



**Coimisiún na Scrúduithe Stáit**  
**State Examinations Commission**

**Leaving Certificate 2021**

**Marking Scheme**

**Physical Education**

**Ordinary Level**

### **Note to teachers and students on the use of published marking schemes**

Marking schemes published by the State Examinations Commission are not intended to be standalone documents. They are an essential resource for examiners who receive training in the correct interpretation and application of the scheme. This training involves, among other things, marking samples of student work and discussing the marks awarded, so as to clarify the correct application of the scheme. The work of examiners is subsequently monitored by Advising Examiners to ensure consistent and accurate application of the marking scheme. This process is overseen by the Chief Examiner, usually assisted by a Chief Advising Examiner. The Chief Examiner is the final authority regarding whether or not the marking scheme has been correctly applied to any piece of candidate work.

Marking schemes are working documents. While a draft marking scheme is prepared in advance of the examination, the scheme is not finalised until examiners have applied it to candidates' work and the feedback from all examiners has been collated and considered in light of the full range of responses of candidates, the overall level of difficulty of the examination and the need to maintain consistency in standards from year to year. This published document contains the finalised scheme, as it was applied to all candidates' work.

In the case of marking schemes that include model solutions or answers, it should be noted that these are not intended to be exhaustive. Variations and alternatives may also be acceptable. Examiners must consider all answers on their merits, and will have consulted with their Advising Examiners when in doubt.

### **Future Marking Schemes**

Assumptions about future marking schemes on the basis of past schemes should be avoided. While the underlying assessment principles remain the same, the details of the marking of a particular type of question may change in the context of the contribution of that question to the overall examination in a given year. The Chief Examiner in any given year has the responsibility to determine how best to ensure the fair and accurate assessment of candidates' work and to ensure consistency in the standard of the assessment from year to year. Accordingly, aspects of the structure, detail and application of the marking scheme for a particular examination are subject to change from one year to the next without notice.

## Notes regarding the Marking Scheme

In considering this marking scheme, the following should be noted:

- The support notes in many cases contain key phrases which must appear in the candidate's answer in order to merit the assigned marks.
- The detail required in any answer is determined by the context and the manner in which the question is asked and by the number of marks assigned to the answer in the examination paper.
- Words, expressions or phrases must be correctly used in context and not contradicted, and where there is evidence of incorrect use or contradiction, the marks may not be awarded.
- As a general rule, if in doubt about the validity of any answers, examiners must consult their advising examiner before awarding marks.
- The suggestions, examples etc in the scheme are not exhaustive and alternative valid answers etc. are acceptable.

The answers to subsections of a question may not necessarily be tied to a specific mark eg there may be three parts to a question, and a total of 12 marks allocated to the question. The marking scheme might be as follows: 6 + 3 +3. This means the first correct answer encountered is awarded 6 marks and each subsequent correct answer is awarded 3 marks.

**Section A****40 marks**

There are 12 questions of which candidates must answer 5.

**Question 1****(8 marks)****(a)**

| Description                                                                          | Marks  |
|--------------------------------------------------------------------------------------|--------|
| Leisure and recreation defined<br>e.g. free time, choose to do, fun and enjoyable    | 1 mark |
| Mass-participation sports defined<br>e.g. large scale, competitive, inclusive events | 1 mark |

**(b)**

| Description                                                       | Marks   |
|-------------------------------------------------------------------|---------|
| Example of safety equipment relevant to named physical activity 1 | 3 marks |
| Example of safety equipment relevant to named physical activity 2 | 3 marks |
| e.g. Boxing – mouth guard, gloves                                 |         |

**Question 2****(8 marks)**

| Description                                                                                                                                                                                  | Marks             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| Two methods of skill practice outlined                                                                                                                                                       | 4 marks + 4 marks |
| Accurate description of method of practice for named skill – 4 marks<br>e.g. whole practice, part practice, whole-part-whole practice<br>Somewhat accurate description of practice – 2 marks |                   |

**Question 3****(8 marks)**

Answer the following questions by putting a tick (✓) in the relevant box.

Tick **one** box only for each question.

