

Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2022

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.

All examples are a guide, other relevant or correct examples must be considered.

The table below contains information about annotations used for marking throughout the exam paper.

| Annotation | Use | Marks (if applicable) |
|----------------|----------------------------|--------------------------|
| ✓ _n | Valid information | 1-6 |
| ✓ | Correct information | N/B |
| 0 | Incorrect answer | 0 |
| ✗ | Invalid information | N/B |
| ~~~~ | Significant part of answer | N/B |
| }} | Page seen by examiner | N/B |

Section A**40 marks**

Answer any **five** questions, from questions 1 - 12. **8 marks** per question.

Question 1

| Description | Marks |
|--------------------|---------------|
| 2 x 4 marks | 8marks |
| Good description | 4 marks |
| Fair description | 2 marks |
| | |

Question 2

| Description | Marks |
|-------------------------------|---------------|
| (a) 2 marks (b) 6 marks | 8marks |
| a) Names suitable test | 2 marks |
| | |
| b) Good description | 6 marks |
| Fair description | 3 marks |

Question 3

| Description | Marks |
|--|----------------------------------|
| 3 + 3 + 2 marks | 8marks |
| Clear identification of appropriate skill (3 x 1 mark) | 1 mark + 1 mark + 1 mark |
| Explanation of benefit of skill to performance in chosen activity (2 marks + 2 marks + 1 mark) | 2 marks + 2 marks + 1 mark |
| | |

Question 4

| Description | Marks |
|--|---------------|
| 2 x 4 marks (2+2) | 8marks |
| Main component identified correctly | 2 marks |
| Explanation of choice | 2 marks |
| Figure 2 accept: Cardiovascular endurance. Muscular endurance Figure 3 accept: Power. Strength. | |
| | |

Question 5

| Description | Marks |
|---|---------------------|
| a) 2 x (3 + 1) marks = 4 marks b) 2 x (3 + 1) marks = 4 marks | 8 marks |
| a) Suitable physical activity for older adults named. | 3 marks + 1 mark |
| | |
| b) Correct health benefit associated with selected physical activity for older adults | 3 marks + 1 mark |
| | |

Question 6

| Description | Marks | |
|--|----------------|----------|
| 4 x 2 marks | 8 marks | |
| Athletes should not have a prohibited substance present in their sample | T | |
| Athletes can take any medication as long as it is prescribed by a medical doctor | | F |
| Athletes can refuse to do a drug test after receiving proper notification and without consequences | | F |
| A violation includes three whereabouts failures in 12 months | T | |

Question 7

| Description | Marks |
|---|----------------|
| (a) 4 marks (b) 4 marks | 8 marks |
| (a) Good explanation, clear accurate description with awareness of cycles evident | 4 marks |
| Fair explanation, accurate description but lacks detail, no awareness of cycles evident | 2 marks |
| | |
| (b) Good outline | 4 marks |
| Fair outline | 2 marks |
| | |

Question 8

| Description | Marks |
|---|----------------|
| a) 4 marks b) 2 + 2 = 4 marks | 8 marks |
| a) Explanation of merchandising and endorsements and a clear comment on the difference between the two. | 4 marks |
| Explanation of the two terms only | 2 marks |
| | |
| b) Relevant example of merchandising provided | 2 marks |
| Relevant example of endorsement provided | 2 marks |

Question 9

| Description | Marks |
|---|---------------------|
| a) 2 marks b) 2 marks c) 4 marks | 8marks |
| (a) Accurate explanation of intrinsic feedback | 2 marks |
| (b) Accurate explanation of extrinsic feedback | 2 marks |
| | |
| (c) Good explanation Fair explanation | 4 marks 2 marks. |

Question 10

| Description | Marks |
|---|---------------------|
| 2 x 4 marks (3 + 1) | 8marks |
| Accurate name of PED – (3 + 1 marks) | 3 marks + 1 mark |
| Accurate Negative Effect of PED – (3 + 1 marks) | 3 marks + 1 mark |

Question 11

| Description | Marks |
|---|---------------|
| a) 2 marks b) (i) 2 marks (ii) 2 marks (iii) 2 marks | 8marks |
| (a) Third class lever | 2 marks |
| | |
| (b) (i) Name of lever (e.g. first class lever) | 2 marks |
| (ii) Where to find in body (e.g. head and neck) | 2 marks |
| (iii) Correct sporting action (e.g. heading the ball, neck muscles are effort, head is the load and top of spinal column is the fulcrum). | 2 marks |

