



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2023

Marking Scheme

Physical Education

Ordinary Level

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

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

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

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

Future Marking Schemes

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

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**

Description	8 Marks
(a) Name <b>one</b> of the most important health related components of fitness (HRF) for a physical activity of your choice.  (b) Name <b>and</b> describe a fitness test that can be used to measure this component of fitness.	<b>2 + 2 + 4 marks</b>
(a) Relevant health related component of fitness.	
(b)	
Name of test correct for component named.	2
Full description of the test named. Correct set up, measurements and procedure outlined.	4
Description provides at least 2 correct steps to carry out the fitness test included.	2

**Question 2**

Description	8 Marks
Describe two strategies that could be used to aid recovery after a training session.	<b>4 + 4 marks</b>
Detailed description of a strategy that can aid recovery.	4
Limited description of a strategy to aid recovery.	2

**Question 3**

Description	8 Marks
Identify <b>one</b> structure/strategy/compositional element from a physical activity of your choice. Explain why it might give a performance advantage if used during competition.  May <b>not</b> use zone defence or interpretation of music in the answer.	<b>2 + 6 marks</b>
Name of structure/strategy/compositional element relevant to physical activity named.	2
Clear accurate explanation as to why/how it is effective, and clearly explains why it may give performance advantage.  Explanation of its effectiveness in competition.	6  2-3

**Question 4**

Description	8 Marks
Identify <b>two</b> supports and <b>two</b> barriers to physical activity participation in the community.	<b>2 + 2 + 2 + 2 marks</b>
Correctly identified support.	2
Correctly identified barrier.	2

### Question 5

Description	8 Marks
Name a sport supplement and a reason for using it.	<b>3 + 5 marks</b>
Name of supplement.	3 marks
Detailed positive effect on sports performance.	5 marks
Effect on sports performance.	2 marks

### Question 6

Description	8 Marks
(a) Name <b>two</b> methods of collecting data about physical activity participation.	<b>2 x (2 + 2) marks</b>
(b) What type of information is collected by <b>each</b> of these methods.	
Name of method to collect data.	2
Type of information collected correct to method named.	2

### Question 7

Description	8 Marks
(a) Name <b>two</b> characteristics of skilled performance.	<b>4 + 2 + 2 marks</b>
(b) Define skill.	
(c) Identify <b>one</b> method of analysing a skilled performance.	
(a) 2 characteristics correctly named.	2 + 2 marks
(b) Definition of skill: learned movement patterns that athletes perform effectively and efficiently, acquired through training and practice.	2
(c) Relevant method of analysis named and brief statement of distinguishing fact or feature.	2

### Question 8

Description	8 Marks
Organisers of a physical activity event need to take many factors into consideration.  Describe <b>two</b> things they should do to ensure the safety of all participants.	2 x 4 marks
Clear accurate description related to organisers ensuring safety of participants.	4 marks
Correctly named safety precautions.	2 marks

### Question 9

Match the psychological factors listed below to the correct explanation.

**State anxiety**      **trait anxiety**      **intrinsic motivation**      **extrinsic motivation**

		8 Marks
Explanation	Psychological Factor – please choose from above	2+2+2+2 marks
Having a desire to participate in order to achieve positive recognition e.g. to win prizes.	<b>Extrinsic motivation</b>	2
A temporary emotional state that only occurs in certain situations.	<b>State anxiety</b>	2
A general emotional state.	<b>Trait anxiety</b>	2
Having a desire to participate to gain satisfaction from the activity.	<b>Intrinsic motivation</b>	2



**Question 10**

<b>Description</b>	<b>8 Marks</b>
Explain <b>two</b> of the following terms: <ul style="list-style-type: none"> <li>• Sports endorsement</li> <li>• Sports merchandising</li> <li>• Sports related advertising.</li> </ul>	<b>4 + 4 marks</b>
Clear and accurate explanation given for each term.	4 marks
Attempt at explanation, lacking full clarity.	2 – 3 marks
Example provided but no explanation.	1 mark

**Question 11**

<b>Description</b>	<b>8 Marks</b>
(a) Explain hegemonic masculinity.	<b>4marks</b>
(b) Explain hegemonic femininity.	<b>4marks</b>
Full and correct definitions or explanations using examples (if needed).	4 marks
Some correct terms or basic understanding of the term.	3 marks
Explanation lacks clarity.	1-2 marks

**Question 12**

Description			8 Marks
Place a tick (✓) in the True or False column for the following statements:	True	False	<b>2 + 2 + 2 + 2 marks</b>
Sport Ireland is Ireland's national anti-doping organisation.	✓		2
Anabolic Steroids boost alertness and reduce tiredness.		✓	2
Athletes are allowed 5 whereabouts failures.		✓	2
Putting the ball out of play when an opponent is injured is an example of sportsmanship.	✓		2

