



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2023

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.

Written Examination 250 marks

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	1-12
✓	Correct information	
0	Incorrect answer	0
✗	Invalid information	
~~~~	Significant part of answer	
}}	Page seen by examiner	

**Section A****80 marks**

There are 12 questions of which candidates must answer any 10 questions.

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

Description	2 Marks
<b>(a)</b> Name any <b>two</b> planes of human movement.	<b>2x1marks=2</b>
Correct plane of movement named.	1
Planes of movement: The sagittal plane; The frontal plane; The transverse plane.	

Description	6 Marks
<b>(b)</b> Describe the <b>two</b> planes of human movement, correctly named in <b>(a)</b> . Use a sporting example of movement in each plane to support your answer.	<b>2x3marks=6</b>
Clear and accurate description of the plane of movement provided. A correct sporting example is used to support the description.	3
Accurate description of the plane of movement with a correct sporting example given to support the description.	2
Correct description of the plane of movement only or Only a correct sporting example given.	1

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

Description	8 Marks
Explain <b>two</b> different named methods of physical fitness training that could be used to help prepare athletes for performance in a physical activity of your choice.	<b>2x4marks=8</b>
Correct method of training identified and excellent explanation given as to how it helps athletes in the named physical activity.  Clear knowledge of the method and its impact on athlete preparation given.	3-4
Correct method of training identified.  Some knowledge of the method and its impact on athlete preparation given.	1-2

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

<b>Description</b>	<b>8 Marks</b>
<b>(a)</b> What is social regulation of the body?	<b>2marks</b>
A clear and accurate description of the concept provided.	2
Accurate description of the concept provided.	1

<b>Description</b>	<b>8 Marks</b>
<b>(b)</b> Discuss how social regulation of the body impacts on the participation levels of men and women in physical activity.	<b>6 marks</b>
A clear and accurate discussion provided on how social regulation of the body impacts on the participation levels of men and women in physical activity. Information is detailed and correct. The impact of the concept on the participation of both men and women in physical activity is discussed in detail.	5-6
Accurate discussion with some detail evident on how social regulation of the body impacts on the participation levels of men and women in physical activity. Information is detailed and correct. Both men and women are addressed in the discussion.	3-4
Little or no detail provided in a discussion on how social regulation of the body impacts on the participation levels of men and women in physical activity.  Or  Just women or men addressed in the discussion which has some level of accuracy and detail.	1-2

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

Description	2 Marks
<b>(a)</b> Identify what you believe are the <b>two</b> most important factors that influence performance in a physical activity of your choice.	<b>2x1marks=2</b>
Factor identified appropriate to the named physical activity and has direct impact of performance.	

Description	6 Marks
<b>(b)</b> Discuss why you believe that the factors, correctly named in <b>(a)</b> , are the <b>two</b> most important factors that influence performance in your named physical activity.	<b>2x3marks=6</b>
The important factor discussed clearly and accurately, providing excellent evidence of knowledge and understanding of how this factor is one of two most important factors impacting performance in the named physical activity.	3
The appropriate factor discussed, providing evidence of knowledge and understanding of how this factor has an important impact on performance in the named physical activity.	2
Some effort made to discuss why the factor is important to influence performance in a physical activity. The discussion is vague.	1

**Question 5****(8 marks)**

Description	8 Marks
Outline <b>two</b> ways in which pathways between school and community based physical activity could be strengthened.	<b>2x4marks=8</b>
An appropriate pathway clearly and accurately outlined, providing clear evidence of knowledge and understanding of how the pathway can strengthened.	4
An appropriate pathway outlined, providing good evidence of knowledge and understanding in this area.	3
An appropriate pathway given, providing some evidence of knowledge and understanding in this area.	2
An appropriate pathway named.	1



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

Description	8 Marks
Discuss the notion that <i>'sportsmanship may lead to enhanced engagement in physical activity, while gamesmanship may contribute to lowering levels of engagement in physical activity'</i> .	<b>8marks</b>
Excellent discussion of sportsmanship and gamesmanship clearly detailed.  Candidate provides clear details on how sportsmanship may lead to enhanced physical activity engagement.  Candidate provides clear details on how gamesmanship may contribute to lowering levels of engagement with physical activity.  All information is accurate.	7-8
Good discussion of sportsmanship and gamesmanship.  Candidate provides good details on how sportsmanship may lead to enhanced physical activity engagement.  Candidate provides good details on how gamesmanship may contribute to lowering levels of engagement with physical activity.  Information is accurate.	5-6
Some discussion of sportsmanship and gamesmanship.  Candidate provides some details on how sportsmanship may lead to enhanced physical activity engagement.  Candidate provides some details on how gamesmanship may contribute to lowering levels of engagement with physical activity.  Information is somewhat accurate.	3-4
Some effort at discussion of sportsmanship and gamesmanship presented.  Information accurate in parts.	1-2

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

Description	2 Marks
<b>(a)</b> Which of Newton's laws of motion can be used to calculate the acceleration of a rugby ball which has been kicked?	<b>2marks</b>
Newton's second law of motion. Accept: $F=MA$ ; Newton's law of acceleration.	2

Description	2 Marks
<b>(b)</b> Name and define another <b>one</b> of Newton's laws.	<b>2marks</b>
Newton's 1 st law of motion & accurate definition. or Newton's 3 rd law of motion and accurate definition.	2
Accept: Newton's law of inertia and Newton's law of reaction.	