Question 12

| Description | Marks |
|---|---------|
| 2 x 4 marks | 8marks |
| Appropriate and clearly explained adaptation. | 4 marks |
| Appropriate adaptation not clearly explained | 2 marks |
| | |
| Possible adaptations could include environment or equipment | |

Section B**Case Study****50 marks****Question 13.** Answer all parts.**a)****(i)**

| Description | Marks |
|--|----------------|
| Appropriate suggestion relevant to stated scheme | 2 marks |
| Example Making links with local primary schools | |

(ii)

| Description | Marks |
|---|----------------|
| Correct aim identified | 2 marks |
| Example: Increase participation in sport in the community. | |

(iii)

| Description | Marks |
|--|----------------|
| Describe a way in which a Local Sports Partnership could fulfil this aim - must be different to that given in 13 (a)(i) . | 4 marks |
| | |
| Good description - different to part (i) | 4 marks |
| Fair description – different to part (i) | 2 marks |

(b)

| Description | Marks |
|---|---------------|
| b) (i) 2 marks (ii) 3 x 2 marks = 6 marks | 8marks |
| b) (i) Correct principle of training identified. Accept: Specificity/Individuality | 2 marks |
| b) (ii) Any 3 other principles of training. Eg. Tedium, progressive overload etc. | 3 x 2 marks |

(iii)

| Description | Marks |
|---|----------|
| 3 x 4 marks | 12 marks |
| Good explanation of principle of training (must be named in 13(a)(i)/(ii)) | 4 marks |
| Fair explanation – some accurate detail | 3 marks |
| Basic explanation, little understanding | 2 mark |

(iv)

| Description | Marks |
|--|---------|
| 2 x 2 marks | 4 marks |
| Good outline (must be same as those explained in (iii)) | 2 marks |
| Fair outline | 1 mark |

(c) (i)

| Description | Marks |
|---|---------|
| Appropriate suggestion made | 2 marks |
| Eg. Recognise what is happening. Knowledge of opponents and potential attacks. Adapt to the play – have coached the players to understand the possible changes in play. React to the situation in front of you. | |

(ii)

| Description | Marks |
|--|-----------|
| | 4 marks |
| Physical activity named | 1 mark |
| Clear description of appropriate strategy for the physical activity named. | 3 marks |
| Fair description of strategy | 1-2 marks |
| Example: Basketball – zone defence. | |

(iii)

| Description | Marks |
|---|----------------|
| Clear appropriate adaptation made (must be relevant to that named in (ii)) | 2 marks |
| Example: switch to man-to-man defence. | |

(d) (i)

| Description | Marks |
|------------------------------------|----------------|
| Accurate definition of sponsorship | 2 marks |

(ii)

| Description | Marks |
|------------------------|----------------|
| 4 + 4 (2+2) marks | 8 marks |
| Advantage discussed | 2 marks |
| Advantage given | 1 mark |
| Disadvantage discussed | 2 marks |
| Disadvantage given | 1 mark |
| | |

Section C



80 marks

Answer any **two** questions, from questions 14 - 18. **40 marks** per question.

Question 14

(40 marks)

(a)

| | Marks |
|--|--|
| | 8 marks |
|  <p>Figure 9</p> |  <p>Figure 10</p> |
| Sportsmanship Gamesmanship <input checked="" type="checkbox"/> | Sportsmanship <input checked="" type="checkbox"/> Gamesmanship |
| Correct selection made | 2 x 2 marks |
| Accurate reason given for selection | 2 x 2 marks |

(b) (i)

| Description | Marks |
|--|---------|
| Accurate definition given for mass participation sporting events | 2 marks |

(ii)

| Description | Marks |
|--|---------|
| 2 x 2 marks | 4 marks |
| Appropriate mass participation event given | 2 marks |
| e.g. VHI Ladies Mini Marathon | |

(iii)

| Description | Marks |
|--|-------------------------------|
| Explains the opportunities that involvement in mass participation sporting events could provide for businesses | 8 marks |
| Very Good Good Fair | 8 marks 6 marks 4 marks |

(c)

(i)

| Description | Marks |
|---|-------------------|
| 2 + 2 marks | 4 marks |
| Correct example given for sport related advertising | 2 marks + 2 marks |

(ii)

| Description | Marks |
|--|-------------------|
| 2 + 2 marks | 4 marks |
| Correct positive and correct negative message that sport related advertising could give to young people with some description. | 2 marks + 2 marks |

(d)

| Description | Marks |
|---------------------------------------|-----------------|
| 2 x 5 marks (1 mark + 4 marks) | 10 marks |
| Official named correctly | 1 mark |
| Outline of role | 4 marks |
| | |
| Good outline | 4 marks |
| Fair outline | 2 marks |
| | |