**(4 x 2 marks)****a)** Amphetamines are examples of:

- painkillers ☐
- growth hormone ☐
- stimulants ☒

**b)** One of the possible side effects of using anabolic steroids is:

- behaviour changes ☒
- dehydration ☐
- low blood pressure ☐

**c)** Beta blockers are taken to:

- mask pain ☐
- keep heart rate low ☒
- increase muscle growth ☐

**d)** Increasing one's red blood cell count is commonly called:

- blood injection ☐
- blood doping ☒
- blood freezing ☐

**Question 4****(8 marks)**

| Description                                                                      | Marks   |
|----------------------------------------------------------------------------------|---------|
| Factor 1 named                                                                   | 2 marks |
| Explanation of how named factor can influence participation in physical activity | 2 marks |
| Factor 2 named                                                                   | 2 marks |
| Explanation of how named factor can influence participation in physical activity | 2 marks |

**Question 5**

| Description                                                                                                                                                                                                                                                                     | Marks |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| Accurate identification of three things Deirdre should observe about her opponent that could improve her defence and help her win the ball back.                                                                                                                                | 3+3+2 |
| e.g. opponents dominant hand, can her opponent dribble with confidence, does her opponent pass to the same person all the time, does her opponent prefer to do lay-ups or shoot from outside the key, her opponents body language off the ball, her opponents speed on the ball |       |

**Question 6****(8 marks)**

| Description                                                                                                                          | Marks |
|--------------------------------------------------------------------------------------------------------------------------------------|-------|
| For each relevant benefit of warming up before participating in physical activity outlined award 4 marks up to a maximum of 8 marks. | 8     |

**Question 7****(8 marks)**

| Description                                                                           | Marks                       |
|---------------------------------------------------------------------------------------|-----------------------------|
| Identified principle of ethical practice<br>e.g. integrity, respect, fairness, equity | 3 marks + 3 marks + 2 marks |

**Question 8****(8 marks)**

| Description                                                                                                                                                                                            | Marks |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| Accurate explanation of why an athlete might be granted a Therapeutic Use Exemption.<br><br>Good explanation 7- 8 m<br>Fair explanation 5-6 m<br>Poor explanation 3-4 m<br>Very poor explanation 1-2 m |       |

**Question 9****(8 marks)****(a)**

| Description                                                                                                                                       | Marks             |
|---------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| Identified health –related component of fitness<br>e.g. cardio-respiratory endurance, muscular endurance, strength, flexibility, body composition | 2 marks + 2 marks |

**(b)**

| Description                                | Marks             |
|--------------------------------------------|-------------------|
| Accurate side effect of dehydration listed | 2 marks + 2 marks |

**Question 10****(8 marks)****(a)**

| Description                                                                  | Marks   |
|------------------------------------------------------------------------------|---------|
| Test that can measure agility named<br>e.g. Illinois agility run, the T-test | 4 marks |

**(b)**

| Description                                                                                              | Marks |
|----------------------------------------------------------------------------------------------------------|-------|
| Accurate description of test that can measure agility<br>Fair description 3-4 m<br>Poor description 1-2m |       |

**Question 11****(8 marks)**

| Description                                      | Marks   |
|--------------------------------------------------|---------|
| Performer role 1 relevant to physical activity   | 2 marks |
| Performer role 2 relevant to physical activity   | 2 marks |
| Non-playing role 1 relevant to physical activity | 2 marks |
| Non-playing role 2 relevant to physical activity | 2 marks |

**Question 12****(8 marks)****(a)**

| Description                       | Marks   |
|-----------------------------------|---------|
| Accurate description of pedometer | 4 marks |

**(b)**

| Description                                                                                                                                                                          | Marks   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Accurate description of method to gather information about amount of physical exercise completed e.g. physical activity diary, self-report questionnaire, global positioning systems | 2 marks |
| Advantage                                                                                                                                                                            | 1 mark  |
| Disadvantage                                                                                                                                                                         | 1 mark  |

|                  |                   |                 |
|------------------|-------------------|-----------------|
| <b>Section B</b> | <b>Case Study</b> | <b>50 marks</b> |
|------------------|-------------------|-----------------|

**Question 13**

**(50 marks)**

**(a)**

| <b>Description</b>                                                                                                                                                                        | <b>Marks</b> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| She still looks to improve and raise the bar<br>She is resilient – she could fall three times and still win<br>She motivates others – Be Undeniable – she is and that’s what I want to be | 5 + 5 marks  |