Description	4 Marks
<b>(c)</b> Explain why you would use Newton's laws when analysing movement?	<b>4marks</b>
The explanation is detailed and accurate in the explanation. The candidate shows a clear understanding of why Newton's laws help people to understand the forces that apply in sport.	3-4
Explanation has some level of detail and is sometimes accurate. The candidate shows some understanding of why Newton's laws help people to understand the forces that apply in sport.	1-2

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

Description	8 Marks
Define each of the following terms as they relate to physical activity: <ul style="list-style-type: none"> <li>• Rules</li> <li>• Rituals</li> <li>• Conventions.</li> </ul>	<b>3+3+2marks=8</b>
Clear and accurate definition of the term as it relates to physical activity.	3 (2 for 3 rd definition)
Accurate definition of the term as it relates to physical activity.	2 (1 for 3 rd definition)
Little clarity or accuracy in defining the term as it relates to physical activity.	1

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

Description	8 Marks
Describe <b>two</b> principles of effective practice that could have been utilised in the design of Olatunde's practice schedules.	<b>2 x 4 marks=8</b>
Clear and accurate description of a correct principle of effective practice and how it may have been used in the design of Olatunde's schedule detailed.	3-4
A correct principle of effective practice is described is accurately with some clarity around its use in the practice schedule design detailed.	2
A correct principle identified however there is little detail in the description of the principle.	1

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

Description	8 Marks
Describe how any <b>two</b> energy systems used by the human body may contribute to performance in a physical activity of your choice.	<b>2x4marks=8</b>
Excellent understanding of the energy system and how it provides energy for the performance in the named activity provided.  A detailed and accurate description provided demonstrating excellent knowledge of the contribution of the system to performance.	4
Good understanding of the energy system and how it provides energy for the performance in the named activity.  An accurate description provided demonstrating knowledge of the contribution of the system to performance.	3
Some knowledge shown about the energy system and how it provides energy for the performance in physical activity.	2
A vague description of the energy system and how it provides energy for the performance in physical activity.	1

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

Description	Marks
Discuss <b>two</b> ways in which a school could tackle a gender imbalance in physical activity participation levels.	<b>2x4marks=8</b>
Correct way identified and discussed with clarity and accuracy. Clear information given on how this measure can tackle a gender imbalance in physical activity participation levels of boys and girls.	3-4
Correct way identified and discussed. Some information given as to how this measure can tackle a gender imbalance in physical activity participation levels of boys and girls.	1-2

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

Description	Marks
<b>(a)</b> Outline how the psychological factor concentration can impact the performance levels of an athlete.	<b>4marks</b>
Clear and accurate outline of how concentration can impact the performance levels of an athlete.	3-4
Correct outline of how concentration can impact the performance levels of an athlete.	1-2

Description	Marks
<b>(b)</b> Describe <b>one</b> strategy that an athlete might use to enhance their concentration for performance.	<b>4marks</b>
Clear and accurate description of a correct strategy that can enhance an athlete's concentration for performance. Information provided on how the strategy can enhance concentration and performance.	3-4
Appropriate description of a correct strategy that can enhance an athlete's concentration for performance.	1-2

<b>Section B</b>	<b>Case Study</b>	<b>50 marks</b>
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**Question 13** - candidates must answer all parts

**(50 marks)**

**(a)**

<b>Description</b>	<b>6 Marks</b>
'Sport' is a concept of physical activity. Explain 'sport'.	<b>6marks</b>
Excellent explanation of the concept. Information about the concept is clearly and accurately explained in detail. Correct examples of sport provided.	5-6
Good explanation of the concept. Information about the concept is explained in some detail. Correct examples of sport provided.	3-4
Fair explanation of the concept. Information about the concept is vague.	1-2

**(b)**

<b>Description</b>	<b>10 Marks</b>
Discuss the importance of <b>two</b> different types of feedback that a coach could use to enhance athlete performance, in a physical activity of your choice.	<b>2x5marks=10</b>
Appropriate feedback type discussed in excellent detail. Information presented clearly shows how the use of this feedback helps athletes' performance in a named physical activity. All information presented is accurate and detailed.	<b>5</b>
Appropriate feedback type discussed in detail. Information presented shows how the use of this feedback helps athletes' performance in a named physical activity. Information presented is accurate	<b>3-4</b>
Appropriate feedback type discussed. Information presented shows how the use of this feedback helps athletes' performance in physical activity.	<b>1-2</b>

(c)

Description	10 Marks
Examine the main influences that impact on the participation patterns of young people in physical activity and sport.	10marks
Examination is accurate and detailed. A variety of accurately named influences that impact on the participation patterns of young people in physical activity and sport are examined accurately and in with excellent detail. How the influence impacts the participation pattern of young people is explored appropriately showing a high level of understanding of topic.	8-10
Examination is accurate with some detail. Some accurately named influences that impact on the participation patterns of young people in physical activity and sport are provided. How the influence impacts the participation pattern of young people is given in some degree of detail.	4-7
Basic information and limited effort at examination At least one accurately named influence that impact on the participation patterns of young people in physical activity and sport is provided.	1-3

(d)

Description	12 Marks
Describe the performance of a named skill by athletes at <b>three</b> different stages of skill learning.	<b>3x1marks + 3x3marks=12</b>
Stage of learning correctly named.	1
Description of performance of skill at correct stage of learning.	
