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"OVERVIEW OF THE  
LEAVING CERTIFICATE  
PHYSICAL  
EDUCATION (LCPE)  
COURSE"

&

"CURRICULUM  
CONTENT,  
ASSESSMENTS, AND  
COURSE OBJECTIVES"



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REQUIREMENT FOR  
LCPE:

STUDENTS MUST BE  
REGULARLY  
PARTICIPATING IN  
SPORTS (INDIVIDUAL  
OR TEAM) OUTSIDE  
OF SCHOOL



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# STRAND 1 – SKILL LEARNING, PARTICIPATION AND PERFORMANCE

## Strand 1: Skill learning, participation and performance

This strand of learning focuses on the processes and principles underpinning skill learning, performance, and participation in physical activity. It examines the stages of learning, factors that influence development of movement competency, and strategies for effective practice, fostering both understanding and application. Emphasis is placed on developing, analysing and improving performance, recognising the characteristics

of a skilled performance, and exploring the distinctions between ability and learned skill. It integrates aesthetic and artistic dimensions of movement, encouraging creative expression through physical activity. The strand considers the role of physical activity across life stages and addresses inclusivity and access, ensuring a holistic approach to understanding and engaging in physical movement and performance.

### Strand 1: learning outcomes

#### Students learn about

- stages of skill learning including; beginner, intermediate, advanced
- factors including; feedback, practice and practice types including; whole, part, variable, fixed, massed, distributed, random
- principles including; variety, progressive, specific, measurable, achievable, realistic, time, exciting, challenging, recorded
- refine skill and techniques
- apply tactics/decision making
- classification of skills including; gross, fine, open, closed, discrete, serial, continuous, internally paced, externally paced
- characteristics including; kinaesthetic awareness, anticipation, consistency, accuracy in movement pattern/technique
- the application of Newton's laws of motion: 1st Law of inertia, 2nd law of acceleration, 3rd law of action/reaction
- skill analysis checklists, key coaching points, video analysis software and model performers
- economy of movement
- creative application of skill

#### Students should be able to

1. describe the stages of skill learning
2. investigate factors influencing skill learning
3. design effective schedules and practice sessions underpinned by principles for pursuit of performance in a selected area
4. evaluate the principles of effective practice
5. demonstrate sport skills, tactical awareness/decision making in varied physical activities
6. identify the characteristics of a skilled performance
7. discuss the difference between skill and ability
8. analyse the performance of skills including a critical analysis for improvement

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## STRAND 2 –

# PHYSICAL AND PSYCHOLOGICAL DEMANDS OF PERFORMANCE

## Strand 2: Physical and psychological demands of performance

This strand explores the physical and psychological demands in achieving optimal physical activity performance. It explores the components of fitness, principles of training, and recovery strategies, emphasising the need for structured and informed approaches to training design and periodisation. By addressing nutrition, hydration, and energy systems, the strand explores the physiological foundations of performance, while

examining the roles of the muscular and skeletal systems in movement. The psychological demands focus on factors influencing practice and performance, methods of analysis, and strategies to foster mental preparedness and resilience. It explores the importance of feedback, planning, and support structures in achieving optimum performance. The strand takes a critical look at the structures and provisions for high-performance sport.

### Strand 2: learning outcomes

#### Students learn about

- components of health-related fitness and performance related fitness
- relevance of fitness components to a range of different physical activities
- appropriate testing of health and performance related fitness
- validity and reliability for fitness tests conducted
- training methods including; continuous, interval, fartlek, circuit, resistance, plyometrics, and stretching
- principles of training, including; readiness, specificity, progressive overload, rest, recovery, reversibility, tedium
- FITT (Frequency, Intensity, Time, Type of activity) formula
- recovery strategies and overtraining
- role and application of periodisation
- incorporating recovery and periodisation into training programme design
- factors including confidence, anxiety, motivation and concentration
- methods including; self-assessment tools, observational methods, interview techniques, questionnaires
- the benefits and drawbacks of a range of strategies to enhance psychological factors including; goal setting; self-talk; thought stopping; visualisation; relaxation; performance routines
- different types of feedback and their importance including; intrinsic, extrinsic, knowledge of results, knowledge of performance, concurrent, terminal, positive, and negative

