



An Chomhairle Náisiúnta Curaclaim agus Measúnachta  
National Council for Curriculum and Assessment

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# Physical Education (PE)

## Specification for Junior Cycle Short Course

June 2014



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# Contents

Introduction to junior cycle .....	5
Rationale .....	6
Aim .....	6
Links .....	7
Course overview .....	11
Expectations for students.....	12
Strand 1 Physical activity for health and wellbeing.....	13
Strand 2 Games.....	14
Strand 3 Individual and team challenges.....	15
Strand 4 Dance and gymnastics .....	16
Assessment and certification .....	17
Features of quality.....	21
Resources.....	29
Appendix 1: Level Indicators for Level 3 of the NFQ .....	30



## **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 outcomes for all.

Junior cycle allows students to make a strong 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 to the physical, mental and social wellbeing of students, and where possible, provide opportunities for them to develop their abilities and talents in the areas of creativity and enterprise. The student's junior cycle programme builds on their learning in primary school. It supports their further progress in learning. It helps students to develop the learning skills that can assist them in meeting the challenges of life beyond school.

**Rationale**

Young people in junior cycle are at an important stage in their lives where they are developing rapidly, physically, psychologically and socially. Increasingly, they are making their own lifestyle decisions, including whether and/or how they will participate in regular physical activity. Physical education can provide all students with enjoyable and worthwhile learning opportunities where they develop the movement skills and competencies to participate and perform in a variety of physical activities competently, confidently and safely. It builds students' motivation in and commitment to physical activity and sport within and beyond school. It can encourage students to get involved in both participation and leadership roles, irrespective of their previous experiences of or ability in physical activity.

In this short course students learn to appreciate the importance of regular health enhancing physical activity and to make informed choices about how to include physical activity as part of a healthy lifestyle. Such informed choices are key to the development of lifelong habits of physical activity; thus student choice and consultation with students are given particular emphasis in the course and assessment design. The course builds on learning in physical education in primary school and lays the foundations for their learning in senior cycle physical education.

**Aim**

The short course in Physical Education aims to develop students as knowledgeable, skilful and creative participants who are confident and competent to perform in a range of activities safely. The course aims to build students' appreciation of the importance of health-enhancing and inclusive physical activity and a commitment to it now and in the future.

<b>Links</b>	
<p>The following tables show how PE is linked to the central features of the Junior Cycle Framework.</p> <p style="text-align: center;">Statements of learning (SOL)</p>	
Statement	Examples of related learning in the course
<p>The student is a confident and competent participant in physical activity and is motivated to be physically active.</p> <p><i>SOL12</i></p>	<p>Students become more confident and competent as they learn to participate in a range of challenging and developmentally appropriate physical activities. They set goals and plan to improve their competence, physical fitness and engagement in physical activity.</p>
<p>The student takes action to safeguard and promote her/his wellbeing and that of others.</p> <p><i>SOL11</i></p>	<p>Students reflect on their own physical activity levels and plan for regular, meaningful engagement in physical activity. They engage in activities which promote positive relationships and which require cooperation and respect for differing abilities.</p> <p>Students learn to apply safety procedures across the variety of activities. They plan, lead and take part in appropriate warm-up and cool-down activities.</p>
<p>The student creates and presents artistic works and appreciates the process and skills involved.</p> <p><i>SOL4</i></p>	<p>Students create and perform individual and group dance and/or gymnastic performances in accordance with criteria for artistic performance. They refine their performances based on reflection and feedback.</p>

### Literacy and numeracy

Physical education contributes to the development of literacy skills through activities where students:

- use the key words and phrases associated with physical education and physical activity appropriately
- discuss different solutions to tasks in physical education with their peers
- research different topics in physical education and present their findings to their peers
- develop advocacy tools about the benefits of engaging in regular physical activity
- complete a log of their progress towards specific health-enhancing or performance-enhancing physical activity goals
- use different forms of media and digital tools to learn in physical education

Physical Education contributes to the development of numeracy skills through activities where students:

- measure and record their performances in PE class
- complete statistical analysis of their own and others' performance, present it graphically, and use the findings to evaluate performance and plan for improvement
- interpret information presented in graphic form and tables
- identify patterns and trends which occur in different physical activities
- develop their spatial awareness in different movement contexts.