**Question 13** – candidates must answer all parts

**(a)**

Description	2 Marks
<b>(i)</b> Define sponsorship.	
Clear and precise definition.	2 marks
Attempt at defining, but missing clarity	1 marks

Description	6 Marks
<b>(ii)</b> Explain <b>two</b> ways that Ellen could benefit from her sponsorship deals.	<b>2 x 3 marks</b>
Relevant explanations, explaining how Ellen can benefit from sponsorship deals.	3 marks
Attempt at explanation of her sponsorship deals.	1 – 2 marks

- (b) Read the quotes from Serena Williams (in the case study), and answer the following questions.

Description	4 Marks
(i) Explain body image using an example.	4 marks
Clear and accurate explanation of body image including an example.	4 marks
Attempt at explanation with an appropriate example.	2 - 3 marks
Attempt at explanation with no example/ appropriate example only.	1 marks

Description	8 Marks
(ii) Discuss how female body image is influenced by their physical activity participation.	8 Marks
Detailed discussion on body image and influences of physical activity, supported by evidence.	6 – 8 marks
Accurate discussion on body image and influences of physical activity, supported by some evidence.	3 – 5 marks
Reviews body image but does not provide examples, or incorrect association with physical activities.	1 – 2 marks

- (c)

Description	6 Marks
Explain how participation levels in certain sports can be affected by the type of clothing that you are required to wear.	6 Marks
Relevant explanations of participation levels being affected by sports clothing, referring to specific scenario.	6 marks
Explanation of participation levels but unclear as to reason why.	3 – 4 marks
Description of clothing required but no comment on participation levels being affected.	1 – 2 marks

(d)

Description					12 marks
<b>(i)&amp;(ii)</b> Complete the following table identifying the main energy system and the main performance related fitness (PRF) components for each of these three sports/athletes.					<b>6 x 2 marks</b>
Athlete	Sports Event	(i) Main Energy System	Marks	(ii) Main Performance Related Component of Fitness	Marks
<i>Ellen Keane</i>	100m Breaststroke	anaerobic	2	Power/coordination/reaction time	2
<i>Serena Williams</i>	Tennis serve	ATP-PC / anaerobic	2	Speed/power/reaction time	2
<i>Grace O'Brien</i>	70-minute camogie match	aerobic	2	Agility/coordination/reaction time/speed	2

Description	12 Marks
<b>(iii)</b> Explain each of the performance related fitness components you have answered in part (ii) and give an example from any other sport/physical activity of your choice.	<b>3 x 4(2+2) = 12 marks</b>
Clear and accurate explanation of performance related component of fitness identified relevant to the activity.	2 marks
Correct explanation of performance related component of fitness.	1 mark
Correct matching example from a different physical activity.	2 marks

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

There are 5 questions of which candidates must answer 3. 40 marks per question.

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

<b>Description</b>	<b>8 Marks</b>
<b>(i)</b> Describe an activity that could be used to improve performance in a named skill from a physical activity of your choice. A diagram may be used.  Description includes: Relevant skill Drill/practice to improve the skill Relevant coaching points.	<b>2 + 2 + 4 marks</b>
Relevant skill.	2 marks
Drill/practice to improve the skill.	2 marks
Minimum of two coaching/key points for the athlete to focus on while practicing.	4 marks
Only one coaching /key points for the athlete to focus on while practicing.	2 marks

<b>Description</b>	<b>8 Marks</b>
<b>(ii)</b> Explain why the activity that you have described is an effective way to learn the named skill.	<b>8 Marks</b>
Explanation includes a very clear rationale for the practice method put forward in the previous answer, including reasons why/how the skill can be learned with that method.	7 - 8 marks
Attempts to explain reasons for using that activity as an effective way of learning a skill.	4 – 6 marks
Omits reasons for using that practice method.	1 – 3 marks

(b)

Description	10 Marks
Outline two stages of skill learning.	<b>2 x 5 marks</b>
Includes name of stage, clear description of the named stage.	5 marks
Includes name of stage, unclear description of named stage.	3 – 4 marks
Name of stage only.	2 marks

(c)

Description	4 Marks
(i) Define Newton's Second Law of Motion.	<b>4 marks</b>
Full, correct definition of Newton's Second Law of Motion.	4 marks

Description	10 Marks
(ii) Give an example of a skill from a physical activity of your choice and explain a creative application of this skill.	<b>2 + 8 marks</b>
Relevant skill from named physical activity.	2 marks
Correct example of creative application of named skill with clear explanation and reason for using it in named physical activity.	8 marks
Creative application of named skill explained, omits reason for using it in that physical activity.	5 – 7 marks
Creative application of named skill with poor explanation.	3 – 4 marks
Creative application of named skill with no explanation.	2 marks