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

| Description | | Marks |
|-------------|--|----------------|
| (i) | 2 marks | 6 marks |
| (ii) | 2 x 2 marks | |
| (i) | Accurate definition of confidence | 2 marks |
| (ii) | Appropriate factors that could influence performers confidence during competition identified and explained | 2 marks |

(b)**(i)
(ii)**

| Description | | Marks |
|-------------|--|--------------------|
| (i) | 2 x 3 marks | 8marks |
| (ii) | 2 x 1 mark | |
| (i) | Appropriate training methods for each component of fitness named | 2 x 3 marks |
| (ii) | Relevant example | 2 x 1 mark |

(c)**(i)**

| Description | Marks |
|---|-------------------|
| 2 x 2 marks | 4 marks |
| Name of practice – not variable | 2 marks + 2 marks |
| Example: Fixed practice and Distributive practice | |

(ii)

| Description | Marks |
|--|----------------|
| Named skill – 1 marks | 6 marks |
| Name and description of practice – 5 marks | |
| Name appropriate skill | 2 marks |
| Suitable practice named and accurate description of type of practice | 4 marks |
| Suitable practice named and fair description of practice given | 3 marks |
| Suitable practice named only, not described | 2 marks |

(d)

(i)

| Description | Marks |
|---|---------|
| 2 x 4 marks | 8 marks |
| Good explanation | 4 marks |
| Fair explanation | 2 marks |
| Accept Kinaesthetic awareness, consistency, anticipation, technical execution & other correct | |

(ii)

| Description | Marks |
|---|--|
| Description of how learning skills effectively can benefit performance | 8 marks |
| Very good discussion Good discussion Fair discussion Poor discussion | 8 marks 6 marks 4 marks 2 marks |

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

| Description | Marks |
|--|----------------|
| 4 x 2 marks | 8 marks |
| Correct term and definition provided for each of F-I-T-T | 2 marks |
| Correct term/ definition only | 1 mark |

(b) (i)

| Description | Marks |
|--|----------------|
| 3 x 2 marks | 6 marks |
| Correct component of fitness | 1 mark |
| Component correctly identified as HRF or PRF | 1 mark |

(ii)

| Description | Marks |
|--|----------------|
| | 6 marks |
| Good definition of both health and performance related fitness + a clear explanation of the difference between them. | 6 marks |
| Good definition of health + performance related but no discussion of differences | 4 marks |
| Fair explanation of both concepts - health and performance related fitness | 2 marks |
| Defines only one concept -health or performance related fitness | 1 mark |

(c)

| Description | Marks |
|--|----------------|
| description of correct principle of ethical practice including importance of maintaining principle of ethical practice in chosen physical activity 2 x 4 marks | 8 marks |
| Good discussion linked to activity | 4 marks |
| Fair discussion linked to activity | 2 marks |
| Poor discussion | 1 mark |

(d)

(i)

| Description | Marks |
|--|---------|
| 2 x 2 marks | 4 marks |
| Appropriate event given | 2 marks |
| Example Galway races, Irish open (Golf), Red Bull Cliff Diving. | |

(ii)

| Description | Marks |
|--|---------|
| Description of how sports marketing can develop sports tourism in Ireland 2 x 4 marks | 8 marks |
| Good description | 4 marks |
| Fair description | 2 marks |

Question 17**(40 marks)****(a) (i)**

| Description | Marks |
|--|----------------|
| 2 x 2 marks | 4 marks |
| Correct common sporting injuries given with accurate description | 2 marks |
| Injury named only | 1 mark |

(ii)

| Description | Marks |
|---|----------------|
| 2 x 4 marks | 8 marks |
| Correct treatment given and explained | 4 marks |
| Correct treatment given but not explained | 2 marks |

(iii)

| Description | Marks |
|---|----------------|
| 2 x 2 marks | 4 marks |
| Appropriate suggestions | 2 marks |
| Example: Wear protective equipment eg. Helmet/shin guards etc. | |

(b)

| Description | Marks |
|--|----------------|
| 2 x 3 marks | 6 marks |
| Barrier correctly identified and described | 3 marks |
| Barrier correctly identified | 2 marks |
| Support correctly identified and described | 3 marks |
| Support correctly identified | 2 marks |