### Other key skills

Each key skill has a number of elements which clarify the knowledge, skills and attitudes related to that key skill. The elements and their learning outcomes are set out in detail in [Key Skills of Junior Cycle](#). There are opportunities to support all key skills in this course but some are particularly significant. The examples below identify those that are related to the learning activities in Physical Education. Teachers can also build many of the other elements of particular key skills into their classroom planning.

Key Skill	Key skill element	Student learning activity
Being Creative	Exploring options and alternatives	Students discuss and agree solutions to problems posed in various physical activities
Communicating	Listening and expressing myself	Students solve problems and negotiate solutions respectfully with fellow students in a range of physical activities
Managing information and thinking	Gathering, recording, organising and evaluating information	Students gather and organise data to provide evidence about their own performance and that of others. They use this information to plan for improvement.
Managing myself	Setting and achieving personal goals	Students devise and undertake plans to achieve personal or group goals.  They reflect on their progress and learning and

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		make the necessary adjustments to their goals.
Staying well	Being healthy, physical and active	Students learn to make informed decisions about their participation in physical activity. Students learn strategies to support their regular participation in physical activity.
Working with others	Co-operating	Students engage in a number of peer and group tasks which require co-operation to achieve common and challenging goals.

## Course overview

**Strand 1** Physical activity for health and wellbeing

**Strand 2** Games

**Strand 3** Individual and team challenges

**Strand 4** Dance and gymnastics

By participating in each of the four strands, students learn to improve a range of transferable movement skills and competencies so that they can develop their performance in different physical activities. They are also encouraged to build their commitment to physical activity for their health and wellbeing.

Each school will decide the order in which the strands are taught and, where appropriate, provide an equal time weighting for each strand to ensure a broad, balanced and developmentally appropriate programme **covering all four strands of the course.**

**Strand 1** aims to build students' understanding of and commitment to regular health-enhancing physical activity as part of a healthy lifestyle. Students apply their learning as they design, implement and evaluate their own physical activity programme.

**Strand 2** focuses on building students' competence and confidence in **two** of the following games categories: divided court, invasion and striking and fielding games. Students learn how to develop a range of transferable movement skills and competencies and the ways in which these can be used within and across the different games categories.

**Strand 3** focuses on building students' competence and confidence in **two** of the following physical activity areas: orienteering and team challenges, aquatics and athletics. Students are encouraged to set challenging goals for themselves individually and/or as part of a team and to reflect on the experience and progress made. In this strand schools may choose an adventure activity other than orienteering if their location facilitates this choice.

**Strand 4** aims to build students' competency within and understanding of artistic and aesthetic movement as they create and perform in a group for an audience in **either** gymnastics or dance. The process of creating the dance or gymnastic movement sequence is seen as being equally important as the final performance.

The learning outcomes in this short course are aligned with the Level Indicators for Level 3 of the National Framework of Qualifications (Appendix 1).

The course has been designed for approximately 100 hours of student engagement.

### **Expectations for students**

With the publication of the specification online, examples of student work will be used to illustrate the expectations for students in the short course. These examples will be related directly to a learning outcome or groups of learning outcomes.

<b>Strand 1 Physical activity for health and wellbeing</b>	
Students learn about...	Students should be able to...
How to monitor and improve their physical fitness	<p>1.1 set SMART improvement goals based on a comparison of their health-related and/or performance-related fitness results, advised by norms for their age and sex</p> <p>1.2 apply principles of training within a personalised physical activity programme (minimum duration of six-weeks) designed to improve their health-related and/or performance-related fitness, documenting their progress</p> <p>1.3 evaluate their engagement and progress in the programme, providing evidence of progress made and identifying ways they can further develop.</p>
Physical activity for all	<p>1.4 use a range of measurement techniques to monitor and analyse physical activity levels across a sustained period of time</p> <p>1.5 identify a range of strategies to support ongoing participation in health-related physical activity</p> <p>1.6 lead physical activities that young people find enjoyable and can undertake to achieve the minimum physical activity recommendations for health.</p>

