



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2022

Marking Scheme

Physical Education

Higher 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 5 questions from 1-12. **8 marks** per question.**Question 1**

Description	Marks
Identifies 4 characteristics associated with performance of highly skilled athletes	8marks
Correctly identifies a characteristic of skilled performance  Eg. Kinaesthetic awareness, Anticipation, Consistency, Accuracy in Technique/skill/movement pattern,	4 x 2 marks

**Question 2**

Description	Marks
<b>(a)</b> 4 marks Definition of sponsorship <b>(b)</b> 4 marks Definition of merchandising	8 marks
<b>(a)</b> Accurate definition of sponsorship	2 marks
Accurate definition of merchandising	2 marks
<b>(b)</b> Discussion on the impact that merchandising can have on sport  Very good - Excellent- 4 marks Good- 3 marks Fair- 2 marks Poor- 1 mark	4 marks

**Question 3**

Description	Marks
Explanation of 2 strategies that an athlete could use to enhance mental preparedness during performance in chosen physical activity	8 marks
Appropriate strategy for use during performance given	2 x 1 marks
Explanation of strategy	2 x 3 marks
Very good – Excellent explanation-3 marks Good explanation- 2 marks Fair explanation- 1 mark	

Eg.: Pre performance routine, Thought stopping/ Centring, Attentional focus on execution, Visualisation, Progressive muscular relaxation and other relevant	
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#### Question 4

Description	Marks
Identifies 4 interpersonal skills desirable for effective coaching	8marks
Interpersonal skill identified  Eg. Communication skills, Emotional intelligence, Empathy, Leadership, Positivity, Excellent negotiation skills and other relevant	4 x 2 marks

#### Question 5

Description	Marks
Description of 2 developments over the past 20 years that have enhanced opportunities for physical activity participation in chosen group	8marks
Very good- Excellent - 4 marks Good- 3 marks Fair- 2 marks Poor- 1 mark	2 x 4 marks

#### Question 6

Description	Marks
Explanation of how <b>two</b> of the body's energy systems contribute to performance in chosen activity	8marks
Very good - Excellent- 4 marks Good- 3 marks Fair- 2 marks Poor- 1 mark  Candidates to answer on any 2 of the following 3 systems: <ul style="list-style-type: none"> <li>• ATP- PC/ Anaerobic alactacid system</li> <li>• Anaerobic Glycolytic/ Anaerobic lactic system</li> <li>• Aerobic / Oxidative System</li> </ul>	2 x 4 marks

**Question 7**

Description	Marks
<b>(a)</b> 4 marks Explanation of “artistic and aesthetic criteria of performance”. <b>(b)</b> 4 marks Statement of 2 artistic and aesthetic criteria for performance appropriate for chosen physical activity - surfing not permitted.	8 marks
<b>(a)</b> Explanation of term artistic and aesthetic criteria of performance  Very good - Excellent - 4 marks Good- 3 marks Fair- 2 marks Poor- 1 mark	4 marks
<b>(b)</b> 2 x 2 marks Statement of 2 artistic and aesthetic criteria for performance appropriate for chosen physical activity - surfing not permitted.	4 marks
Criteria of performance correctly stated	2 marks

**Question 8**

Description	Marks
<b>(a)</b> 2 marks Names the plane and axis through which a discus thrower moves when they spin before releasing the discus. <b>(b)</b> 2 marks Identifies a movement from a chosen physical activity that occurs in the same plane and axis identified in question 8 (a). athletics not permitted <b>(c)</b> 3 marks Categorises each of the given quantities as either a vector <b>or</b> a scalar. <b>(d)</b> 1 mark Gives a reason for category chosen in 8 (c)	8 marks
<b>(a)</b> Correct plane named- 1 mark: Transverse plane Correct axis named- 1 mark : Vertical/ longitudinal axis	2 marks
<b>(b)</b> Correct movement named :	2 marks
<b>(c)</b> Correct categorisation of quantity- 3 x 1 marks Speed- Scalar - 1 mark Velocity- Vector 1 mark Momentum- Vector 1 mark	3 marks
<b>(d)</b> Appropriate justification	1 mark

**Question 9**

Description	Marks
Explains <b>two</b> concepts of physical activity - not mass participation events.	8marks
Explanation of appropriate concept of physical activity	2 x 4 marks
Very good- - Excellent 4 marks Good- 3 marks Fair- 2 marks Poor- 1 mark	
Eg. Sport, Leisure/ Recreation, Physical Education, Play, Outdoor and adventure Education	