**(b) (i)**

| <b>Description</b>                                                                                                                                                                                                                                                | <b>Marks</b> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| Simone felt she had to hide her muscles because the boys in the school would stare at her and say, ‘Oh my gosh, look at her muscles!’ Simone felt self-conscious about being strong, due to rule that it wasn’t permissible for a girl to be muscular and strong. | 6 marks      |

**(ii)**

| <b>Description</b>                                                                                                                                                                                                | <b>Marks</b> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| Accurate explanation of how social regulation of the body impacts on the participation of women in physical activity and sport.<br><br>Good explanation 5-6 m<br>Fair explanation 3-4 m<br>Poor explanation 1-2 m |              |

**(c) (i)**

| <b>Description</b>                           | <b>Marks</b> |
|----------------------------------------------|--------------|
| Male gymnasts are older than female gymnasts | 4 marks      |

(ii)

| Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Marks             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| Examples from case study provided in relation to the influences that impact on the participation patterns of boys and girls in gymnastics.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 4 marks + 2 marks |
| e.g. Female gymnasts are said to peak in performance at 16, the minimum age at which they can compete at senior level events, including the Olympics. In reality, many female gymnasts are considered to peak at 12. Whereas male gymnasts bulk up with puberty and become stronger competitors, their female peers are generally considered more effective as children. "You want to be light in the gym, you want to be petite," says Biles, who started relatively late, at the age of 6. For females, once you go through puberty, your body changes, and that makes it harder to do gymnastics.<br><br>Role models, peer influence |                   |

(d)

| Description                                                       | Marks |
|-------------------------------------------------------------------|-------|
| Explanation of how sports psychology can benefit an elite athlete | 6     |

(e) (i)

| Description                                                                                                                                                                                                                 | Marks   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Performance-related component of fitness: Power                                                                                                                                                                             | 2 marks |
| "incredible athletic ability and power" –Gymnasts need height to perform multiple twists and turns in the air before returning to the ground/beam.                                                                          | 1 mark  |
| Performance-related component of fitness: Balance                                                                                                                                                                           | 2 marks |
| Simone is performing on the balance beam in Figure 2. Gymnasts must maintain equilibrium either for prolonged periods of time or returning to upright positions in a controlled manner after performing tumbles in the air. | 1 mark  |

(ii)

| Description                                                                                               | Marks             |
|-----------------------------------------------------------------------------------------------------------|-------------------|
| Appropriate methods of training to develop each of the performance-related components of fitness provided | 3 marks + 3 marks |
| e.g. power – plyometrics, resistance training; balance – core, unilateral exercises                       |                   |

**Section C****80 marks**

There are 5 questions of which candidates must answer 2.

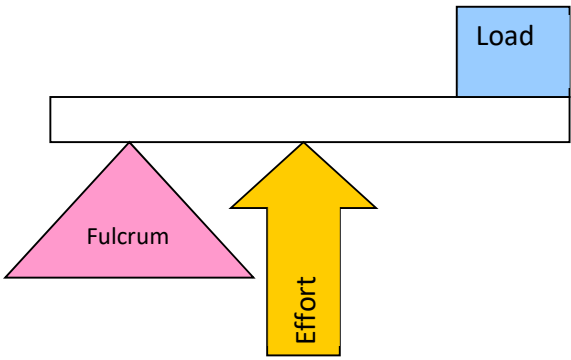
**Question 14****(40 marks)****(a) (i)**

| Description | Marks   |
|-------------|---------|
| Sagittal    | 2 marks |

**(ii)**

| Description                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Marks             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| Axis of movement – 3 m<br>e.g.<br>longitudinal axis (also accept vertical/ mediolateral axis), rotation in transverse plane<br>horizontal axis (also accept transverse/frontal axis), rotation in sagittal plane<br>medial axis (also accept sagittal axis), rotation in frontal plane<br>Reference made to named physical activity – 3 m<br>e.g. longitudinal – pirouette in dance, horizontal – somersault in gymnastics,<br>medial – cartwheel in gymnastics, | 2 x 6 (3+3) marks |

**(iii)**

| Description                                                                                                                                              | Marks   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Draw third class lever                                                                                                                                   | 2 marks |
| 3 x 2 marks for each correctly labelled part of the third class lever system                                                                             | 6 marks |
|  <p>Also accept load (resistance), effort (force), fulcrum (axis)</p> |         |

**(b) (i)**

| <b>Description</b> | <b>Marks</b> |
|--------------------|--------------|
| 7 out of 10        | 4 marks      |