<b>Strand 2 Games</b>	
Students learn about <b>two</b> of the games categories.	
Students learn about...	Learning outcomes Students should be able to...
Invasion games	2.1 use a wide range of movement skills and strategies effectively to enhance their performance
Striking and fielding games	2.2 take responsibility for improving their own performance based on personal strengths and developmental needs
Divided court games	2.3 modify activities to promote inclusion and enjoyment in a safe manner
	2.4 demonstrate activities to enhance their health-related and/or performance-related fitness in and for the particular game, including warm-up and cool down
	2.5 respond, individually and as part of a team to different games' scenarios.

<b>Strand 3 Individual and team challenges</b> Students learn about <b>two</b> of the physical activity areas.	
Students learn about...	Students should be able to ...
Orienteering and team challenges	3.1 use orienteering strategies and map reading skills to complete a variety of orienteering events safely and confidently, with respect for the environment 3.2 contribute to team challenges that require co-operation and problem-solving skills to achieve a common goal 3.3 reflect on their personal contribution and their team's effectiveness in completing a group challenge
Aquatics	3.4 perform competently and confidently in a range of swimming strokes 3.5 respond appropriately to a range of water safety scenarios 3.6 take responsibility for improving their own performance, based on personal strengths and developmental needs
Athletics	3.7 perform competently, confidently and safely in a range of athletics events 3.8 demonstrate activities to enhance performance in athletic events including physical and mental preparation 3.9 take responsibility for improving their own performance, based on personal strengths and developmental needs

<b>Strand 4 Dance and gymnastics</b> Students learn about <b>either</b> gymnastics or dance in this strand.	
Students learn about...	Students should be able to ...
Creating a sequence of movement	4.1 create a dance on their own or with others, incorporating a selected dance style and a variety of choreographic techniques, including props and music  <p style="text-align: center;"><b>Or</b></p> 4.2 create a sequence of movement or routine based on a gymnastic theme (on their own or with others), incorporating a variety of compositional techniques and gymnastics skills
Reflecting on performance	4.3 refine their performance based on a critique of a video of their performance and/or feedback from others
Performing	4.4 perform the dance/gymnastics sequence of movement for an audience incorporating appropriate music and/or props  4.5 reflect on their experience of creating and participating in a performance



## Assessment and certification

### Assessment and Physical Education

This short course supports a wide variety of approaches to assessment. Some learning outcomes lend themselves to once-off assessment, others to assessment on an ongoing basis as students engage in different activities such as practices, games making, performing, creating, problem solving, fitness testing, self and peer assessment. These activities provide opportunities for students to reflect on their learning and to set clear goals and targets based on the feedback they receive. Ongoing assessment encourages students to take greater responsibility for their own learning and also prepares them for assessment related to certification of the short course.

It is envisaged that students will provide evidence of their ongoing learning in a variety of ways including digital media, audio recording and written pieces.

### Assessment for certification

Assessment for certification will be school-based and may draw on learning from all four strands of the course. Students will complete **three** assessment tasks, each of which will be based on one strand of the course. One of the tasks **must** be based on *Strand 1: Physical activity for health and wellbeing*. The other two tasks may be based on either strands 2, 3 or 4. Overall, each task **must** be based on a different strand.

The assessment task will be identified by the teacher, in consultation with students, at the outset of the strand on which the assessment will be based. The individual task will be completed at the end of the relevant strand. The three assessment tasks should be completed before the end of the second term in third year. Work from first year is not included as part of assessment for certification.

The assessment tasks will be equally weighted.

Assessment Task 1 Based on Strand 1 33.3%	Assessment Task 2 Based on Strand 2, 3 or 4 33.3%	Assessment Task 3 Based on Strand 2,3 or 4* 33.3%
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\*The third assessment task cannot be based on the same strand as that chosen for the second task.