(c)

| Description | Marks |
|--|----------------|
| Clear accurate explanation of the role that media may play in promoting the provision of physical activities for chosen group - may not use the same group as used in 17(b) | 8 marks |
| Very Good explanation of the role of media in promotion of provision of physical activities highlighting relevance to the group identified with example(s) | 8 marks |
| Good explanation of the role of media in promotion of provision of physical activities referencing relevance to group identified. | 6 marks |
| Fair explanation of the role of media in promotion of provision of physical activity but no reference to group identified or no examples provided. | 2 marks |
| | |



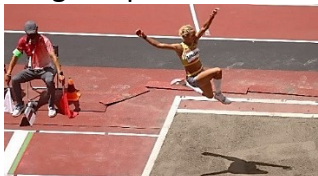
(d) (i)
(ii)

| Description | Marks |
|---|-----------------|
| (i) 2 marks (ii) 2 x 4 marks | 10 marks |
| (i) Identifies an example of how a physical activity can be adapted appropriately | 2 marks |
| | |
| (ii) Good discussion | 4 marks |
| Fair discussion | 2 marks |
| | |

Question 18

(40 marks)

(a)

| | Event | Duration | Intensity | Main Energy System | Marks |
|-------|--|---------------|---------------|--|---------|
| | | | | Answers | 6 marks |
| (i) | Marathon  Figure 16 | 2 + hours | Low to medium | Aerobic/ oxidative system | 2 marks |
| (ii) | 400m  Figure 17 | 45+ seconds | High | Anaerobic Lactic system/ /Anaerobic glycolytic system/ anaerobic glycolysis | 2 marks |
| (iii) | Long Jump  Figure 18 | 3 – 5 seconds | High | Anaerobic ATP-PC system/ anaerobic alactic system | 2 marks |

(b)

(i) (ii)

| Description | Marks |
|---|---------|
| (i) 2 x 2 marks (ii) 2 x 1 mark | 6 marks |
| (i) Appropriate nutrient named | 2 marks |
| (iii) Correct food source for chosen nutrient | 1 mark |

(iii)

| Description | Marks |
|--|---------|
| Supplement - 2 x 2 marks Role – 2 x 2 marks | 8 marks |
| Appropriate supplement named | 2 marks |
| Correct role of chosen supplement described | 2 marks |
| | |

(c)

| Description | Marks |
|---|---------------|
| | 12 marks |
| Accurate, clear, informative, relevant tip sheet with correct information and 4 or more points. | 10 - 12 marks |
| Very good information, relevant but incomplete. | 7 - 9 marks |
| Tips for physical activity but not relevant to lifelong participation. | 4 - 6 marks |
| Unclear tip sheet, and incomplete. | 1 - 3marks |
| | |

(d)

| Description | Marks |
|---|--|
| How tip sheet in (c) encourages lifelong participation | 8 marks |
| Very Good explanation Good explanation Fair explanation Poor explanation | 8 marks 6 marks 4 marks 2 marks |

Leaving Certificate Physical Education
Physical Activity Project Higher Level and Ordinary Level
100 Marks

The Physical Activity Project carries 20% of the marks available in Leaving Certificate Physical Education and is assessed at Higher and Ordinary level.

Higher Level Physical Education Marking Scheme - Physical Activity Project [100 marks]

| Section A 22 marks | Excellent | Very Good | Good | Fair | Weak |
|---|--|--|--|---|--|
| Suggested approx. 400 words | Excellent analysis, links to sound theoretical principles and relevant to chosen physical activity. | Links to sound theoretical principles and relevant to chosen physical activity. | Evidence of theoretical links and relevant to chosen physical activity. | Limited evidence of theoretical links, more general than specific to chosen physical activity. | Little or no evidence of theoretical foundation, not always suitable for to chosen physical activity |
| Analysis of Performance The picture presented on performance in selected physical activity. | Detailed analysis and interpretation of a wide range of data across a wide variety of factors affecting performance in the chosen physical activity. Identifies relationship between results and performance. Information is interpreted clearly, accurately and with clear links to chosen physical activity and theory. Excellent application of analysis tools. | Analyses and interprets a range of data from a variety of performance areas relating to the physical activity chosen in some detail. Identifies links between results and performance. Information is interpreted accurately with links to physical activity chosen and theory. Analysis tools relevant and used accurately. | Analyses and interprets appropriate data from key performance areas relevant to chosen physical activity. Some links made between results and performance. Information is interpreted with some links to chosen physical activity and theory. Correct use of analysis tools. | Completes some analysis of appropriate performance areas with limited interpretation of data. Information is interpreted with limited evidence of links to chosen physical activity and theory. Some accuracy in use of analysis tools. | Completes little or no analysis of appropriate performance areas with little or no interpretation of data. Information is sometimes interpreted with little or no effort to link with chosen physical activity and theory. |
| 18marks | 18 marks | 14- 17 marks | 10- 13 marks | 6- 9 marks | 1- 5 marks |
| | Excellent | Very Good | Good | Fair/Weak | |
| Presentation of Findings Summary of analysis (tests) undertaken and data collected. | Presentation of useful data from a wide range of performance areas | Data from a range of performance areas presented | Data from relevant performance areas presented | Limited data from performance presented. | |
| 4 marks | 4 marks | 3 marks | 2 marks | 1 mark | |
| TOTAL Section A | 22 Marks | | | | |