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

Description	4 Marks
<b>(i)</b> Explain mass participation sports.	<b>4 Marks</b>
Clear and accurate explanation of mass participation sports.	4
explanation unclear.	2

Description	8 Marks
<b>(ii)</b> Discuss <b>two</b> economic benefits of physical activity.	<b>2 x 4 = 8 marks</b>
Economic benefits only. Do not accept social, mental or physical. Offers a considered, balanced review of economic benefits, supported by appropriate evidence.	4 marks
Names an economic benefit with no discussion points or explanation.	1 mark

**(b)**

Description	12 Marks
Name and explain <b>three</b> different principles of training.	<b>(1 + 3) x 3 marks</b>
Correctly named principle of Training.	1
Name and explanation match and are clear and accurate.	3
Name and attempt at explanation of named principle of training.	2



(c)

Description	4 Marks
<b>(i)</b> What is periodisation?	<b>4 Marks</b>
Clear and accurate description of periodisation, including cycles/phases.	4
Attempt at explaining periodisation.	2

Description	4 Marks
<b>(ii)</b> Why is periodisation used in sports coaching?	<b>4 Marks</b>
Purpose of periodisation clearly applied to sports coaching.	4
Main purpose of periodisation identified limited application provided.	2

Description	8 Marks
<b>(iii)</b> Outline <b>two</b> named cycles/phases within the periodised year.	<b>4 + 4 marks</b>
Correctly named cycle/phase.	2
Accurate outline of the named phase/cycle.	2

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

Description	18 Marks
(i) In a physical activity of your choice, what nutrients should an athlete eat on the day of an event?	6 marks
(ii) Give a reason for each nutrient.	12 marks
(i) Appropriate nutrients for day of event given.	2 marks each
(ii) Correct reason for each nutrient eaten on day of event.	4 marks each

**(b)**

Description	6 Marks
For each of the nutrients named in (a), give an example of the type of food that could be eaten on the day of the event.	3 x 2 = 6 marks
Food named is a major source of nutrient named.	2

(c)

Description	16 Marks
Explain <b>two</b> psychological factors from the list below <b>and</b> describe the impact that they can have on performance. Confidence , Anxiety, Motivation, Concentration.	<b>2 x 8 =16 marks</b>
Explanation of psychological factor is clear and accurate. Impact on performance is clear and accurate.	4 marks 4 marks
<b>or</b>  Clear and accurate explanation of a psychological term and full description of impact on performance.  Only one part of question is answered fully.  Attempt to either explain or describe the psychological factors but answer is limited.	8 marks  4 marks  2 marks

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

<b>Description</b>	<b>4 Marks</b>
Explain Therapeutic Use Exemption (TUE).	<b>4 Marks</b>
Explanation includes: <ul style="list-style-type: none"> <li>• Accurate description of what a TUE is</li> <li>• The grounds for a TUE to be granted.</li> </ul>	2 2

**(b)**

<b>Description</b>	<b>4 Marks</b>
<b>(i)</b> Give an example of a Performance Enhancing Drug (PED) in each of the categories listed below.	<b>4 Marks</b>
<b>Category of Performance Enhancing Drug</b>	<b>Example of Performance Enhancing Drug (PED)</b>
Peptide Hormone	Human Growth Hormone
Anabolic agent	<b>Correct example</b>
Stimulants	<b>Correct example</b>

<b>Description</b>	<b>4 Marks</b>
<b>(ii)</b> Explain why an athlete might use a PED.	<b>4 Marks</b>
Clear and accurate explanation of why an athlete would use PEDs including benefits; personal/monetary/physical	4 marks
Explanation of use is limited.	2 marks

Description	8 Marks
<b>(iii)</b> Discuss <b>two</b> negative implications of using PEDs.	<b>4 + 4 marks</b>
Two negative implications discussed.	
Clear and detailed discussion on accurate implication making at least clear well developed point on why it is negative.	4
Somewhat detailed discussion on accurate implication.	2

(c)

Description	10 Marks
<b>(i)</b> In a physical activity of your choice identify a performer role. Describe <b>two</b> demands on a performer in that role. You may <b>not</b> refer to fitness.	<b>2 + 4 + 4 = 10 marks</b>
Identify performer role.	2
Demands relevant to that performer role accurately described.	4
Demands relevant to that performer role accurately stated.	2