### Assessment tasks involving group work

Some of the assessment tasks are completed with a partner, group or team comprising not more than four students. Working with others is central to learning in PE and it also adds significantly to students' enjoyment of physical activity. While students may undertake the task as part of a group, the student's individual role and contribution to the group and task will be the focus of assessment for certification.

Strand	Description of assessment tasks
Strand 1 Physical activity for health and wellbeing	<b>Personal Physical Activity Programme:</b> Students are assessed on their ability to plan for, implement and evaluate their personal physical activity programme, designed to meet their personal improvement goals over a focused period of time.
Strand 2 Games	<b>Performance Assessment in Games:</b> Students are assessed on their ability to select and apply a wide range of movement skills and strategies creatively and effectively in an attacking and defending game scenario.
Strand 3 Individual and team challenges	Students are assessed in <b>one</b> of the following physical activity areas: Orienteering and team challenges, Aquatics or Athletics.

	<p><b>Team Orienteering Event</b></p> <p>Students are assessed on their performance in a team orienteering event, which requires a range of map-reading skills, orienteering strategies and team work.</p> <p style="text-align: center;"><b>Or</b></p> <p><b>Performance Assessment in Athletics</b></p> <p>Students are assessed on their skill and technique in <b>one</b> athletic event.</p> <p style="text-align: center;"><b>Or</b></p> <p><b>Performance Assessment in Aquatics</b></p> <p>Students are assessed on their ability to respond effectively and safely to a water safety scenario including, where appropriate, entry into water and survival swimming.</p>
Strand 4 Dance and gymnastics	<p><b>Performance Assessment in Dance/Gymnastics:</b> Students are assessed on their final group performance in dance or gymnastics.</p>

### Rationale for assessment tasks

The aim of the short course is to encourage students to develop as skillful and creative participants who are confident and competent to perform in a range of physical activities. This focus is reflected in the assessment tasks for Strands 2, 3 and 4. The tasks are designed to encourage students to strive for overall improvement in the selected physical activity.

Equally, the course aims to build students' appreciation of the importance of health-enhancing and inclusive physical activity and a commitment to it now and in the future. This is reflected in the assessment task for Strand 1. The personal physical activity programme requires the student to plan for, implement and evaluate the programme's effectiveness in developing their health-related physical fitness.

The assessment tasks draw on learning outcomes from across the course as well as literacy, numeracy and other key skills. These learning outcomes are particularly significant:

Strand 1	Strand 2	Strand 3	Strand 4
Physical activity for health and wellbeing	Games	Individual and team challenges	Dance and gymnastics
1.1, 1.2, 1.3, 1.4, 1.5	2.1, 2.2, 2.4, 2.5	3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 3.9	4.2, 4.3, 4.4

### Features of quality

Features of quality related to student work in the assessment tasks are set out below. In general terms, these can be used by students and by teachers to support their discussions about and judgements of work generated in response to the assessment tasks. More specifically, the features of quality are the criteria that will be used by teachers, in the process of marking and at moderation meetings, to assess and discuss the student's work on the assessment tasks.

The features of quality related to assessment tasks are set out, strand by strand, below and on the following pages.

**Strand 1 Physical activity for health and wellbeing****Features of quality for the Personal Physical Activity Programme****Distinction**

- The personal physical activity programme includes an excellent profile of all aspects of the student's health-related physical fitness or performance-related physical fitness, informed by comparisons to norms for their age and sex.
- It is designed to address a range of personal goals in a very realistic and enjoyable way
- It includes an excellent range of well-considered strategies to address challenges in programme participation.
- It includes an insightful reflection on the successes and challenges encountered in the implementation of the programme.

**Higher Merit**

- The personal physical activity programme includes a very good profile of all aspects of the student's health-related physical fitness or performance-related physical fitness, informed by comparisons to norms for their age and sex.
- It is designed to address a range of personal goals in a very realistic and enjoyable way
- It includes a very good range of well-considered strategies to address challenges in programme participation.
- It includes a reflection with very good insights on the successes and challenges encountered in the implementation of the programme.