Excellent description of the performance of the skill in correct stage. Knowledge is clear and precise giving great detail on the common patterns and features of skill performance in that stage. The candidates displays an excellent understanding of the stage of skill learning and how skills are performed by athletes at this stage.	3
Good description of the performance of the skill in correct stage. Knowledge is clear giving some detail on the common patterns and features of skill performance in that stage. The candidates displays an understanding of the stage of skill learning and how skills are performed by athletes at this stage.	2
Poor description of the performance of the skill in the correctly named stage. Knowledge is vague.	1



(e)

<b>Description</b>	<b>12 Marks</b>
Examine how economy of movement may impact on the quality/effectiveness of a named skill in a physical activity of your choice.	<b>12marks</b>
Excellent details provided on what economy of movement is. Examination is accurate and detailed on how movement economy impacts the quality/effectiveness of a named skill. Excellent explanation and clarity on how the named skill is impacted by movement economy. The candidate shows a clear understanding of how movement economy effects skill effectiveness and quality.	9-12
Some detail provided on what economy of movement is. Examination is sometimes accurate with some detail on how movement economy impacts the quality/effectiveness of a named skill. The candidate shows some understanding of how movement economy effects skill.	5-8
Basic information limited effort at examination and little understanding evident of how economy on how movement impacts the named skill.	1-4

**Section C****120 marks**

There are 5 questions of which candidates must answer 3.

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

<b>Description</b>	<b>2 Marks</b>
<b>(i)</b> 'Outdoor and adventure activities' is a concept of physical activity. Define 'outdoor and adventure activities'.	<b>2marks</b>
Clear understanding of the concept provided in a definition. Information is accurate.	2
Some level of understanding of the concept provided in a definition. Information is somewhat accurate.	1

<b>Description</b>	<b>4Marks</b>
<b>(ii)</b> Name <b>four</b> outdoor and adventure activities, other than water activities.	<b>4x1marks=4</b>

**(b)**

<b>Description</b>	<b>2 Marks</b>
<b>(i)</b> Define confidence related to sports performance.	<b>2marks</b>
Clear understanding of the concept provided in the definition. Information is accurate.	2
Some level of understanding of the concept provided in the definition. Information is somewhat accurate.	1

<b>Description</b>	<b>8 Marks</b>
<b>(ii)</b> Discuss how confidence can impact performance in a physical activity of your choice.	<b>8marks</b>
Discussion is clear and detailed. A clear understanding of how the psychological factor confidence impacts performance in a named physical activity is provided. The discussion is detailed and accurate throughout.	7-8
Discussion is sometimes accurate and detailed. Some understanding of the psychological factor confidence and how it impacts performance in a named physical activity is provided. Some of the discussion is valid and clear.	4-6
Limited effort at discussion, attempts to look at the psychological factor confidence and how it impacts performance in physical activity. Some correct information presented.	1-3

(c)

Description	12 Marks
Discuss <b>three</b> social benefits of physical activity for teenagers.	<b>3x4marks=12</b>
The social benefit of physical activity on teenagers is correctly identified. Discussion presented by candidate is accurate, clear and detailed.	4
The social benefit of physical activity on teenagers is correctly identified. Discussion presented by candidate is accurate.	3
The social benefit of physical activity on teenagers is correctly identified. Some evidence of a discussion presented that has some accuracy.	1-2

(d)

Description	12 Marks
Examine the impact that any <b>two</b> principles of training can have on the performance of an athlete.	<b>2x6marks=12</b>
Candidate provides a detailed and accurate examination of how the correctly identified principle of training can an impact on athlete performance. Information provided is clear and concise and knowledge is precise about the principle and how it can impact on the performance of an athlete.	5-6
Candidate provides a good examination of how the correctly identified principle of training can have an impact on the performance of an athlete Most of the information provided is clear and accurate.	3-4
Some of the information provided is accurate.	1-2

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

<b>Description</b>	<b>10 Marks</b>
Discuss the importance of selecting and maintaining suitable equipment in a physical activity of your choice.	<b>10marks</b>
Clear and detailed response on the selection and maintenance of suitable equipment relevant to the named physical activity is provided. The discussion is accurate throughout the discussion. The equipment discussed is relevant to the physical activity. Both the selection and maintenance of equipment and their importance are discussed related to the named physical activity.	8-10
Discussion on the selection/maintenance of suitable equipment relevant to the named physical activity is provided with some level accuracy. The information is accurate and with some evidence of detail provided in the discussion. The equipment discussed is relevant to the physical activity. Both the selection and maintenance of equipment and their importance are discussed related to the named physical activity.	4-7
The discussion is basic and lacks detail. Basic information is presented. Equipment discussed is relevant to the physical activity. Discussion may neglect the importance of either the selection of equipment or maintenance of equipment relevant to the physical activity.	1-3

(b)

Description	2 Marks
(i) Name <b>two</b> sports nutrition supplements commonly used by athletes.	<b>2x1marks=2</b>
Sports nutrition supplement accurately named.	1