**(ii)**

| <b>Description</b>                                                                                 | <b>Marks</b> |
|----------------------------------------------------------------------------------------------------|--------------|
| Appropriate reason suggested<br>e.g. characteristics of sport that give it spectator/ media appeal | 4 marks      |

**(iii)**

| <b>Description</b>                               | <b>Marks</b>     |
|--------------------------------------------------|------------------|
| Two other forms of media coverage in sport named | 2 marks +2 marks |

**(iv)**

| <b>Description</b>                                                                 | <b>Marks</b>                |
|------------------------------------------------------------------------------------|-----------------------------|
| Three positive influences media coverage can have on sport participation outlined. | 2 marks + 2 marks + 2 marks |

**Question 15****(40 marks)****(a) (i)**

| Description                                                                | Marks   |
|----------------------------------------------------------------------------|---------|
| Describes carbohydrate loading                                             | 3 marks |
| Describe when carbohydrate loading might be used as a nutritional strategy | 1 mark  |

**(ii)**

| Description                                                                                         | Marks   |
|-----------------------------------------------------------------------------------------------------|---------|
| Appropriate outline of nutritional considerations for a performer during a named physical activity. | 4 marks |

**(b)**

| Supplement | Role                                                                                                                                                                                | Challenge                                                                            |
|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Protein    | Used to increase protein intake of strength performers, who cannot meet needs through food intake alone. Builds and preserves muscle mass (3 marks)                                 | Stomach pain, bloating, diarrhoea, cramps, thirst, fatigue, kidney stones. (3 marks) |
| Creatine   | Increases phosphocreatine stores in the muscle therefore allowing the ATP-PC system to last longer. Increase muscle strength, power and speed. Increase lean muscle mass. (3 marks) | Kidney damage, liver damage, weight gain, dehydration, muscle cramps. (3 marks)      |

**(c) (i)**

| Description                                                   | Marks             |
|---------------------------------------------------------------|-------------------|
| Relevant role and responsibility of a National Governing Body | 5 marks + 5 marks |

(ii)

| Description                                                                                                | Marks   |
|------------------------------------------------------------------------------------------------------------|---------|
| Way Physical Education lessons help increase the participation levels of young people in physical activity | 6 marks |

(iii)

| Description                                                                                                                  | Marks   |
|------------------------------------------------------------------------------------------------------------------------------|---------|
| Description on one nationwide initiative that aims to improve physical activity in Irish schools.<br>e.g. Active School Flag | 4 marks |
| Good 3-4 m<br>Fair 1-2 m                                                                                                     |         |

**Question 16****(40 marks)****(a)**

| Description                                                             | Marks                       |
|-------------------------------------------------------------------------|-----------------------------|
| Three checks tester should complete before carrying out fitness testing | 4 marks + 4 marks + 4 marks |

**(b) (i)**

| Description                                                                      | Marks   |
|----------------------------------------------------------------------------------|---------|
| Appropriate explanation of why recovery is an essential part of a training plan. | 4 marks |

**(ii)**

| Description                                                                                                                                                                                                                                 | Marks             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| Two post exercise recovery strategies described                                                                                                                                                                                             | 4 marks + 4 marks |
| Accurate description of strategy used to support recovery following training.<br>Good description 3-4 m<br>Fair description 1-2 m<br>e.g. cold water immersion, compression garments, nutrition, hydration, sleep<br>Do NOT accept R.I.C.E. |                   |

**(c)**

| Description                               | Marks   |
|-------------------------------------------|---------|
| Positive influence                        | 4 marks |
| Negative influence                        | 4 marks |
| Do NOT accept GPS technology and heatmaps |         |

(d)

| Description                                                            | Marks                       |
|------------------------------------------------------------------------|-----------------------------|
| Accurate description of the impact of media coverage on women in sport | 3 marks + 3 marks + 2 marks |

