. It cannot be an activity from the same area as the PAP. For example, you cannot select basketball for your PAP and soccer for your PA as these are both from the games activity area. The key skills required for each activity are outlined in chapter IV. Your video must include the elements from the relevant scenario outlined in chapter III. These scenarios and the assessment criteria set out by the SEC may be subject to change each year.

Links to the student textbook: The PAP

Area of analysis (PAP Section A)	Student textbook chapter	Page numbers
Health-related fitness testing	Chapter 1	15-18
Performance-related fitness testing	Chapter 1 Chapter 7	19-21 166
Identifying the stage of learning of the performer	Chapter 2	49
Comparing the performance to a model performer	Chapter 2 Chapter 7	44-45 169-170
Analysis of psychological preparedness before, during and after performance	Chapter 3 Chapter 7	59-75 168-169
Analysis of diet and hydration	Chapter 4	77-85
Biomechanical analysis	Chapter 5	101-112
Analysis of skill and technique	Chapter 5 Chapter 7	127-128 162-163
Analysis of tactics and strategies	Chapter 6 Chapter 7	130-132 164-165
Identifying key demands of the chosen activity or role of coach	Chapter 6	137-140
Analysis of choreographic approaches	Chapter 7	167

I: PLANNING THE PHYSICAL ACTIVITY PROJECT (PAP)

The Physical Activity Project (PAP) is worth 100 marks which equates to 20% of the total marks for LCPE. In order to apply theoretical knowledge to the project successfully, students should have completed chapters 1-7 of the student textbook. The knowledge acquired in these chapters will aid the analysis of performance and develop an understanding of how to create a training plan. Chapter 7 covers performance analysis and provides key information for completing sections A and B. Students can complete this project either as a performer or as a coach.

The PAP is broken into three sections:

- Section A – Performance analysis
- Section B – Identification of four performance goals and evidence of ongoing training/ practice and reflection
- Section C – Concluding analysis.

Criteria (rules and limitations):

- Students cannot select an activity from the same activity area as their Performance Assessment (PA).
- There is a 1600 word limit.
- Students can include 16 images. This includes a maximum of four images for section A, eight images for section B and four images for section C. Images must be correctly labelled, for example 'Figure 1'.
- Three videos can be submitted as evidence of completing the PAP. There should be one video for each section with a combined maximum length of four minutes. Images, text slides or audio reflections are not allowed to be included in the video.
- Videos must be in MP4 format and not exceed 1GB in total size.
- Videos should be annotated with voice-overs and/or subtitles.

Tip:

An estimated word count and video length for each section has been included based on the allocation of marks.

Important: The SEC guidelines may be subject to change so students should complete their PAP according to the most recent SEC guidance.

Section A: Performance analysis

In this section you are required to complete a performance analysis based on the key demands of your chosen activity. You should include a brief explanation of the performance analysis undertaken and what this information tells you about your performance.

What to include in this section:

- Analyse your performance in a range of areas based on sound theoretical knowledge and using a variety of analysis tools.
- Provide a summary of the analysis and data collected.

Evidence of performance analysis

- Four images (pictures/tables/diagrams) to support your analysis.
- One video named 'Section A'. Annotate your video with subtitles and/or voice-overs.

Differentiation: Higher level students must include **at least four** theoretical perspectives. For example, biomechanics, skill, psychological preparedness, fitness and diet. Ordinary level students must include **four** theoretical perspectives.

Tips:

- Remember, you must set four distinct performance goals in section B. You should focus on gathering performance analysis data that supports your choice of goals as these will form the basis for the rest of the project.
- Even though there are ten areas listed for analysis in the assessment guidelines, you will be unable to include all of these as you need to restrict this section to approximately 400 words. Focus your effort on the areas that are most important to the demands of the activity.
- Try to include a range of performance analysis methods such as fitness tests, results sheets from competition, match analysis sheets, skill or movement analysis (video or checklist), psychological skills assessment, food diary or tactical plan.
- The performance analysis must be presented in the SEC booklet and can be supported by video evidence and images (pictures/diagrams/results tables). The video must be named 'Section A' and may be annotated with voice-overs and/or subtitles.
- Based on the allocation of marks, the suggested duration of the video for section A is approximately 60 seconds .