**Question 10**

Description	Marks
Describes the importance of <b>two</b> pieces of personal attire and <b>two</b> pieces of equipment for an official in chosen physical activity – coin not permitted	8marks
The importance of the piece of personal attire for officiating appropriately described- 2 x 2 marks	4 x 2 marks
The importance of the piece of equipment for officiating appropriately described- 2 x 2 marks	

**Question 11**

Description	Marks
(a) 2 marks States what therapeutic use exemption (TUE) is	8 marks
(b) 6 marks Describes 2 circumstances where Sport Ireland might grant a TUE	
(a) Correct description of TUE- 2 marks Some accuracy- 1 mark	2 marks
(b) 2 x 3 (2+1)marks	6 marks
Correct TUE circumstances described      2 marks Correct medication mentioned              1 mark	2 marks + 1 mark

**Question 12**

Description	Marks
<b>(a)</b> 3 marks Discusses the accuracy of the statement - 'Health related fitness is the same as performance related fitness' <b>(b)</b> 2 marks Defines the performance related component of fitness agility. <b>(c)</b> 3 marks Outlines the importance of agility to successful performance in chosen physical activity	8 marks
<b>(a)</b> Very good - Excellent discussion- 3 marks Good discussion- 2 marks Fair - Poor discussion- 1 mark  Accuracy of the statement must be referred to in the answer	3 marks
<b>(b)</b> Accurate definition of agility	2 marks
<b>(c)</b> Very good - Excellent - 3 marks Good- 2 marks Fair-Poor - 1 mark	3 marks



**Section B****Case Study****50 marks****Question 13** - Answer all parts

(50 marks)

**(a)**

Description	Marks
<b>(i)</b> 3 marks - Identifies the stage of learning that Natalya was most likely at when she began to learn the skills of fencing. <b>(ii)</b> 6 marks - Describes <b>two</b> ways that a performer at the stage of learning identified in <b>13 (a) (i)</b> could improve their skill level.	9 marks
<b>(i)</b> Stage correctly identified e.g. The cognitive stage/ the beginner stage  <del>Brief distinguishing fact about the stage – 2 marks</del>	3 marks
<b>(ii)</b> 2 x 3 marks  Very Good – Excellent description    3 marks Good description                            2 marks Fair - Poor description                    1 mark  Eg. Fixed practice, feedback, Trial and error/ self-discovery	6 marks

**(b)**

Description	Marks
Outlines 3 possible disadvantages of sponsorship for Natalya.	9 marks
Disadvantage named detail provided  Eg. Time commitments, Public image. The possibility of the sponsor exploiting the athlete	3 x 2 marks 3 x 1 marks

(c)

Description	Marks
(i) 4 marks Identifies <b>two</b> approaches to training outside of her activities/events that Natalya could use to enhance her athletic performance. (ii) 6 marks Discusses how each of the approaches to training identified in <b>13 (c) (i)</b> might help Natalya's pentathlon performance.	10 marks
(i) Approach identified  Eg. Resistance training, yoga, pilates	2 x 2 marks
(ii) Very good - Excellent discussion- 3 marks Good discussion- 2 marks Fair - Poor discussion- 1 mark	2 x 3 marks

(d)

Description	Marks
Examines <b>two</b> approaches that can be used to promote physical activity participation – role models not permitted	10 marks
Excellent examination- 5 marks Very good examination- 4 marks Good examination- 3 marks Fair examination- 2 marks Poor examination- 1 mark  Eg. Schools offering a varied Physical Education curriculum; Schools offering a range of extra-curricular activities; Schools running physical activity weeks and allowing local clubs to promote their sport and physical activity to students; National physical activity strategy- Healthy Ireland- Get Ireland Active; National targeted campaigns- Sport Ireland 20 x 20 campaign; Local sports clubs encouraging senior players to coach underage teams in the club; The development of public physical activity amenities such as walking tracks; Targeted initiatives developed by Local Sports Partnerships to promote physical activity in specific groups	2 x 5 marks

(e)

Description	Marks
Analyses the physical and technical demands for a performer in chosen physical activity	12 marks
Very good – Excellent analysis- 5-6 marks Good analysis- 3-4 marks Fair – Poor analysis- 1-2 marks  Analysis must be related to performance in the chosen physical activity	2 x 6 marks

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

Answer any **two** questions, from questions 14, 15, 16, 17 and 18. **40 marks** per question.