**Question 17**

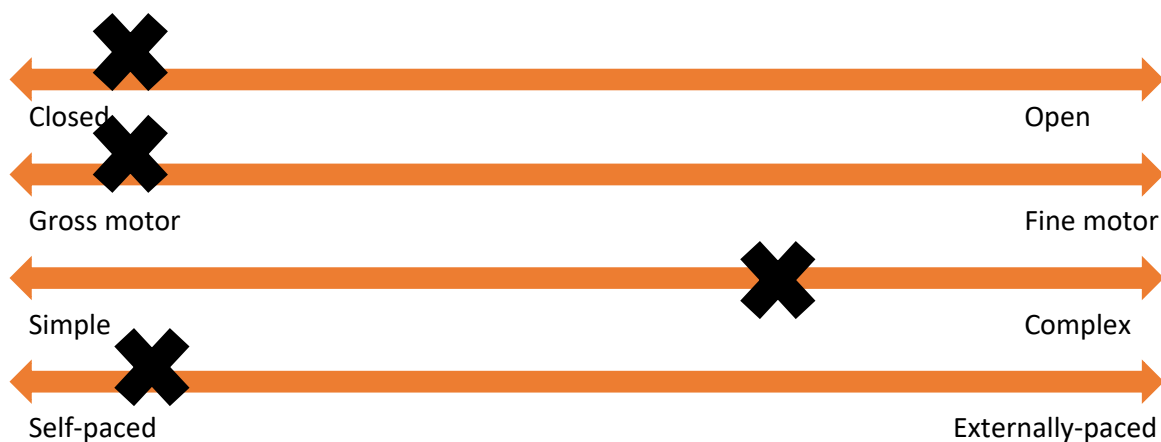
**(40 marks)**

**(a) (i)**

| Description                                                                                                                                                                                 | Mark    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Skill – learned behaviour “A learned action/behaviour with the intention of bringing about predetermined results with maximum certainty and minimum outlay of time or energy” (Knapp, 1963) | 2 marks |

**(ii)**

| Description                                 | Mark        |
|---------------------------------------------|-------------|
| e.g. Physical Activity: Tennis Skill: Serve | 4 x 2 marks |



**(b) (i)**

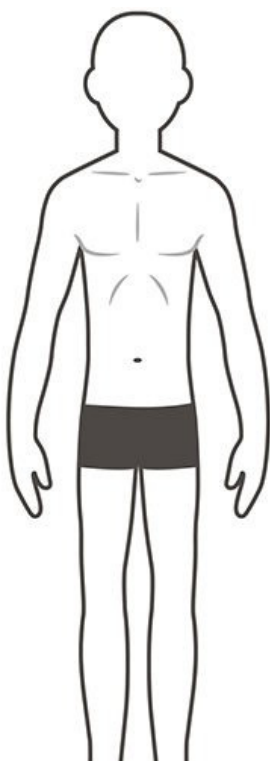
| Description                                                        | Marks   |
|--------------------------------------------------------------------|---------|
| Considers how concentration can influence an athlete's performance | 4 marks |
| Relevant to physical activity                                      | 2 marks |

(ii)

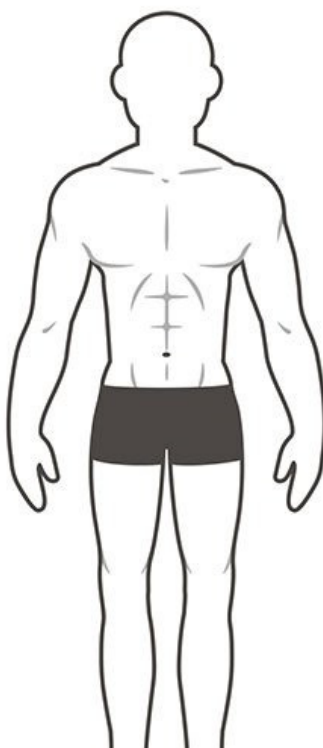
| Description                                                                                                                                                                                                                         | Marks   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Accurate description of a strategy a performer could use to enhance concentration during competition in a named physical activity.<br>e.g. focusing techniques, in play performance routines, thought stopping, centring techniques | 2 marks |

(c) (i)

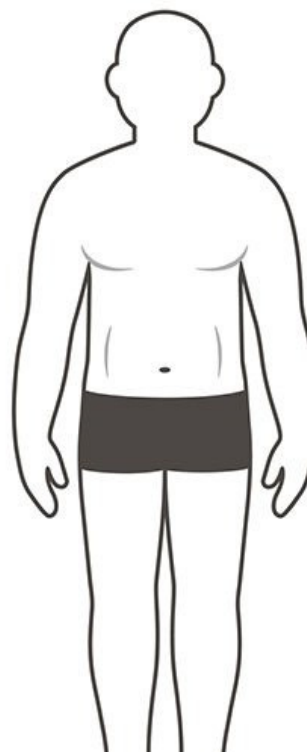
**Note:** 1 mark for each partially correct response below