**Merit**

- The personal physical activity programme includes a good profile of aspects of the student's health-related physical fitness or performance-related physical fitness, informed by comparisons to norms for their age and sex
- It is designed to address a range of personal goals in a realistic and enjoyable way.
- It includes a range of strategies to address challenges in programme participation.
- It includes a reflection with satisfactory insights on the successes and challenges encountered in the implementation of the programme.

### **Achieved**

- The personal physical activity programme includes an acceptable profile of aspects of the student's health-related physical fitness or performance-related physical fitness, informed by comparisons to norms for their age and sex.
- It is designed to address a limited range of personal goals in a realistic and enjoyable way.
- It includes some strategies to address challenges in programme participation.
- It includes a reflection with limited insights on the successes and challenges encountered in the implementation of the programme.

### **Partially achieved**

- The personal physical activity programme includes a limited profile of the student's health-related physical fitness or performance-related physical fitness.
- It addresses less than two personal goals
- It include less than two strategies to address challenges in programme participation.
- The reflection includes limited insights on the successes and challenges encountered in the implementation of the programme.

## **Strand 2 Games**

### **Features of quality for the Performance Assessment in Games**

#### **Distinction**

- The performance includes an excellent range of skills and strategies executed competently, consistently and safely in both games' scenarios

<ul style="list-style-type: none"> <li>• It demonstrates an excellent ability to respond very effectively under pressure, as an individual and as part of a team, to different game scenarios</li> <li>• It includes an excellent level of creativity</li> <li>• It displays an excellent understanding of the rules of the physical activity.</li> </ul>
<p><b>Higher Merit</b></p> <ul style="list-style-type: none"> <li>• The performance includes a very good range of skills and strategies executed competently, consistently and safely in both games' scenarios</li> <li>• It demonstrates a very good ability to respond effectively under pressure, as an individual and as part of a team, to different game scenarios</li> <li>• It includes a very high level of creativity</li> <li>• It displays a very good understanding of the rules of the physical activity.</li> </ul>
<p><b>Merit</b></p> <ul style="list-style-type: none"> <li>• The performance includes a good range of skills and strategies executed competently, consistently and safely in both games' scenarios</li> <li>• It demonstrates a good ability to respond effectively under pressure, as an individual and as part of a team, to different game scenarios</li> <li>• It includes a satisfactory level of creativity</li> <li>• It displays a good understanding of the rules of the physical activity.</li> </ul>
<p><b>Achieved</b></p> <ul style="list-style-type: none"> <li>• The performance includes an acceptable range of skills and strategies executed with a level of competence, consistency and safety in the different games' scenarios.</li> <li>• It demonstrates some ability to respond effectively under pressure, as an individual and as part of a team, to different game scenarios</li> <li>• It includes an adequate level of creativity</li> <li>• It displays some understanding of the rules of the physical activity.</li> </ul>
<p><b>Partially achieved</b></p> <ul style="list-style-type: none"> <li>• The performance includes a limited range of skills and strategies</li> <li>• It demonstrates a limited ability to respond effectively under pressure, as an individual and as part of a team, to different game scenarios</li> </ul>

- It includes little creativity
- It displays a limited understanding of the rules of the physical activity.

### **Strand 3 Individual and team challenges**

#### **Features of quality for the Team Orienteering Event**

In this assessment task, the student's grade is based on their individual performance in the orienteering event and their contribution to the team's attempt to complete the event successfully.

#### **Distinction**

- The student completes their leg of the team orienteering event very successfully, paying excellent attention to all safety considerations.
- The student demonstrates an exceptional ability to work effectively as a member of a team.
- When completed, the student provided an insightful critique of their performance, identifying specific map reading and orienteering strategies used.

#### **Higher Merit**

- The student completes their leg of the team orienteering event very successfully paying very good attention to all safety considerations.
- The student demonstrates a very good ability to work effectively as a member of a team.
- When completed, the student provided a critique with very good insights into their performance, identifying specific map reading and orienteering strategies used.