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

Description	Marks
Describes <b>two</b> common injuries sustained by participants in a chosen physical activity and appropriate first aid treatment for these injuries.	6marks
Very good - Excellent description- 3 marks Good description- 2 marks Fair - Poor description- 1 mark	2 x 3 marks

**(b)**

Description	Marks
<b>(i)</b> 4 marks Describes a warm-up structure that athletes can use to ensure that they are appropriately prepared for their upcoming performance. <b>(ii)</b> 4 marks Outlines <b>two</b> reasons why a coach would include a cool down at the end of a training session.	8 marks
<b>(i)</b> Very good - Excellent description- 4 marks Good description- 3 marks Fair description- 2 marks Poor description- 1 mark  Eg. RAMP warm up: Raise, Activate, Mobilise, Potentiate	4 marks
<b>(ii)</b> Correct reason outlined 2 x 2 marks	4 marks

(c)

Description	Marks
(i) 5 marks Explanation of 'adapted physical activity'. (ii) 9 marks Suggests <b>three</b> ways that a school could enhance provision for adapted physical activity opportunities.	14 marks
(i)  Very good - Excellent explanation- 4-5 marks Good explanation- <del>2</del> 3 marks Fair – Poor explanation- 1 - 2 marks	5 marks
(ii) Appropriate suggestion  Development provided for how this way would enhance APA opportunities  Eg. <ul style="list-style-type: none"><li>Buy specific equipment for the PE department such as blindfolds, balls with bells etc; Bring in the Irish Wheelchair association or similar to run education and practical workshops with students; Ensure that the PE and sports facilities are accessible by all students; Provide specific APA training to PE teachers and those who run extra-curricular activity; Introduce an APA scheme into the schools junior cycle PE plan.</li></ul>	3 x 2 marks  3 x 1 marks

(d)

Description	Marks
Examines how each of Newton's <b>three</b> laws of motion apply to performance in a chosen physical activity	12 marks
Marks for each law examined:  Very good – Excellent examination- 4 marks Good examination- 3 marks Fair examination- 2 mark Poor examination- 1 mark  Answers must focus on the 3 laws of Motion: Law 1- The law of inertia. An object at rest will remain so and a body in motion will remain in motion with a velocity unless acted upon by an external force.  Law 2- The law of acceleration Force = mass times acceleration.	3 x 4 marks

Law 3- The law of reaction Every action has an equal and opposite reaction.	
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**Question 15 (40 marks)**

**(a)**

Description	Marks
Describes <b>two</b> opportunities that mass participation events provide for business and enterprise.	8 marks
Very good - Excellent description- 4 marks Good description - 3 marks Fair description - 2 mark Poor description - 1 mark	2 x 4 marks

**(b)**

Description	Marks
Examines how women or another group (from the list given) might tackle the barriers that exist for them in relation to participation in physical activity:	8 marks
Very good – Excellent examination- 4 marks Good examination- 3 marks Fair examination- 2 mark Poor examination- 1 mark  Answers must examiner how the chosen group might tackle the barriers that are presented and link to participation in physical activity	2 x 4 marks

**(c)**

Description	Marks
<b>(i)</b> 2 marks Defines the psychological factor anxiety. <b>(ii)</b> 5 marks Discusses how anxiety might impact an athlete's performance. <b>(iii)</b> 5 marks Describes how another psychological factor (not anxiety) might impact an athlete's performance.	12 marks
<b>(i)</b> Appropriate definition  e.g. Anxiety is a state of nervousness or worry towards a threat. It can present as physical, mental or behavioural forms.	2 marks
<b>(ii)</b> Very good – Excellent discussion- 4-5 marks Good discussion- 2-3 marks Fair - Poor discussion- 1 mark  Answer must relate anxiety to athletic performance	5 marks
<b>(iii)</b> Very good - Excellent description- 4-5 marks Good description- 2-3 marks Fair - Poor description- 1 mark	5 marks

Answer must relate the psychological factor to the impact it might have on performance	
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**(d)**