| Section B 42 marks @3 x14 marks | Excellent | Very Good | Good | Fair/weak |
|--|---|---|---|---|
| Suggested approx. 800 words Marked by Performance Goal | Excellent links to sound theoretical principles and relevant to chosen physical activity. | Links to sound theoretical principles and relevant to chosen physical activity. | Evidence of theoretical links and relevant to chosen physical activity. | Limited evidence of theoretical links, more general than specific to chosen physical activity. |
| Performance Goal with Rationale | Clear concise goal conforming to SMART or similar based on sound application of theory and thorough investigation of performance analysis. Rationale based on sound theory and performance analysis, reflective of significant knowledge and understanding of the role of the chosen physical activity and clear awareness of the factors affecting performance in the chosen physical activity | Challenging and realistic goal based on investigation of performance analysis or requirements of chosen physical activity. Rationale reflective of the factors affecting performance in the chosen physical activity. | Goal based on investigation of performance analysis or requirements of chosen physical activity. Rationale indicates some awareness of the factors affecting performance in the chosen physical activity. | Goal stated with little or no link to performance analysis or requirements of the chosen physical activity. Rationale has limited or no evidence of knowledge and understanding of the requirements of the physical activity chosen |
| 4 marks | 4 marks | 3 marks | 2 marks | 1 mark |

| | Excellent | Very Good | Good | Fair | Weak |
|--|---|---|---|--|---|
| Training/practice programme addressing stated goal | Evidence of understanding and application of a wide range of theoretical principles. Detailed accurate and appropriate training/practice programme linking directly with performance analysis and goal. A wide variety of strategies implemented. | Evidence of a range of sound theoretical principles used to develop an accurate plan, clearly designed to address the performance goal identified. A range of relevant strategies used. | Evidence of sound theoretical principles used to develop an accurate plan, designed to address the performance goal identified. A range of strategies used. | Some evidence of theoretical principles. Plan is designed to address the performance goal identified. Appropriate strategies used. | Little or no evidence of theoretical principles evident. Plan has little or no relevance to the performance goal identified. Strategies used little or no relevance to the performance goal identified or the physical activity chosen. |
| 8 marks | 8 marks | 6-7 marks | 4-5 marks | 2-3 marks | 1 mark |
| | Good | | | Poor | |
| Reflection ongoing reflection based on experiences | Ongoing (at least 2 timepoints) reflection based on experiences in working on and/or managing the training plan. | | | Some reflection on experiences in working on and/or managing the training plan. | |
| 2 marks | 2 marks | | | 1 mark | |
| TOTAL Section B | 3 x 14 marks = 42 marks | | | | |

| Section C 20 marks | Excellent | Very Good | Good | Fair | Weak |
|---|---|---|--|--|--|
| Suggested approx. 400 words | Based on in-depth understanding and application of sound theoretical principles. Consistent and accurate application to chosen physical activity. | Based on clear understanding and application of theory. Relevant to chosen physical activity. | Based on understanding and application of theory. Appropriate to chosen physical activity. | Based on some understanding and application of theory. Relevant to chosen physical activity. | Limited or no evidence of application and understanding of theory. Some relevance to chosen physical activity. |
| Repeat Performance Analysis Outline analysis summarise findings | Thorough relevant post training analysis of performance in the chosen physical activity, based on initial analysis, goals identified and based on theory. | Detailed post training analysis of performance in the chosen physical activity with links made to initial analysis and goals identified with theoretical links evident. | Post training analysis of performance in the chosen physical activity presented. Some links made to initial analysis and goals identified with some theoretical links evident. | Limited post training analysis of performance in the chosen physical activity presented. References goals identified with few or no links to initial performance and theory. | Little or no post training analysis of performance in the chosen physical activity presented. Little or no reference made to goals identified. |
| 10 marks | 10 marks | 8- 9 marks | 6- 7 marks | 4- 5 marks | 1- 3 marks |
| | Excellent | Very Good | Good | Fair | Weak |
| Final Reflection | Reflects on data from post training analysis paying specific attention to the goals identified and effectiveness of training/practice programmes. | References training programmes and results of analysis following their implementation. | References training programmes in the concluding analysis; linked to performance. | Some reflection on project provided with reference to goals/initial performance/chosen physical activity. | Limited reflection provided. |
| 5 marks | 5 marks | 4 marks | 3 marks | 2 marks | 1 mark |