#### **Merit**

- The student completes their leg of the team orienteering event successfully paying good attention to all safety considerations.
- The student demonstrates a good ability to work effectively as a member of a team.



- When completed, the student provided a critique with satisfactory insights into their performance, identifying specific map reading and orienteering strategies used.

**Achieved**

- The student completes their leg of the group orienteering event with an acceptable level of success paying acceptable attention to all safety considerations.
- The student demonstrates some ability to work effectively as a member of a team.
- When completed, the student provided a critique with some insights into their performance, identifying some map reading and orienteering strategies used.

**Partially achieved**

- The student partially completes their leg of the team orienteering event paying limited attention to the safety considerations.
- The student contributes in a limited way to the team effort to complete the event.
- When completed, the student provided a limited critique of their performance identifying less than two specific map reading and orienteering strategies used.

**Strand 3 Individual and team challenges****Features of quality for the Performance Assessment in Athletics**

**Distinction**

- The performance in the athletic event demonstrates an excellent level of skill and technique, executed competently and consistently.
- The student demonstrates an excellent ability to compete effectively under pressure, as an individual, and where relevant, as part of a team, in the event.
- The student displays an excellent understanding of the rules of the event, including an excellent level of adherence to the safety precautions required by the activity.

**Higher Merit**

- The performance in the athletic event demonstrates a very good level of skill and technique, executed competently and consistently.
- The student demonstrates a very good ability to compete effectively under pressure, as an individual, and where relevant, as part of a team, in the event.
- The student displays a very good understanding of the rules of the event, including a very high level of adherence to the safety precautions required by the activity.

**Merit**

- The performance in the selected athletic event demonstrates a good level of skill and technique, executed competently and consistently.
- The student demonstrates a good ability to compete effectively under pressure, as an individual and, where relevant, as part of a team, in the event.
- The student displays a good understanding of the rules of the event, including a high level of adherence to the safety precautions required by the activity.

**Achieved**

- The performance in the selected athletic event demonstrates an acceptable level of skill and technique.
- The student demonstrates some ability to compete effectively, for the most part, under pressure as an individual and, where relevant, as part of a team, in the event.
- The student displays some understanding of the rules of the event, including an acceptable level of adherence to the safety precautions required by the activity.

**Partially achieved**

- The performance demonstrates a limited level of skill and technique in the selected athletic event.
- The student demonstrates a limited ability to compete effectively, under pressure as an individual and, where relevant, as part of a team, in the event.
- The student displays a limited understanding of the rules of the event, including only a partial adherence to the safety precautions required by the activity.

**Strand 3 Individual and team challenges****Features of quality for the Performance Assessment in Aquatics****Distinction**

- The student demonstrates an excellent ability to respond very effectively to a water safety scenario
- The student demonstrates an excellent understanding of the rules of water safety.
- The performance includes an excellent range of skills and techniques, including, where appropriate, safe entry into water and survival swimming.

**Higher Merit**

- The student demonstrates a very good ability to respond very effectively to a water safety scenario
- The student demonstrates a very good understanding of the rules of water safety.

<ul style="list-style-type: none"> <li>The performance includes a very good range of skills and techniques, including, where appropriate, safe entry into water and survival swimming.</li> </ul>
<p><b>Merit</b></p> <ul style="list-style-type: none"> <li>The student demonstrates a good ability to respond effectively to a water safety scenario,</li> <li>The student demonstrates a good understanding of the rules of water safety.</li> <li>The performance includes a good range of skills and techniques, including, where appropriate, safe entry into water and survival swimming.</li> </ul>
<p><b>Achieved</b></p> <ul style="list-style-type: none"> <li>The student demonstrates some ability to respond effectively to a water safety scenario</li> <li>The student demonstrates some understanding of the rules of water safety.</li> <li>The performance includes an acceptable range of skills and techniques, , including, where appropriate, safe entry into water and survival swimming.</li> </ul>
<p><b>Partially achieved</b></p> <ul style="list-style-type: none"> <li>The student demonstrates a limited ability to respond effectively to a water safety scenario.</li> <li>The student demonstrates a limited understanding of the rules of water safety.</li> <li>The performance includes a limited range of skills and techniques and limited ability to demonstrate, where appropriate, safe entry into water and survival swimming.</li> </ul>