Ectomorph  
(2 marks)



Mesomorph  
(2 marks)



Endomorph  
(2 marks)

(ii)

| Description                                                                                                                                                       | Marks   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Relevant example provided<br>e.g. Ectomorph – marathon/ long distance runner, triathlons<br>Mesomorph –soccer, hockey<br>Endomorph –wrestling, heavyweight boxing | 6 marks |

(d)

| Description         | Marks             |
|---------------------|-------------------|
| Two issues outlined | 5 marks + 5 marks |

**Question 18****(40 marks)****(a) (i)**

| Description                                                                                                                              | Marks   |
|------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Physical activity can be defined as any bodily movement produced by the muscles of the body that results in the person expending energy. | 2 marks |

**(ii)**

| Description                                                                                | Marks             |
|--------------------------------------------------------------------------------------------|-------------------|
| Accurate description of the social benefits of physical activity for health and wellbeing. | 4 marks + 2 marks |

**(b) (i)**

| Description                                                                                                                                                                                     | Marks       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| Identified roles that needed to be filled for the event/performance to be a success.<br>e.g. coach, choreographer, referee, team captains, players, managers, score keepers, equipment managers | 4 x 2 marks |

**(ii)**

| Description                          | Marks                       |
|--------------------------------------|-----------------------------|
| Rules of the named physical activity | 3 marks + 3 marks + 2 marks |

**(iii)**

| Description                        | Marks             |
|------------------------------------|-------------------|
| Relevant safety measure considered | 2 marks + 2 marks |

(c) (i)

| Description                                                                                                                                                                                                                                                                                                 | Marks             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| Positional analysis – information on where Aaron spent most of his time on the pitch, and the main action zones is available. Effective use of their time on the pitch – a winger should be covering the wings.<br>Effort of the player during the match. Distance covered. Aaron brought pace to the game. | 4 marks + 2 marks |

(ii)

| Description                                                                                                                                        | Marks             |
|----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| Accurate explanation of how a coach can use this information to benefit the performer and to inform training plans for the performer in the future | 4 marks + 2 marks |

## Leaving Certificate Physical Education – Project Marking Scheme 2021

| 9-10 Excellent |  |                                                                                                                                                                                                     | 7-8 Very Good |  |  | 5-6 Good |  |  | 3-4 Fair |       |  | 1-2 Poor |  |  |
|----------------|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|--|--|----------|--|--|----------|-------|--|----------|--|--|
| Section        |  | Description                                                                                                                                                                                         |               |  |  |          |  |  |          | Marks |  |          |  |  |
| A              |  | Performance Analysis                                                                                                                                                                                |               |  |  |          |  |  |          | 22    |  |          |  |  |
|                |  | Performance analysis undertaken<br>e.g. Testing conducted appropriately on wide range of aspects relevant to physical activity selected and justification provided for selection of aspects         |               |  |  |          |  |  |          | 8     |  |          |  |  |
|                |  | Summary of data collected<br>e.g. Wide range of data presented                                                                                                                                      |               |  |  |          |  |  |          | 4     |  |          |  |  |
|                |  | Analyse the performance<br>e.g. Performance results analysed in detail, based on sound theoretical principles                                                                                       |               |  |  |          |  |  |          | 10    |  |          |  |  |
| B              |  | Identification of three distinct performance goals and evidence of on-going training/ practice and reflection<br>Note: if performance goal not distinct, discount lowest scoring goal and rationale |               |  |  |          |  |  |          | 42    |  |          |  |  |
|                |  | Performance goals<br>e.g. Clearly stated performance goal that conforms to SMART or similar principle                                                                                               |               |  |  |          |  |  |          | 6     |  |          |  |  |
|                |  | Rationale<br>e.g. Based on sound theoretical principles                                                                                                                                             |               |  |  |          |  |  |          | 6     |  |          |  |  |
|                |  | Training/ Practice Programmes<br>e.g. Detailed accurate and relevant plan based on a wide range of sound theoretical principles. Wide variety of strategies implemented.                            |               |  |  |          |  |  |          | 21    |  |          |  |  |
|                |  | Reflections<br>e.g. Ongoing critical and insightful reflection                                                                                                                                      |               |  |  |          |  |  |          | 9     |  |          |  |  |
| C              |  | Concluding analysis                                                                                                                                                                                 |               |  |  |          |  |  |          | 20    |  |          |  |  |
|                |  | Repeat analysis<br>e.g. All tests repeated and results provided, and performance is analysed.                                                                                                       |               |  |  |          |  |  |          | 8     |  |          |  |  |
|                |  | Final reflection<br>e.g. all three performance goals addressed. Strengths and weaknesses of programme considered.                                                                                   |               |  |  |          |  |  |          | 6     |  |          |  |  |
|                |  | Next steps for further improvement<br>e.g. justification provided                                                                                                                                   |               |  |  |          |  |  |          | 6     |  |          |  |  |