<b>Description</b>	<b>Marks</b>
<b>(i)</b> 6 marks States <b>three</b> criteria for inclusion in a document for the selection of a commercial sponsor for a youth sports club <b>(ii)</b> 6 marks Choose <b>two</b> of the criteria stated by you in question <b>17 (d) (i)</b> and discuss the inclusion of 2 of the criteria stated in (i) these in a code of practice for selecting a commercial sponsor for a youth sports club.	12 marks
<b>(i)</b> Appropriate criteria stated  Answer must be relevant to selection of a sponsor for youth sports club	3 x 2 marks
<b>(ii)</b> 3 marks per criteria discussed  Very good - Excellent discussion- 3 marks Good discussion- 2 marks Fair – Poor discussion- 1 mark  Answer must refer to 2 of criteria given in (i) and relate inclusion of these criteria to a code of practice for selecting a commercial sponsor for a youth sports club	2 x 3 marks

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

<b>Description</b>	<b>Marks</b>
<b>(i)</b> 2 marks Defines integrity  <b>(ii)</b> 5 marks Outlines the importance of integrity to the chosen physical activity <b>(iii)</b> 2 marks Identifies a second principle of ethical practice - not integrity	12 marks
<b>(i)</b> Appropriate definition of integrity	2 marks
<b>(ii)</b> Very good – Excellent outline 4-5 marks Good outline- 2-3 marks Fair – Poor outline- 1 mark  Answer must relate integrity to the chosen physical activity	5 marks
<b>(iii)</b> Principle correctly identified Accept: Respect; Fairness; Equity	2 marks

**(b)**

<b>Description</b>	<b>Marks</b>
Examines the notion that athletes who use performance enhancing drugs (PEDs) can cause significant damage to the sport that they compete in.	7 marks
Very good – Excellent examination- 6-7 marks Good examination- 4-5 marks Fair examination- 2-3 marks Poor examination- 1 marks  Answer must examine the damage to sport that may occur due to PED use by athletes in that sport E.g. the culture and integrity of the sport may be questioned, The sport may experience a reduction in participants as people may be afraid that a certain culture of PED acceptance exists, parents may be unwilling to allow their children be cared for in such environments, withdrawal of sponsorships for the sport, the NGB and associated sporting events and other relevant	



(c)

Description	Marks
Identifies 3 categories of PEDs Names an example of a drug in each category States a performance enhancing effect of each of the named PEDs.	12 marks
Identifies category correctly Name of PED Performance enhancing effect e.g. <ul style="list-style-type: none"><li>• Stimulants; Narcotics; Anabolic Agents; Diuretics; Peptide hormones</li></ul>	3 x 1 marks 3 x 1 marks 3 x 2 marks

(d)

Description	Marks
Examines <b>three</b> nutritional considerations for designing a dietary plan for an athlete in a chosen physical activity – sports supplements not permitted	12 marks
Very good – Excellent examination- 4 marks Good examination- 3 marks Fair examination- 2 marks Poor examination- 1 mark  Answer must apply the nutritional considerations to the chosen physical activity. Nutritional considerations may include: <ul style="list-style-type: none"><li>• Carbohydrate intake</li><li>• Protein intake</li><li>• Micronutrient considerations</li><li>• The timing of nutrient intake</li><li>• The type of activity that the athlete competes in</li><li>• The goals of the athlete</li><li>• Hydration considerations;</li><li>• Other relevant considerations</li></ul>	3 x 4 marks

**Question 17****(40 Marks)****(a)**

Description	Marks
<b>(i)</b> 4 marks Definition of muscular endurance <b>(ii)</b> 4 marks Description of the difference between training for muscular endurance and muscular strength from the perspective of intensity.	8 marks
<b>(i)</b> Accurate definition of muscular strength Accurate definition of muscular endurance	2 marks 2 marks
<b>(ii)</b> Very good - Excellent description- 4 marks Good description- 3 marks Fair description- 2 mark Poor description- 1 mark  Answer must refer to both muscular strength and muscular endurance and the difference in intensity of training must be highlighted	4 marks

**(b)**

Description	Marks
<b>(i)</b> 6 marks Defines <b>three</b> principles of training that could be used by coaches when designing training plans to enhance athlete's fitness levels. <b>(ii)</b> 6 marks Names another principle of training and outline its importance in the design of effective fitness training plans.	12 marks
<b>(i)</b> Accurate definition of a principle of training  Principles defined may include: Specificity, Progressive overload; Reversibility; Tedium; Individuality/ Individual needs, Diminishing returns; Adaptation; Recovery	3 x 2 marks
<b>(ii)</b> Accurate naming of principle – not mentioned in (i)  Outline of the chosen principles importance in the design of effective fitness training plans. Very good - Excellent outline- 4 marks Good outline- 3 marks Fair outline- 2 marks Poor outline- 1 mark	2 marks  4 marks