#### Students should be able to

1. apply the components of fitness in terms of physical activity performance
2. apply principles of training to achieve optimum performance
3. discuss recovery strategies and apply principles of periodisation in training programme design
4. analyse psychological preparedness in relation to factors that impact practice and performance
5. evaluate strategies to enhance psychological factors before, during and after participation including types of feedback

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## STRAND 3 –

# FACTORS INFLUENCING PARTICIPATION IN PHYSICAL ACTIVITY

### Strand 3: Factors influencing participation in physical activity

This strand focuses on the broader context of physical activity and performance, emphasising safe practices and the effective organisation of activities. It examines the application of strategies, tactics, and compositional elements across various physical activities, while also addressing the multifaceted requirements of officials, coaches, and choreographers. Ethical considerations in physical activity, including fair play and the regulation of performance-enhancing drugs and injury prevention are

central themes, promoting integrity and accountability. The strand explores the commercial and societal dimensions of physical activity, investigating the roles of sponsorship, mass participation events, and media influence. It explores the impact of technological advancements on physical activity and highlights the opportunities they present for innovation and enterprise, fostering a comprehensive understanding of the evolving landscape of sport and physical activity.

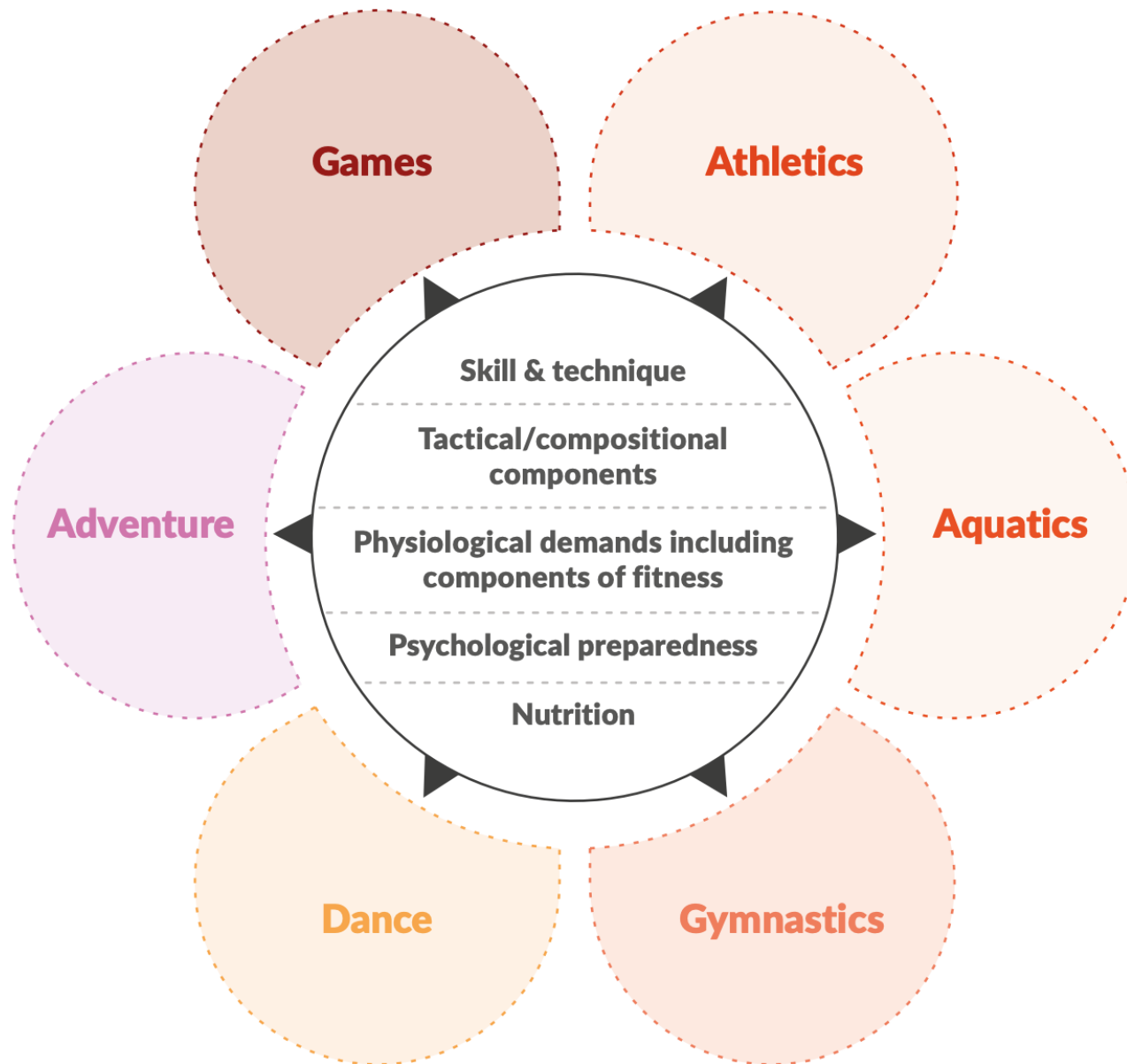
#### Strand 3: learning outcomes

##### Students learn about

- rules and regulations
- safety regulations
- the role of warm up and cool down in all practice and performance situations including injury prevention
- safe use and maintenance of sports attire, facilities and equipment
- structures, tactics and compositional elements including; to outperform opponents, control situations or be creative