| Next Steps 5 marks | Good | Fair/Weak |
|--|---|--|
| Next Steps Suggestions for next steps for further improvement included | An accurate and logical next step provided. The next step is related to the physical activity chosen. | Some evidence of a next step provided. |
| 5 marks | 5 marks | 2 marks |
| TOTAL Section C | 20 Marks | |

| Overall Coherence & Referencing 16 marks | Excellent | Very Good | Good | Fair | Weak |
|--|---|---|--|---|--|
| (This is not a distinct section of the project) | The project has excellent coherence, quality and clarity with appropriate evidence of analysis provided and clear accurate links to sound theoretical principles. Communication is effective and well researched. Videos add clarity and value, they provide clear support to the text in each section. | The project has very good coherence, quality and clarity with appropriate evidence of analysis provided and accurate links to theoretical principles. Communication is clear and well researched. Videos add clarity and some value, they support the text in all 3 sections. | The project has good coherence and quality with appropriate evidence of analysis provided and links to theoretical principles. Communication is clear with evidence of research. Videos add clarity, they support the text in at least 2 sections. | The project has some coherence with appropriate evidence of analysis provided and some links to theoretical principles. Communication is clear with some evidence of research. Videos add clarity, they support the text in at least 1 section. | The project has limited or no coherence with limited or no evidence of relevant analysis provided and little or no links to theoretical principles. Communication is somewhat clear and there is little or no evidence of research. Videos where provided provide limited or no value to the text. |
| 16 marks | 16 | 14 | 12 | 8 | 5 |
| 3 Videos are required | | | | | |
| Section A Video and Section B Video and Section C Video | | | | | |
| Award a maximum mark of 5 if no videos are submitted Award a maximum mark of 8 if only 1 video is submitted Award a maximum mark of 12 if only 2 videos are submitted | | | | | |
| If no reference list/bibliography is presented award a maximum mark of 12 | | | | | |
| Restrictions: | | | | | |
| Max 16 Images: <ul style="list-style-type: none">Max 4 images in Section AMax 8 images in Section BMax 4 images in Section C [max 1 infringement] | Video collages not permitted Image collages not permitted No images permitted in videos Excessive text not permitted in images | | | Word count 1600 Page count 28 Video size max 1GB Video duration max 4 mins | |
| Award a maximum of 14 marks for 1 restriction infringement Award a maximum of 12 marks for 2 restriction infringements Award a maximum of 8 marks for 3 restriction infringements Award a maximum of 5 marks for 4+ restriction infringements | | | | | |

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.

| 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 |

Leaving Certificate Physical Education
Performance Assessment Common Level
150 Marks

The Performance Assessment carries 30% of the marks available in Leaving Certificate Physical Education and is assessed at Common Level.

**For dance and personal exercise and fitness activities two activities are required. In this instance both aspects of the performance must be considered when awarding marks.*

All physical activities have a stated requirement in terms of skills and techniques/methods, please refer to the details of each activity when marking it. Details are on pp. 34-45 of the Leaving Certificate Physical Education specification.

Physical Education Marking Scheme – Performance Assessment [150 marks]

Contexts: Personal performance, Full competitive and/or Conditioned practice

Scenario 1: games, aquatic, adventure, athletics – evidence of: skills & techniques; tactics/ strategies; safety, rules/ regulations, codes of practice relevant to activity

Scenario 2: dance, gymnastics – dance 2 of: individual; pair; group. Include: proficiency and imagination in combining skills/ techniques relevant to style of gymnastics event **OR** proficiency in imaginative combination of movements demonstrating technical competence in the appropriate style of the dance event; Compositional and/or choreographic design including the use of props and/or costumes where appropriate; creativity; safety; rules, regulations, codes of practice