(c)

Description	Marks
Outlines an appropriate method of analysing each of the <b>four</b> aspects of performance: Choreography, Psychological preparedness, Skill and Technique, Structures and Strategies. Each method of analysis only accepted once	8 marks
Appropriate method of analysis named	4 x 1 marks
Brief distinguishing fact about method provided, must relate appropriately to the aspect of performance	4 x 1 marks

(d)

Description	Marks
(i) 2 marks Names the correct National Governing Body (NGB) for a physical activity of choice. (ii) 10 marks Examines how the NGB named in 15(d)(i), provides support for local participation in the physical activity.	12 marks
(i) Correct name of NGB given E.g. Gaelic Athletic Association (GAA)	2 marks
(ii) Very good – Excellent examination- 8-10 Good examination- 6-7 marks Fair examination- 3-5 marks Poor examination- 1-2 marks  E.g.s: may include: Organise and administer the sport in Ireland; Train coaches for clubs, Provides facilities and equipment to local communities; provides local sports engagement opportunities; develop pathways to excellence; Local initiatives	10 marks

**Question 18**

**(40 Marks)**

(a)

Description	Marks
(i) 6 marks Completes the table related to the use of levers in the execution of skills/ techniques. (ii) 4 marks Selects <b>one</b> class of lever and explain how the skill/technique identified in <b>18 (a)</b> uses that class of lever.	10 marks
(i) Skill appropriate to physical activity	3 x 1 marks
Correct joint action appropriate to skill	3 x 1 marks

<b>(ii)</b> Explains how lever applies to skill/technique identified in (i)  Very good - Excellent explanation- 4 marks Good explanation- 3 marks Fair explanation- 2 marks Poor explanation- 1 mark	4 marks
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**(b)**

Description	Marks
Discusses two examples of how discrimination might affect physical activity provision for chosen group	8 marks
Very good – Excellent discussion- 4 marks Good discussion- 3 marks Fair discussion- 2 marks Poor discussion- 1 mark  Answer must refer to physical activity provision for the chosen group	2 x 4 marks

(c)

Description	Marks
<b>(i)</b> 2 marks Names a National policy that promotes physical activity participation <b>(ii)</b> 4 marks Discusses <b>two</b> social benefits of physical activity participation for adults. <b>(iii)</b> 6 marks Describes <b>three</b> supports to physical activity participation that teenagers may have in post primary school setting.	12 marks
<b>(i)</b> Correct policy named  Eg. Get Ireland Active (Sport Ireland)	2 marks
<b>(ii)</b> Good discussion- 2marks Fair – Poor discussion- 1 mark  Examples used must be social benefits	2 x 2 marks
<b>(iii)</b> Good description- 2 marks Fair – Poor description- 1 mark  Answer must be relevant for teenagers and refer to supports for physical activity participation in a post primary school setting	3 x 2 marks

(d)

Description	Marks
<p>(i) 4 marks Discusses the role that sports marketing has to play in the promotion of tourism in Ireland.</p> <p>(ii) 6 marks Outlines <b>three</b> key findings from investigations into the involvement of a named business in sport.</p>	10 marks
<p>(i)</p> <p>Very good – Excellent discussion- 4 marks Good discussion- 3 marks Fair discussion- 2 marks Poor discussion- 1 mark</p> <p>Answer must be appropriate to tourism promotion in Ireland being promoted due to sports marketing</p>	4 marks
<p>(ii)</p> <p>Clearly outlines an appropriate finding from investigation into specified business in sport</p> <p>Answers must mention a specific business and refer to the involvement of this business in sport</p>	3 x 2 marks

### **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
<b>Analysis of Performance</b>  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.
<b>18marks</b>	<b>18 marks</b>	<b>14- 17 marks</b>	<b>10- 13 marks</b>	<b>6- 9 marks</b>	<b>1- 5 marks</b>
	<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Fair/Weak</b>	
<b>Presentation of Findings</b> 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.	
<b>4 marks</b>	<b>4 marks</b>	<b>3 marks</b>	<b>2 marks</b>	<b>1 mark</b>	
<b>TOTAL Section A</b>	<b>22 Marks</b>				



Section B 42 marks @3 x14 marks	Excellent	Very Good	Good	Fair/weak
Suggested approx. 800 words <b>Marked by Performance Goal</b>	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.
<b>Performance Goal with Rationale</b>	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
<b>4 marks</b>	<b>4 marks</b>	<b>3 marks</b>	<b>2 marks</b>	<b>1 mark</b>