Description	4 Marks
<b>(ii)</b> In the same physical activity, explain why a coach needs to manage practice/training time effectively.	<b>4 Marks</b>
Relevant to the physical activity mentioned in (i), clear and accurate reasons for good time management.	4
Accurate reason for a coach managing time effectively provided.	2

Description	6 Marks
<b>(iii)</b> Outline <b>two</b> demands of a named official in the same physical activity.	<b>2 + (2 + 2) = 6 marks</b>
Correctly named official.	2 marks
Appropriate demand.	2 marks

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

<b>Description</b>	<b>2 Marks</b>
<b>(i)</b> Explain sports marketing.	<b>2 Marks</b>
Sports marketing accurately explained.	2

<b>Description</b>	<b>6 Marks</b>
<b>(ii)</b> Describe the impact that hosting sporting events like the Red Bull Cliff Diving can have on the development of tourism in Ireland.	<b>6 Marks</b>
Clear link between hosting a sporting event and developing tourism in Ireland, positive and/or negative impact described.	6
Description of impacts of hosting an event but no mention of developing tourism.	3 – 4
No link between hosting and developing tourism mentioned.	1 – 2

(b)

Description	2 Marks
(i) Which group of students participate the most in school sport?	2 Marks
Boys 70%.	2

Description	6 Marks
(ii) Outline <b>two</b> possible reasons why this group participate more?	3 + 3 = 6 marks
Clear and valid outline of reason for higher participation rates.	3
Reason given for higher participation rates.	1

Description	8 Marks
(iii) Suggest ways to increase participation in physical activity for school children.	8 Marks
Two or more ways to increase participation relevant to school children, valid and reasonable suggestions.	6 – 8
One valid and reasonable way only to increase participation rates relevant to school children.	3 – 5
Suggestion to increase participation levels but unclear explanation or invalid to school children.	1 – 2

(c)

Description	6 Marks
<b>(i)</b> Do these magazine covers (Figure 10) highlight how media represents male and female athletes differently? Explain your answer.	<b>6 Marks</b>
Answer plus clear and relevant explanation/justification.	6
Answer with some explanation.	3 – 5
Answer with no explanation/justification.	1

Description	10 Marks
<b>(ii)</b> Discuss how media representation of the body may affect young men's participation in physical activity/sport.	<b>10 Marks</b>
Clear accurate discussion on media representation of the body, discussion on participation rates among young men in physical activity and how media representation can affect such participation rates, including positive and negative points. Examples provided.	8 - 10
Discussion on media representation with examples and attempt at explaining affect on participation rates in young men.	5 – 7
Discussion of participation rates in young men with limited reference to media representation affecting such.	3 – 4
Limited discussion about media representation or participation rates.	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.

For Ordinary level projects please refer to the conversion table.



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>				

Section B 40 marks	Excellent	Very Good	Good	Fair/weak
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>			

<b>Section C 25 marks</b>	<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Fair</b>	<b>Weak</b>
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>	

	Excellent - Good	Fair - Weak
<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>
	Excellent - Good	Fair - Weak
<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)	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 all 3 sections.	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 an there is little or no evidence of research. Videos where provided provide limited or no value to the text.
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: <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 ** 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 <b>8</b> marks for <b>1 restriction infringement</b> Award a maximum of <b>6</b> marks for <b>2 restriction infringements</b> Award a maximum of <b>4</b> marks for <b>3+ restriction infringements</b>					
Total marks = 100					



### Physical Activity Project Ordinary Level

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

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

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

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

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

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

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

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

**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.

**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			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 and awareness 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 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.
			13-15 marks	8-12 marks	1-7 marks
Capacity to perform appropriate skills & techniques.	Accuracy & consistency in skill performance (correctly performs and maintains movement pattern).	25	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.
			20-25 marks	11-19 marks	1-10 marks
	Control & Fluency in movement pattern.	25	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.
			20-25 marks	11-19 marks	1-10 marks
	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 appropriate to competitive/ training environment in activity.	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. The choice of scenario presented is excellent and applies seamlessly to competitive/training environment in the chosen activity. Performance is seamless and shows no evidence of candidate lacking awareness or adaptability as a performer in the chosen activity.	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. The choice of scenario presented is appropriate to competitive/ training environment in the chosen activity. Performance shows some limited evidence that the candidate lacks awareness as a performer 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. Performance shows evidence that the candidate lacks awareness as a performer in the chosen activity.
			10 marks	8 marks	4 marks
20 marks					
<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. 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. 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>
	<b>30 marks</b>		<b>25-30 marks</b>	<b>13-24 marks</b>	<b>1-12 marks</b>
<b>30 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 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 <b>Athletics</b> 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> <b>Aquatics</b> <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> <b>Dance</b> <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> <b>Personal ex &amp; fit</b> <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		