- requirements including; knowledge, physical fitness, psychological readiness, personal attire and equipment
- characteristics of an effective official
- communication styles
- conflict management strategies
- physical, personal and technical knowledge of a physical activity
- considerations necessary to guide a performer in the pursuit of optimum performance
- strategies to guide a performer's effective use of ongoing reflection about practice and performance
- principles of ethical practice in sport; the importance of integrity, respect, fairness and equity, code of ethics
- link between sportsmanship, gamesmanship and engagement in physical activity and sport

##### Students should be able to

1. examine safe practice approaches to performance and the organisation of physical activity
2. apply structures, tactics and compositional elements in a range of physical activities
3. describe the requirements of officiating
4. explore the role of coaches/choreographers
5. examine the principles of ethical practice sport and key factors impacting on ethical practice in sport





**ASSESSMENT COMPONENTS**  
**OVERVIEW:** LCPE ASSESSMENT  
COMPRISES TWO  
COMPONENTS:

**PHYSICAL EDUCATION PROJECT**  
**(50%):** STUDENTS ANALYSE  
PERFORMANCE, SET GOALS,  
IMPLEMENT TRAINING, AND  
REFLECT ON PROGRESS.

**WRITTEN EXAMINATION (50%):**  
ASSESSES UNDERSTANDING OF  
THEORETICAL CONCEPTS AND  
THEIR APPLICATION.



**Question 1**

(a) (i) Name **two** components of performance-related fitness.

1.
2.

(ii) For **one** of your named components, describe a strategy or drill to improve this aspect of fitness with reference to a named physical activity. You may use a diagram to aid your answer.

Component
Physical Activity
Strategy or drill
Space for diagram

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# SAMPLE OF EXAM PAPERS

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**FUTURE OPPORTUNITIES  
FURTHER STUDIES:**

LCPE PREPARES STUDENTS  
FOR CAREERS IN  
TEACHING, COACHING,  
SPORTS SCIENCE, HEALTH  
PROMOTION, AND  
LEISURE MANAGEMENT.

**LIFELONG BENEFITS:**

EMPHASIZES THE  
IMPORTANCE OF PHYSICAL  
ACTIVITY FOR HEALTH AND  
WELL-BEING.