Scenario 3: personal exercise & fitness; aerobic **and** conditioning aspect required – **PRF (1 or more components)** or **HRF (all components)**; apply principles of training, training zones, thresholds, work-recovery intervals, warm-up/ cool-down; include: warm up, development activities (adaptations & progressions); cool-down; safety; rules; regulations; codes of practice in training setting

| Skill & Technique 60 marks | | | Excellent | Good | Fair |
|---|---|----|---|--|--|
| For all aspects of skill and technique | | | Must demonstrate a wide variety of skills/techniques prescribed in specification | Must demonstrate a variety of skills/techniques prescribed in specification | Must demonstrate some skills/techniques prescribed in specification |
| Capacity to select & apply appropriate skills & techniques. | Applies appropriate/ relevant/ suitable skills/ techniques. Demonstrates creativity in skill performance. | 15 | Choice of skill shows excellent capacity to select and apply appropriate and most relevant skill to all performance contexts. Creativity in skill performance evident in pressurised situation. | Skills chosen are relevant to performance context. | Skills chosen are mostly suitable to the performance context. |
| | | | 13-15 marks | 7-12 marks | 1-6 marks |
| Capacity to perform appropriate skills & techniques. | Accuracy & consistency in skill performance (maintains technique). | 15 | Accurate and consistent in performance of skills. | Mostly accurate and a good degree of consistence in skill performance. | Limited accuracy in some skills and some inconsistency in skill performance. |
| | | | 13-15 marks | 7-12 marks | 1-6 marks |
| | Control & Fluency. | 20 | Excellent control and fluency of movement evident in performance of skills. Skills performed are free flowing. | Control and fluency evident in skills. Tension/loss of coordination evident in skills. | Limited or no control and a lack of fluidity in performance of skills. Movements are jerky/somewhat uncoordinated for skills. |

| | | | | | |
|----------|------------------------|----|---|--|--|
| | | | 17-20 marks | 9-16 marks | 1-8 marks |
| | Stable under pressure. | 10 | Demonstrates stability of technique in skills performed under pressure. | Stability of technique maintained in skills when performed under pressure. | Limited stability in technique evident when skills are performed under pressure. |
| | | | 9-10 marks | 5-8 marks | 1-4 marks |
| 60 marks | | | | | |

| Principles of play/performance, conventions/tactics/strategies/compositional elements/training considerations 40 marks | | | Excellent | Good | Fair |
|---|---|----|--|---|---|
| Principles of play/performance and conventions of activity. | Evidence of understanding of principles of play/performance, conventions of activity complied with. | 15 | Clear evidence of excellent understanding and application of principles of play/practice and any conventions specific to the chosen physical activity. | Evidence of application of principles of play/practice and any conventions specific to the chosen physical activity. | Limited evidence of/poor application of principles of play/practice and conventions of specific to the chosen physical activity |
| | | | 15 marks | 8 marks | 3 marks |
| Apply & adapt a range of tactics/ strategies in response to conditioned practice or competitive situation. | Appropriate use of strategy/ tactics/ compositional elements/ training considerations for activity Decision making during performance positively impacts on performance. Scenario(s) used appropriate to competitive/ training environment in activity. | 25 | Demonstrates excellent decision making and use of appropriate strategies/tactics/compositional elements/training considerations relevant to the given performance circumstances in competitive/conditioned practice situations which positively impact on performance. The choice of scenario presented is excellent and applies seamlessly to competitive/training | Decision making and use of appropriate strategies/tactics/compositional elements/training considerations relevant to the given performance circumstances in competitive/conditioned practice situations is somewhat beneficial to performance. The choice of scenario presented is appropriate to competitive/training environment in the chosen activity. | Limited evidence of use and adaptation of appropriate strategies/tactics/compositional elements/training considerations. Some evidence of good decision making that benefits performance. Scenarios are usually appropriate to chosen activity. |

| | | | | | |
|--|--|--|---|-----------------|----------------|
| | | | environment in the chosen activity. | | |
| | | | 25 marks | 15 marks | 5 marks |
| 40 marks | | | | | |
| Personal Exercise & Fitness - elements required: Warm-up, aerobic training, conditioning & resistance, cool-down. | | | | | |
| Principles of Performance | | | Application/adaptation of strategies | | |
| Where 1 element is missing award max 8 marks | | | Where 1 element is missing award max 15 marks | | |
| Where 2+ elements are not presented award max 3 marks | | | Where 2+ elements are not presented award max 5 marks | | |

| Application of rules/regulations/codes of practice | | | Excellent | Good | Fair |
|--|--|-----------|--|--|--|
| 10 marks | | | | | |
| Apply rules/ regulations of activity accurately. Comply with codes of practice in activity. | Rules/ regulations and codes of practice of activity adhered to. | 10 | All rules/regulations and codes of practice of chosen activity adhered to across all aspects of performance. | Performance generally shows evidence of adhering to rules/ regulations and codes of practice of chosen activity. | Limited adherence to rules/regulations and codes of practice of chosen activity. |
| | | | 10 marks | 8 marks | 4 marks |
| 10 marks | | | | | |