	Excellent	Very Good	Good	Fair	Weak
<b>Training/practice programme</b> 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.
<b>8 marks</b>	<b>8 marks</b>	<b>6-7 marks</b>	<b>4-5 marks</b>	<b>2-3 marks</b>	<b>1 mark</b>
	<b>Good</b>			<b>Poor</b>	
<b>Reflection</b> 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.	
<b>2 marks</b>	<b>2 marks</b>			<b>1 mark</b>	
<b>TOTAL Section B</b>	<b>3 x 14 marks = 42 marks</b>				

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.
<b>Repeat Performance Analysis</b> 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.
<b>10 marks</b>	<b>10 marks</b>	<b>8- 9 marks</b>	<b>6- 7 marks</b>	<b>4- 5 marks</b>	<b>1- 3 marks</b>
	<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Fair</b>	<b>Weak</b>
<b>Final Reflection</b>	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.
<b>5 marks</b>	<b>5 marks</b>	<b>4 marks</b>	<b>3 marks</b>	<b>2 marks</b>	<b>1 mark</b>

<b>Next Steps 5 marks</b>	<b>Good</b>	<b>Fair/Weak</b>
<b>Next Steps</b> 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.
<b>5 marks</b>	<b>5 marks</b>	<b>2 marks</b>
<b>TOTAL Section C</b>	<b>20 Marks</b>	

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 <b>and</b> Section B Video <b>and</b> Section C Video					
Award a maximum mark of <b>5</b> if <b>no videos</b> are submitted Award a maximum mark of <b>8</b> if only <b>1 video</b> is submitted Award a maximum mark of <b>12</b> if only <b>2 videos</b> 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"><li>Max 4 images in Section A</li><li>Max 8 images in Section B</li><li>Max 4 images in Section C</li></ul> <b>[max 1 infringement]</b>	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 <b>14</b> marks for <b>1 restriction infringement</b> Award a maximum of <b>12</b> marks for <b>2 restriction infringements</b> Award a maximum of <b>8</b> marks for <b>3 restriction infringements</b> Award a maximum of <b>5</b> marks for <b>4+ restriction infringements</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.

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

<b>Application of rules/regulations/codes of practice</b>			<b>Excellent</b>	<b>Good</b>	<b>Fair</b>
<b>10 marks</b>					
Apply rules/ regulations of activity accurately. Comply with codes of practice in activity.	Rules/ regulations and codes of practice of activity adhered to.	<b>10</b>	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.
			<b>10 marks</b>	<b>8 marks</b>	<b>4 marks</b>
<b>10 marks</b>					

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 30 marks			Excellent	Good	Fair
	<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>
	<b>30 marks</b>		<b>25-30 marks</b>	<b>13-24 marks</b>	<b>1-12 marks</b>

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"><li>• Introductory slide must include area of athletics e.g. 100m sprint</li><li>• One of the slides must include the time and distance covered</li><li>• One of the slides must include (for hurdles) the height of hurdles and number of hurdles</li><li>• One of the slides must include (for throws) weight of implement and distance(s) thrown for each of 3 throws</li><li>• One of the slides must include (for jumps): distance/height jumped for each of 3 jumps</li></ul> Aquatics <ul style="list-style-type: none"><li>• Introductory slide must identify area of aquatics including two strokes where relevant.</li><li>• One of the slides must include the distance swam and the time taken.</li></ul>	Dance <ul style="list-style-type: none"><li>• Introductory slide must state genre/style of dance</li></ul> Gymnastics <ul style="list-style-type: none"><li>• Introductory slide state either rhythmic or aesthetic.</li></ul> Personal ex & fit <ul style="list-style-type: none"><li>• Min 3 reps per exercise</li><li>• Introduction slide must include the following:<ul style="list-style-type: none"><li>- Aspect of fitness, i.e. Health Related Fitness (HRF) or Performance Related Fitness (PRF)</li><li>- In the case of the candidate choosing PRF the physical activity that the programme is designed for</li><li>- The chosen method of aerobic training</li><li>- The chosen method of conditioning/resistance activity</li></ul></li></ul>
Dance – individual and group performance marked separately    Award average of both marks: $\frac{mark\ 1 + mark\ 2}{2} = mark\ awarded$		
Total marks = 150		