Areas for analysis may include:

- Identifying key demands of the chosen activity or role of coach.
- Comparing the performance to a model performer.
- Identifying the stage of learning of the performer.
- Analysis of choreographic approaches.
- Analysis of skill and technique.
- Biomechanical analysis.
- Analysis of tactics and strategies.
- Analysis of psychological preparedness before, during and after performance.
- Analysis of diet and hydration.
- Performance-related physical fitness testing.
- Health-related physical fitness testing.

Tip:

Additional areas may be analysed based on the requirements of the selected activity.

Analysis of need and the demands of the activity

You need to apply the principle of specificity when selecting your areas of analysis. Select at least four of the ten areas above based on:

- **Performer needs:** Areas of performance that you feel are important to you in your role/position.
- **Weaknesses:** Previously identified weaknesses that you would like to work on.
- **Activity demands:** Identify the key demands of the activity. You should only carry out analysis on areas that will affect performance. For example, a 100m sprinter would not be required to analyse their cardio-respiratory endurance.



Example: Hurling/Camogie

Performer needs	Activity demands
Psychological preparedness: control anxiety and increase confidence	Performance-related fitness: speed, agility, power, co-ordination, balance, reaction time
Diet and nutrition: energy levels, recovery, body composition	Health-related fitness: stamina, strength, body composition, muscular endurance, flexibility
Key demands: Recovery and injury prevention (sleep, lifestyle, massage, ice-baths)	Skill and technique: ground strike, dribble, catching, clash, blocking, striking
Role within the team e.g. captain (and relationships with coaches and team mates)	Tactics and strategies: offensive, defensive, possession, set pieces

Needs analysis – student template

Activity

Area 1	Area 2	Area 3
Area 4	Area 5	Area 6

Physical Activity Project evidence

Make a plan listing the evidence you will collect for each section. You are allowed:

- One short video for each section (A, B and C). The three videos cannot be more than four minutes in combined length.
- Four images in sections A (one per goal/area of analysis).
- Eight images in section B (two per goal).
- Four images in section C (one per goal).

Goal	Section A	Section B	Section C
Goal 1: Skill and technique Shooting, passing, dribbling, heading	Video clips of each skill I will analyse Image of my notational analysis results (shots on target)	Video of my practice session drill focusing on my goal of improving shooting technique Image of my training plan with progressions	Video of my improved skill and technique specific to my goal of improved shooting technique Image of my notational analysis results post training
Goal 2: Health-related fitness Cardio-respiratory, strength, muscular endurance, flexibility, body composition	Video clips of me performing the HRF tests Image of my fitness tests results table	Video of my strength-training programme (weight training) Image of my progressive training plan	Video of my fitness retest specific to my goal (1RM test) Image of my fitness retests results table
Goal 3: Performance-related fitness Speed, agility, balance, co-ordination, power, reaction time	Video clips of my PRF tests Image of my fitness tests results table	Video of my speed-training programme (interval training) Image of my progressive training plan	Video of my fitness retest specific to my goal (30m sprint test) Image of my fitness results table (retests post training)
Goal 4: Diet and nutrition Carbohydrate, fat, protein, vitamins, minerals, hydration	Video of me completing my food diary or inputting my meals into an app Image of my results summary	Pictures/video of my meals specific to my diet plan	Video of me completing my food diary following the implementation of my plan Image of my results compared to my first diary

What evidence will I collect during my Physical Activity Project?

Goal	Section A	Section B	Section C
Goal 1:			
Goal 2:			
Goal 3:			
Goal 4:			