Description	4 Marks
(ii) Explain how <b>one</b> of the supplements identified by you in (i) can help optimise athlete performance.	<b>4marks</b>
Excellent explanation of how the correctly identified supplement contributes to performance optimisation. Knowledge is detailed, accurate, clear and concise on the manner in which the supplement can help optimize athlete performance.	3-4
Accurate information. Explanation is vague and not detailed.	1-2

(c)

Description	4 Marks
(i) Identify <b>two</b> reasons why this athlete may have used an anabolic steroid.	2x2marks=4

Description	4 Marks
(ii) Identify another category of performance enhancing drug and state <b>one</b> way in which a substance from this category might affect athlete performance.	2+2marks=4
Correct identification of the category.	2 marks
Clear and accurate statement of way in which a substance from this category might affect athlete performance.	2 marks
Accurate statement of way in which a substance from this category might affect athlete performance.	1 mark

Description	4 Marks
(iii) State <b>two</b> anti-doping rules that this athlete may have violated.	2x2marks=4
The anti-doping rule that may have been violated correctly stated.	2

(d)

Description	2 Marks
(i) What is sponsorship in sport?	2marks
Information presented is accurate, clear and concise.	2
Some information presented is accurate.	1

Description	10 Marks
(ii) Examine the positive impact that Leona's sponsorship deals may have for her.	10marks
Information in the examination is clear and accurate on potential positive impacts that Leona's sponsorship deals may have on her. A range of positive impacts clearly identified and examined in detail on how they may impact Leona positively.	7-10
Information in the examination is clear and accurate in parts on potential positive impacts that Leona's sponsorship deals may have on her. Some positive impacts clearly identified and examined in some detail.	4-6
Basic information provided on potential positive impacts that Leona's sponsorship deals may have on her. At least one positive impact identified.	1-3



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

<b>Description</b>	<b>12 Marks</b>
Name and justify the selection of <b>four</b> tests that you would include in a physical fitness test battery for a physical activity of your choice.	<b>(1mark+2marks) x4=12</b>
Appropriate test named relevant to the physical activity.	4 x 1 marks=4
Appropriate justification of why this test is appropriate as part of test battery for that physical activity.	4 x 2 marks=8
Justification is detailed and accurate.	<b>2 marks</b>
Justification is correct.	<b>1 mark</b>

**(b)**

<b>Description</b>	<b>8 Marks</b>
Describe the FITT formula.	<b>4x2marks=8</b>
Clear and accurate description of the correctly named (variable) and how it is utilised.	2
Accurate information with limited or no detail in the description.	1

(c)

Description	8 Marks
Discuss <b>two</b> ways that the growth of mass participation events has provided opportunities for business and enterprise in recent years.	<b>2x4marks=8</b>
Excellent discussion on the way that mass participation events has provided opportunities for business and enterprise. Information is detailed clear and relevant. All information is accurate.	3-4
Limited discussion on how mass participation events has provided opportunities for business and enterprise. Accurate information but little detail is provided.	1-2

(d)

Description	12 Marks
Compare <b>two</b> physical activities of your choice from the perspective of the artistic/aesthetic criteria of performance in the activities. At least one of the physical activities selected must be an artistic/aesthetic activity.	12marks
Candidate demonstrates an excellent knowledge of the aesthetic/ artistic criteria of performance in the comparison of the activities. Information is clear, detailed and accurate. The candidate clearly highlights the similarities/difference in the aesthetic criteria of performance for the activities giving specific details on these criteria. The candidate deals with two physical activities of which at least one is an artistic/aesthetic activity.	10-12
Candidate demonstrates good knowledge of the aesthetic/ artistic criteria of performance in the comparison of the activities. Information is clear, and accurate with detail. The candidate highlights the similarities/difference in the aesthetic criteria of performance for the activities giving details on these criteria. The candidate deals with two physical activities of which at least one is an artistic/aesthetic activity.	7-9
Candidate demonstrates knowledge of the aesthetic/ artistic criteria of performance in the comparison of the activities. Information is accurate with some detail in some aspects of the comparison. The candidate highlights the similarities/difference in the aesthetic criteria of performance for the activities naming some of the criteria. The candidate deals with two physical activities of which at least one is an artistic/aesthetic activity.	4-6
Some evidence of knowledge of the aesthetic/ artistic criteria of performance in the comparison of the activities. Candidate make an effort to compare two physical activities.	1-3

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

<b>Description</b>	<b>2 Marks</b>
<b>(i)</b> Define periodisation.	<b>2marks</b>
Definition is accurate, clear and detailed.	2
Some level of accuracy in the definition provided.	1

<b>Description</b>	<b>4 Marks</b>
<b>(ii)</b> Identify <b>four</b> components of fitness that are being targeted at some stage during the plan in <b>Figure 19</b> .	<b>4x1marks=4</b>
Component of fitness correctly identified.	1
Accept: Power, Speed, Strength, Cardiorespiratory Endurance.	

<b>Description</b>	<b>2 Marks</b>
<b>(iii)</b> State what the athlete is expected to do during 'Block 3' of the periodised plan in <b>Figure 19</b> .	<b>2 Marks</b>
Candidate has 4 correct.	2 Marks
Candidate has 3 or less correct.	1 Mark
Accept: Fast plyometric exercises. Light loaded power exercises. Low reps for strength training. Short intervals for conditioning.	