| Safe practice 10 marks | | | Excellent | Good | Fair |
|-------------------------------|---|----|--|--|--|
| Safe practice in performance. | Safe preparation for & completion of activity. Appropriate & safe use of equipment, attire & safe environment maintained. | 10 | Excellent evidence of safe practice in warm-up and cool-down, use of equipment, use of facilities and demonstration of all aspects of performance. | Most practices are safe, including warm-up and cool-down, use of equipment and facilities. | Safe practice evident in some instances. |
| | | | 10 marks | 5 marks | 3marks |
| 10 marks | | | | | |

| Overall Performance | | | Excellent | Good | Fair |
|---------------------|--|--|---|---|---|
| 30 marks | | | | | |
| | <p>Proficient performance across the specification requirements. Consistent performance across all aspects of specification requirements. Full range of skills / techniques included. Demonstrates ability to perform under pressure/in challenging situation.</p> | | <p>Demonstrates confidence and competence in all requirements of the chosen activity. Excellent consistency in all aspects of the performance. All skills/techniques are demonstrated in both challenging and competitive situations applicable to physical activity chosen. Provides clear and detailed evidence of performance in a range of contexts relevant to the physical activity chosen.</p> | <p>Demonstrates competence in all requirements of the chosen activity. Consistent in most aspects of the performance. All skills/techniques are demonstrated in challenging or competitive situations applicable to physical activity chosen. Provides some clear evidence of performance in contexts relevant to the physical activity chosen.</p> | <p>Demonstrates competence in some requirements of the chosen activity. Somewhat consistent performance. Skills/techniques presented in a competitive or challenging situation applicable to physical activity chosen. Provides limited evidence of performance in contexts relevant to the physical activity chosen.</p> |
| | 30 marks | | 25-30 marks | 13-24 marks | 1-12 marks |

| | | |
|---|---|---|
| Please consider each of the following before awarding a mark in Overall Performance | | |
| Video time 8min max: where this has been exceeded award max 12 marks. | | |
| Personal Exercise & Fitness: one element not presented award max marks 12. | Dance: two performances not presented award max 12 marks | |
| Aquatics: 2 different strokes not presented award max 12 marks | Athletics Field events (jumps & throws): 3 reps not presented award max 12 marks | |
| Incomplete performance: all skills/techniques required by the specification have not been demonstrated: 1-2 skills not presented award max 18 marks. 3+ skills not presented award max 6 marks. | | |
| Infringements: 1 infringement award max 18 marks, 2 + infringements award max 6 marks. Please understand each of the following infringements and apply the necessary change to overall performance mark where candidates infringe. | | |
| Analysis/text outside of permitted slides/voiceover/music not permitted. *Music is permitted for dance No photos. No video collages. Alteration of speed of video not permitted. No introductory slide presented stating PAP & PA activity. Wrong PA physical activity stated on introduction slide Introduction slide indicates that PA and PAP are completed in the same physical activity area Excess slides: intro slide + 5 slides only permitted. Single Performance: single best performance required. | Athletics <ul style="list-style-type: none">• Introductory slide must include area of athletics e.g. 100m sprint• One of the slides must include the time and distance covered• One of the slides must include (for hurdles) the height of hurdles and number of hurdles• One of the slides must include (for throws) weight of implement and distance(s) thrown for each of 3 throws• One of the slides must include (for jumps): distance/height jumped for each of 3 jumps Aquatics <ul style="list-style-type: none">• Introductory slide must identify area of aquatics including two strokes where relevant.• One of the slides must include the distance swam and the time taken. | Dance <ul style="list-style-type: none">• Introductory slide must state genre/style of dance Gymnastics <ul style="list-style-type: none">• Introductory slide state either rhythmic or aesthetic. Personal ex & fit <ul style="list-style-type: none">• Min 3 reps per exercise• Introduction slide must include the following:<ul style="list-style-type: none">- Aspect of fitness, i.e. Health Related Fitness (HRF) or Performance Related Fitness (PRF)- In the case of the candidate choosing PRF the physical activity that the programme is designed for- The chosen method of aerobic training- The chosen method of conditioning/resistance activity |
| Dance – individual and group performance marked separately Award average of both marks: $\frac{\text{mark 1} + \text{mark 2}}{2} = \text{mark awarded}$ | | |
| Total marks = 150 | | |