|                    |                                                                                                                                                                                                                                                                                                                                                                                                       |             |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
|                    | <b>Overall coherence</b>                                                                                                                                                                                                                                                                                                                                                                              | <b>16</b>   |
|                    | Overall coherence relates to the overall completion of the project. It is an overall mark awarded for the relevance of the work to the stated aims. Cannot be awarded coherence marks if only one aspect of the project is evident. A penalty (10m/6m/2m) may apply where a candidate has significantly exceeded the prescribed one or more of the word count, duration of video or number of images. | 4 x 4 marks |
| <b>Total Marks</b> |                                                                                                                                                                                                                                                                                                                                                                                                       | <b>100</b>  |

### Leaving Certificate Physical Activity Project Higher Level and Ordinary Level

The Physical Activity Project carries 20% of the marks available in Leaving Certificate Physical Education and is assessed at Higher and Ordinary level. The form and the requirements of the project are the same at both Higher and Ordinary levels, so that candidates will not necessarily need to have chosen their level at the time of submission. Differentiation will take place at the point of assessment.

In order to ensure the correct alignment between the standard required to achieve grades at the two levels (H5 = O1; H6 = O2; H7 = O3) the work is all marked initially on a reference scale. These reference marks are then converted to Higher or Ordinary level marks as appropriate.

For ease of implementation, the reference scale is designed to coincide with the Higher-level scale. Accordingly, after the candidate's Physical Activity Project has been awarded a mark on the reference scale, Higher-level candidates have that reference mark recorded as their final mark for the Physical Activity Project, while Ordinary-level candidates have an adjustment made to convert the reference mark to their final mark for the Physical Activity Project. The table below illustrates the alignment between the grades.

| Higher grade | Ordinary grade | Reference mark | Higher mark | Ordinary mark |
|--------------|----------------|----------------|-------------|---------------|
| 1            |                | 90 – 100       | 90 – 100    | 100           |
| 2            |                | 80 – 89        | 80 – 89     | 100           |
| 3            |                | 70 – 79        | 70 – 79     | 100           |
| 4            |                | 60 – 69        | 60 – 69     | 100           |
| 5            | 1              | 50 – 59        | 50 – 59     | 90-100        |
| 6            | 2              | 40 – 49        | 40 – 49     | 80 – 89       |
| 7            | 3              | 30 – 39        | 30 – 39     | 70 – 79       |
| 8            | 4              | 25 – 29        | 25 – 29     | 60 – 69       |
|              | 5              | 20 – 24        | 20 – 24     | 50 – 59       |
|              | 6              | 15 – 19        | 15 – 19     | 40 – 49       |
|              | 7              | 10 – 14        | 10 – 14     | 30 – 39       |
|              | 8              | 0 – 9          | 0 – 9       | 0 – 29        |

**PHYSICAL ACTIVITY PROJECT– conversion from reference mark to Ordinary-level mark**

For Ordinary-level candidates, the final mark is found from the reference mark as follows:

- If the reference mark is 60 or more the final mark is 100.
- If the reference mark is at least 30 but less than 60 then add 40 to the reference mark to get the final mark.
- If the reference is at least 1 but less than 30 then double the reference mark and add 10 to get the final mark.
- If the reference mark is 0 the final mark is 0.

| Reference  | Conversion                                  |
|------------|---------------------------------------------|
| 60 or more | Award 100 marks                             |
| 30 – 59    | Add 40 marks                                |
| 1 – 29     | Multiply the reference mark by 2 and add 10 |
| 0          | 0                                           |