(b)

Description	10 Marks
Examine <b>two</b> nutritional considerations that an athlete may implement after performance to enhance recovery. You are not permitted to use hydration or sports drinks.	<b>2x5marks=10</b>
Excellent examination of the correctly named nutritional consideration that athletes may implement after performance to enhance recovery. Examination is detailed and accurate and clearly highlights how the strategy can enhance athlete recovery post performance.	5
Good examination of the correctly named nutritional consideration that athletes may implement after performance to enhance recovery. Examination is clear and accurate and highlights how the strategy can enhance athlete recovery post performance.	3-4
Candidate correctly names nutritional consideration that athletes may implement after performance to enhance recovery. Accurate attempt at examination.	1-2

(c)

Description	10 Marks
Discuss how sports marketing can impact the development of tourism in Ireland.	<b>10marks</b>
Excellent discussion on how sports marketing can impact the development of tourism in Ireland. Information is clear and detailed. Sports marketing clearly understood and its potential impact on tourism in Ireland excellently detailed.	7-10
Good discussion on how sports marketing can impact the development of tourism in Ireland with accurate information. Sports marketing is understood and its potential impact on tourism in Ireland is explained in some detail.	4-6
Some discussion with limited information on how sports marketing can impact the development of tourism in Ireland. Little detail given on the impact of sports marketing of tourism in Ireland.	1-3

(d)

Description	12 Marks
Analyse <b>two</b> different forms of sport related advertising in relation to the messages it gives to young people.	<b>2x6marks=12</b>
The analysis of form of sport related advertising in relation to the messages it gives to young people is detailed, accurate and appropriate. The candidate displays a clear knowledge on the topic. All information provided is relevant. Opinion clear and justified.	5-6
The analysis of form of sport related advertising in relation to the messages it gives to young people is mostly detailed, accurate and appropriate. The candidate displays knowledge on the topic. Most information provided is relevant. Opinion clear.	3-4
The analysis of form of sport related advertising in relation to the messages it gives to young people is accurate. The candidate displays basic knowledge on the topic. Some information provided is relevant.	1-2

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

<b>Description</b>	<b>2 Marks</b>
<b>(i)</b> Define ability.	<b>2marks</b>
Definition is accurate, clear and detailed.	2
Some level of accuracy in the definition provided.	1

<b>Description</b>	<b>6 Marks</b>
<b>(ii)</b> Are ability and skill the same thing? Justify your response.	<b>6marks</b>
Candidate answers no. Justification given is accurate and detailed and conveys the difference between ability and skill.	5-6
Candidate answers no. Justification given is accurate.	3-4
Candidate answers no. Some justification provided however this has little detail. or Justification may have some inaccuracies.	1-2

(b)

Description	Marks
Identify <b>two</b> principles of ethical practice <b>and</b> outline why they are important for sport.	<b>2x1marks +2x3marks =8</b>
Correct principle of ethical practice identified.	1
Outline of why the correctly named principle of ethical practice is important for sport.	<b>3marks</b>
Candidate clearly and accurately outlines why the correctly named principle of ethical practice is important for sport in. Information is detailed and accurate.	3
Candidate outlines why the correctly named principle of ethical practice is important for sport. Some level of detail provided.	2
A limited outline is provided.	1
Accept: Respect, Integrity, Fairness, Equity.	



(c)

Description	2 Marks
(i) Define body image.	2marks
Definition is accurate, clear and detailed.	2
Some level of accuracy in the definition provided.	1

Description	8 Marks
(ii) "By showcasing lean and toned bodies of women and sculpted muscular bodies of men the media are helping to promote physical activity participation in young women and men". Discuss the validity of this statement.	8marks
Candidate may agree/ disagree/ somewhat agree with the statement. Excellent discussion and clarification around their judgement of the statement. Their discussion is detailed and accurate and information presented is correct.	7-8
Candidate may agree/ disagree/ somewhat agree with the statement. Good discussion and clarification around their judgement of the statement. Their discussion has some detail and accurate information presented in presented.	4-6
Candidate may agree/ disagree/ somewhat agree with the statement. The discussion is not detailed or clear. Candidate does not discuss the validity of the statement with clarity. Some information is presented relevant to the topic.	1-3

(d)

Description	2 Marks
(i) Identify <b>two</b> characteristics associated with hegemonic femininity.	<b>2x1marks=2</b>
Accurate characteristic associated with hegemonic femininity.	1

Description	12 Marks
(ii) Explain how the characteristics correctly identified by you in (i) might impact on the participation of girls in sport and physical activity.	<b>2x6marks=12</b>
Information presented is clear, accurate and detailed on how the characteristic might impact on the participation of girls in sport and physical activity. The explanation is strong on the impact of the characteristic related to the participation levels. All information is relevant to the explanation.	5-6
Information presented is accurate with some detail on how the characteristic might impact on the participation of girls in sport and physical activity. An explanation on the impact of the characteristic related to the participation levels is evident and mostly correct. Information is correct and relevant to the explanation.	3-4
Basic Information and very little understanding in evidence.	1-2

## **Physical Activity Project**

**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. 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.

Note to examiners:

Before commencing marking read the entire individual Physical Activity Project and view the three videos to familiarise yourself with the content presented for marking.

Be careful not to penalise skillful brevity, not to reward unwarranted length.

These descriptors should be interpreted in the context of the challenges and demands of the physical activity that the candidate has chosen.