#### **Strand 4 Dance/Gymnastics**

##### **Features of quality for the Performance Assessment in Dance or Gymnastics**

In this assessment task, the student's grade is based on their individual performance within the group's dance/gymnastic performance as well as their contribution to that performance.

**Distinction**

- The student displays excellent skill, poise and confidence in their performance.
- The performance demonstrates an excellent understanding of the style/theme on which the final performance is based.
- There is an excellent level of creativity evident in the range of choreographic and compositional techniques, props and music used in the performance.
- The student makes an excellent contribution to the overall group performance displaying an excellent awareness of others as they move, including an excellent level of adherence to the safety precautions required by the activity.

**Higher Merit**

- The student displays very good skill, poise and confidence in their performance.
- The performance demonstrates a very good understanding of the style/theme on which the final performance is based.
- There is a very good level of creativity evident in the range of choreographic and compositional techniques, props and music used in the performance.
- The student makes a very good contribution to the overall group performance displaying a very good awareness of others as they move,
- The performance includes a very good level of adherence to the safety precautions required by the activity.

**Merit**

- The student displays good skill, poise and confidence in their performance.
- The performance demonstrates a good understanding of the style/theme on which the final performance is based.
- There is a good level of creativity evident in the range of choreographic and compositional techniques, props and music used in the performance.
- The student makes a good contribution to the overall group performance displaying a good awareness of others as they move
- The performance includes a satisfactory level of adherence to the safety precautions required by the activity.

**Achieved**

- The student displays an acceptable level of skill, poise and confidence in their performance.
- The performance demonstrates some understanding of the style/theme on which the final performance is based.
- There are moments of creativity evident in the range of choreographic and compositional techniques, props and music used in the performance.
- The student makes some contribution to the overall group performance displaying a awareness of others as they move
- The performance includes an acceptable level of adherence to the safety precautions required by the activity.

**Partially achieved**

- The student displays a limited level of skill, poise and confidence in their performance.
- The performance demonstrates a limited understanding of the style/theme on which the final performance is based.
- There is limited evidence of creativity in the range of choreographic and compositional techniques, props and music used in the performance.
- The student makes a limited contribution to the overall group performance displaying a partial awareness of others as they move. There is some adherence to the safety precautions required by the activity.

**Resources**

This part of the specification identifies resources that will support teaching and learning in the short course.

[www.peai.org](http://www.peai.org) Physical Education Association of Ireland

[www.jcpe.ie](http://www.jcpe.ie) Junior Cycle Physical Education Support Service

## Appendix 1: Level Indicators for Level 3 of the National Framework of Qualifications

This short course has been developed in alignment with the Level Indicators for Level 3 of the National Framework of Qualifications. Usually, for Level 3 certification and awards, the knowledge, skill and competence acquired are relevant to personal development, participation in society and community, employment, and access to additional education and training.

<b>NFQ Level</b>	3
<b>Knowledge Breadth</b>	Knowledge moderately broad in range
<b>Knowledge Kind</b>	Mainly concrete in reference and with some comprehension of relationship between knowledge elements
<b>Know-how and skill Range</b>	Demonstrate a limited range of practical and cognitive skills and tools
<b>Know-how and skill Selectivity</b>	Select from a limited range of varied procedures and apply known solutions to a limited range of predictable problems
<b>Competence Context</b>	Act within a limited range of contexts
<b>Competence Role</b>	Act under direction with limited autonomy; function within familiar, homogeneous groups
<b>Competence Learning to Learn</b>	Learn to learn within a managed environment.
<b>Competence Insight</b>	Assume limited responsibility for consistency of self- understanding and behavior.