Section A 25 marks	Excellent	Very Good	Good	Fair	Poor
Approx. 700 words	Excellent analysis, links all aspects to sound theoretical principles all aspects are relevant to chosen physical activity.	Very good analysis with links to sound theoretical principles and relevant to chosen physical activity.	Good analysis, evidence of theoretical links and relevant to chosen physical activity.	Fair analysis, limited evidence of theoretical links, mostly general theory with limited relevance or links made 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 a variety of correct and accurately used analysis tools (tests/methods).	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 (tests/methods) 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 (tests/methods).	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 (tests/methods).	Completes analysis with little or no analysis of appropriate performance areas and little or no interpretation of data.  Information is sometimes interpreted with little or no effort to link with chosen physical activity and theory.  Limited use of analysis tools (tests/methods).
25marks	21-25 marks	16-20 marks	11- 15 marks	6-10 marks	1- 5 marks

<b>TOTAL Section A</b>	<b>25 Marks</b>
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<b>Section B 40 marks</b>	<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Fair/weak</b>
Approx. 400 words  <b>Marked by Performance Goal</b>	Excellent links to sound theoretical principles relevant to Section A and chosen physical activity.	Links to sound theoretical principles relevant to Section A and chosen physical activity.	Evidence of theoretical links relevant to Section A and chosen physical activity.	Limited evidence of theoretical links, may be limited links to Section A and more general than specific to chosen physical activity.
<b>Distinct Rationalised Performance Goal</b>	Clear concise distinct goal conforming to SMART or similar based on sound application of theory and thorough investigation of performance analysis. Clear link to Section A findings evident. 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. Clearly reflective of Section A and the physical activity.	Challenging and realistic goal based on the investigation of performance analysis and requirements of chosen physical activity.  Rationale reflective of Section A findings and the factors affecting performance in the chosen physical activity.	Goal based on investigation of performance analysis completed in Section A and requirements of chosen physical activity.  Rationale indicates some awareness of the factors affecting performance in the chosen physical activity, some link to Section A evident.	Goal stated with limited link to performance analysis and requirements of the chosen physical activity.  Rationale has limited evidence of knowledge and understanding of the requirements of the physical activity chosen and only vague links to Section A analysis.
<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>Tabulated training/practice plan</b>  Reflective of stated goal	Evidence of understanding and application of a wide range of theoretical principles. Detailed accurate and appropriate training/practice plan. Links directly with performance analysis outcome and goal. A wide variety of concepts implemented. All activities relevant to and reflective of performance in chosen physical activity	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 concepts implemented. Activities relevant to performance in chosen physical activity	Evidence of sound theoretical principles used to develop an accurate plan, designed to address the performance goal identified. A range of concepts implemented. Activities relevant to chosen physical activity	Some/limited evidence of theoretical principles. Plan may have limited relevance to the performance goal identified. Appropriate concepts may be used but sometimes with little or relevance to the performance goal or chosen physical activity.
<b>8 marks</b>	<b>8 marks</b>	<b>6 marks</b>	<b>4 marks</b>	<b>2 marks</b>
	Excellent	Very Good	Good	Fair/weak
<b>Rationale</b>  each plan is rationalised	Excellent justification provided for all 3 plans. Clearly links all plans to associated goal, highlights links between each plan and the chosen physical activity	Very good justification. All 3 plans rationalised with clear and accurate links to the associated goals and showing some relevance to the chosen physical activity	Good justification. All plans somewhat rationalised with efforts to highlight how the plan links to the goals and the chosen physical activity	Limited justification. Attempted justification of at least 2 plans. Limited or poor links made to the goals and the chosen physical activity
<b>4 marks</b>	<b>4 marks</b>	<b>3 marks</b>	<b>2 marks</b>	<b>1 mark</b>
<b>TOTAL Section B</b>	<b>3 x 12 marks</b>  <b>+ 4 marks = 40 marks</b>			

Section C 25 marks	Excellent	Very Good	Good	Fair	Weak
Approx. 500 words	Based on in-depth understanding and application of sound theoretical principles. Consistent and accurate application to Sections A and B and chosen physical activity.	Based on clear understanding and application of theory. Relevant to Sections A and B and chosen physical activity.	Based on understanding and application of theory. Links with Sections A and B and chosen physical activity.	Based on some understanding and application of theory. Relevant to Sections A and B and chosen physical activity.	Limited or no evidence of application and understanding of theory. Some relevance to Sections A and B and chosen physical activity.
<b>Analysis of post training/practice performance</b>	Thorough relevant post training analysis of performance in the chosen physical activity, based on initial analysis and goals identified. Broad analysis given highlighting appropriate theoretical links.	Detailed post training analysis of performance in the chosen physical activity with links made to initial analysis and goals identified. A range of performance results analyses 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 presented.  References goals identified with few or no links to initial performance and theory.	Little or no post training analysis of performance.  Little or no reference made to goals identified. Little or no theoretical links evident.
<b>10 marks</b>	<b>10 marks</b>	<b>8 marks</b>	<b>6 marks</b>	<b>4 marks</b>	<b>2 marks</b>
	<b>Excellent - Good</b>			<b>Fair - Weak</b>	
<b>Reflection on performance goals based on engagement in training/practice</b>	Accurate reflection on the outcome of the performance goals based on engagement in training/practice.			Some reflection on the outcome of the performance goals based on engagement in training/practice.	
<b>5 marks</b>	<b>5 marks</b>			<b>2 marks</b>	



	<b>Excellent - Good</b>	<b>Fair - Weak</b>
<b>Reflection on effect of training/practice</b>	Accurate reflection on the effects of the training/practice. Some references to performance.	Some reflection on the effects of the training/practice and performance.
<b>5 marks</b>	<b>5 marks</b>	<b>2 marks</b>
	<b>Excellent - Good</b>	<b>Fair - Weak</b>
<b>Concluding Statements</b>  Including reference to further improving performance	Accurate statements of conclusion made regarding the outcomes of the project. Reference made to further improving performance.	Limited statements of conclusion regarding the outcomes of the project. Limited reference to further improving performance.
<b>5 marks</b>	<b>5 marks</b>	<b>2 marks</b>
<b>TOTAL Section C</b>	<b>25 Marks</b>	

Overall Coherence 10 marks	Excellent	Very Good	Good	Fair	Weak
(This is not a distinct section of the project)	<p>The project has excellent coherence, quality and clarity with appropriate evidence of analysis provided and clear accurate links to sound theoretical principles.</p> <p>Communication is effective and well researched.</p> <p>Videos add clarity and value, they provide clear support to the text in all 3 sections.</p>	<p>The project has very good coherence, quality and clarity with appropriate evidence of analysis provided and accurate links to theoretical principles.</p> <p>Communication is clear and well researched.</p> <p>Videos add clarity and some value, they support the text in all 3 sections.</p>	<p>The project has good coherence and quality with appropriate evidence of analysis provided and links to theoretical principles.</p> <p>Communication is clear with evidence of research.</p> <p>Videos add clarity, they support the text in at least 2 sections.</p>	<p>The project has some coherence with appropriate evidence of analysis provided and some links to theoretical principles.</p> <p>Communication is clear with some evidence of research.</p> <p>Videos add clarity, they support the text in at least 1 section.</p>	<p>The project has limited or no coherence with limited or no evidence of relevant analysis provided and little or no links to theoretical principles.</p> <p>Communication is somewhat clear an there is little or no evidence of research.</p> <p>Videos where provided provide limited or no value to the text.</p>
10 marks	10 marks	8 marks	6 marks	4 marks	2 marks
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>2</b> if <b>no videos</b> are submitted					
Award a maximum mark of <b>4</b> if only <b>1 video</b> is submitted					
Award a maximum mark of <b>6</b> if only <b>2 videos</b> are submitted					

**Restrictions:**

Max 16 Images:

- Max 4 images in Section A
- Max 8 images in Section B
- Max 4 images in Section C

**[max 1 infringement]**

Video collages not permitted

Image collages not permitted **

Alteration of video speed not permitted

No images permitted in video

Excessive text not permitted in images/ video

Word count 1600

Page count 28

Video size max 1GB

Video duration max 4 mins

Tabulated training/practice plan inserted as image

Page 6 of Template completed*

Award a maximum of **8** marks for **1 restriction infringement**

Award a maximum of **6** marks for **2 restriction infringements**

Award a maximum of **4** marks for **3+ restriction infringements**

**Total marks = 100**



**Performance Assessment**  
**Common Level**  
**150 Marks**

**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.

As this is a performance assessment only what the examiner can see may be awarded marks.



Performance Assessment: 3 contexts available.

**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 relevant training setting

Skill & Technique 80 marks			Excellent	Good	Fair
For all aspects of skill and technique			<b>Must demonstrate a wide variety of skills/techniques prescribed in specification</b>	<b>Must demonstrate a variety of skills/techniques prescribed in specification</b>	<b>Must demonstrate some skills/techniques prescribed in specification</b>
Capacity to select & apply appropriate skills & techniques.	Applies appropriate/ relevant/ suitable skills/ techniques. Demonstrates creativity and awareness in skill performance.	<b>15</b>	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 challenging situation.  Adjustments made to performance of skill where required.	Skills chosen are relevant to performance context.	Skills chosen are mostly suitable to the performance context.
			<b>13-15 marks</b>	<b>8-12 marks</b>	<b>1-7 marks</b>
Capacity to perform appropriate skills & techniques.	Accuracy & consistency in skill performance (correctly performs and maintains movement pattern).	<b>25</b>	Accurate movement pattern evident and consistent in performance (maintains movement patterns throughout repetitions and over time) of all skills.	Mostly accurate and a good degree of consistence in skill performance.	Limited accuracy in some skills and some inconsistency in skill performance.
			<b>20-25 marks</b>	<b>11-19 marks</b>	<b>1-10 marks</b>
	Control & Fluency in movement pattern.	<b>25</b>	Excellent control (in performance of movement patterns) and fluency of movement (unbroken performance of movement pattern) evident in performance of skills. Skills performed are free flowing and adjusted where necessary in performance context.	Control and fluency evident in skills. Some tension/loss of coordination may be evident in skills.	Limited or no control and a lack of fluidity in performance of some skills.  Movements may be jerky/somewhat uncoordinated.
			<b>20-25 marks</b>	<b>11-19 marks</b>	<b>1-10 marks</b>



	Movement pattern stable under pressure.	15	Demonstrates stability in performance of movement pattern when skills are performed under pressure and in competitive context. Pressurised situations dealt with by altering movement pattern immediately prior to or during skill performance.	Stability of technique maintained in skills when performed under pressure.	Limited stability in technique evident when skills are performed under pressure.
			13-15 marks	8-12 marks	1-7 marks
80 marks					

Principles of play/performance, conventions/tactics/ strategies/compositional elements/ training considerations 20 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.	10	Clear evidence of excellent understanding and application of principles of play/practice and conventions specific to the chosen physical activity.	Evidence of application of some principles of play/practice and 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
			10 marks	8 marks	4 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	10	Demonstrates excellent decision making. Use of suitable strategies/tactics/ compositional elements/ training considerations are relevant to performance in appropriate challenging circumstances. All considerations employed positively impact on performance.	Decision making and use of suitable strategies/tactics/ compositional elements/training considerations are relevant to performance in appropriate challenging circumstances. All considerations employed are somewhat beneficial to performance.	Limited evidence of use and adaptation of appropriate strategies/ tactics/compositional elements/training considerations.  Some evidence of good decision making that benefits performance.

	appropriate to competitive/ training environment in activity.		<p>The choice of scenario presented is excellent and applies seamlessly to competitive/training environment in the chosen activity.</p> <p>Performance is seamless and shows no evidence of candidate lacking awareness or adaptability as a performer in the chosen activity.</p>	<p>The choice of scenario presented is appropriate to competitive/ training environment in the chosen activity.</p> <p>Performance shows some limited evidence that the candidate lacks awareness as a performer in the chosen activity.</p>	<p>Scenarios are usually appropriate to chosen activity.</p> <p>Performance shows evidence that the candidate lacks awareness as a performer in the chosen activity.</p>
			<b>10 marks</b>	<b>8 marks</b>	<b>4 marks</b>
<b>20 marks</b>					
<b>Personal Exercise &amp; Fitness</b> - elements required: Warm-up, aerobic training activity, conditioning & resistance activity, cool-down. <b>Dance</b> – elements required: solo and pair/group dance.					
<b>Principles of Performance</b> Where <b>1 element</b> is not presented award <b>max 8 marks</b> . Where <b>2+ elements</b> are not presented award <b>max 4 marks</b>			<b>Application/adaptation of strategies</b> Where <b>1 element</b> is not presented award <b>max 8 marks</b> . Where <b>2+ elements</b> are not presented award <b>max 4 marks</b>		

Application of rules/regulations/codes of practice 10 marks			Excellent	Good	Fair
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 throughout the performance. Appropriate selection of warm-up and cool-down activities. All safety procedures of chosen activity complied with throughout the performance. Safe use of equipment and facilities.	Good evidence of safe practice throughout the performance. Appropriate warm-up and cool-down activities. Safety procedures of chosen activity complied with. Safe use of equipment and facilities.	Safe practice evident in the performance.
			10 marks	8 marks	4 marks
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 challenging/competitive situations applicable to the chosen physical activity. Provides clear and detailed evidence of excellent performance in a range of contexts relevant to the chosen activity.</p> <p>Performance in the chosen activity is presented in its complete form where time allowed. Where time didn't allow all relevant aspects of performance were presented comprehensively.</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/competitive situations applicable to the chosen activity. Provides clear evidence of performance in contexts relevant to the physical activity chosen.</p> <p>Performance in the chosen activity is presented in its complete form where time allowed. Where time didn't allow all relevant aspects of performance were evident.</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
30 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 24 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 24 marks.                      3+ skills not presented award max 12 marks.		
Infringements: 1 infringement award max 24 marks, 2 + infringements award max 12 marks. Please understand each of the following infringements and apply the necessary change to overall performance mark where candidates do not comply with stated requirements.		
Analysis/text outside of permitted slides/voiceover/music not permitted. *Music is permitted for dance & floor routines in gymnastics; basic subtitles are permitted. Moving text is not permitted. No photos permitted – except identification photo No video collages permitted Alteration of speed of video not permitted Introductory Slide must comply with requirements* Identification Slide must comply with requirements Correct PA physical activity must be stated on introduction slide Introduction slide must indicate that PA and PAP are completed in different physical activity area No of text slides: 2 x mandatory slides + max 4 optional slides only permitted. Candidates must not change clothing. *survival swimming Candidate must be identifiable throughout performance Single Performance: single best performance required. Full unedited performance required where time permits, i.e. <8min.	Physical Activity requirements Athletics Introduction slide must include: <ul style="list-style-type: none"><li>• Time and distance covered for running events</li><li>• For hurdles- the height of hurdles and number of hurdles</li><li>• For throws weight of implement and distance(s) thrown for each of 3 throws</li><li>• 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 the chosen two strokes where relevant.</li><li>• Introductory slide 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 must state either rhythmic or aesthetic.</li></ul> Personal ex & fit <ul style="list-style-type: none"><li>• Min 3 reps per exercise</li><li>• Adaptation &amp; progression for each exercise in conditioning &amp; resistance element</li><li>• Order required: Warm-up; Aerobic Activity; Conditioning/resistance Activity; Cool-down.</li><li>• * Introductory 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> <i>*Introductory slide – check specific physical activity requirements</i>
Dance – individual and group performance marked together, please consider both dances when awarding marks Personal exercise and fitness – consider all elements of performance when awarding marks		
Total marks = 150		





