



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2024

Marking Scheme

Physical Education

Ordinary Level

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

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

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

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

Future Marking Schemes

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

Notes regarding the Marking Scheme

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

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

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

Where 2 marks are available in the range descriptor:

- If the evidence fully or closely meets the description of the mark range, the higher mark should be awarded
- If the evidence just meets the description of the mark range, the lower mark should be awarded

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 in this section, answer 10 questions

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

In a named physical activity of your choice, outline **two** ways technology has impacted on coaches.

Description	Marks
Two ways stated on how technology has impacted on coaches. A physical activity has to be named	<b>2 x 4 Marks</b>
Clear and accurate outline of how technology has impacted on coaches	<b>4 Marks</b>
Limited outline of how technology has impacted on coaches	<b>2 Marks</b>
e.g Game day ear pieces; Concurrent feedback, Instinct lost	

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

Outline **two** ways motivation can have a positive impact on practice.

Description	Marks
Two ways outlined how motivation can have a positive effect on practice	<b>2 x 4 Marks</b>
Clear and accurate outline of how motivation can have a positive effect on practice	<b>4 Marks</b>
Limited outline of how motivation can have a positive effect on practice	<b>2 Marks</b>
e.g Train harder, longer. Keep going until you get it right	

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

Outline **two** impacts of merchandising on a named physical activity of your choice.

Description	Marks
Two impacts of merchandising on physical activity. A physical activity has to be named	<b>2 x 4 Marks</b>
Clear and accurate outline of how merchandising impacts physical activity	<b>4 Marks</b>
Limited outline of how merchandising impacts physical activity	<b>2 Marks</b>

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

**(a)** Identify **two** different categories of performance-enhancing drugs.

Description	Marks
Two different categories of performance enhancing drugs identified	<b>2 x 2 Marks</b>
e.g anabolic agents; peptide hormones, growth factors, related substances, and mimetics; beta-2 agonists; hormone and metabolic modulators; diuretics and masking agents; stimulants; narcotics; cannabinoids; glucocorticoids; beta-blockers;	

**(b)** Describe how **one** of the performance-enhancing drug categories identified by you in **Question 4 (a)** can affect performance.

Description	Marks
Clear and accurate description about how it can affect performance	<b>4 Marks</b>
Vaguely accurate description about how it can affect performance	<b>2 Marks</b>

**Question 5****8 Marks**Outline **two** social benefits of physical activity.

Description	Marks
Two social benefits of physical activity	2 x 4 Marks
Clear and accurate outline of social benefits of physical activity described	4 Marks
Limited outline of social benefits of physical activity described	2 Marks
Possible candidate response: Make new friends, sense of belonging	

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

- (a) Put a tick (✓) in the box beside the statement that correctly describes the term **periodisation**.

**(4 Marks)**

- (i) It is interval training for 6 months.
- (ii) It is the division of a training plan into phases.
- (iii) It is performance analysis that provides coaches with data.

✓

- (b) Describe a method of physical fitness training that develops power.

Description	Marks
Clear and accurate type of training that develops muscular power described	4 Marks
Vaguely accurate type of training that develops muscular power described	2 Marks
e.g plyometrics	

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

- (a) In a named physical activity of your choice, identify **two** weaknesses that an opposition team could have.

Description	Marks
Two weaknesses that an opposition team could have clearly identified	<b>2 + 2 Marks</b>
Possible candidate response:  Soccer: slow defender, small goalkeeper	

- (b) Suggest a strategy you could use to exploit **one** of the weaknesses identified by you in **Question 7 (a)**.

Description	Marks
Clear and accurate strategy suggested that you would use to exploit one of their weaknesses	<b>4 Marks</b>
Vague strategy suggested that you would use to exploit one of their weaknesses	<b>2 Marks</b>

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

Outline **two** characteristics of a named physical activity that could give it media or spectator appeal.

Description	Marks
<b>Two</b> characteristics that could give them media or spectator appeal.	<b>2 x 4 Marks</b>
Clear and accurate characteristic that could give them media or spectator appeal.	<b>4 Marks</b>
Vaguely accurate characteristic that could give them media or spectator appeal.	<b>2 Marks</b>
Possible candidate response:  Excitement, opportunity to see their role models play	

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

- (a) List **two** factors that influence personal performance in a named physical activity of your choice.

Description	Marks
Two factors that influence personal performance listed	2 + 2 Marks

- (b) Describe **one** of the factors listed by you in **Question 9 (a)**.

Description	Marks
A clear and accurate factor that influences personal performance described	4 Marks
Somewhat clear and accurate factor that influences personal performance described	2 Marks

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

Outline **two** implications of using performance-enhancing drugs for the performer.

Description	Marks
Two implications of using performance-enhancing drugs for the performer	2 x 4 Marks
Clear and accurate implication of using performance-enhancing drugs for the performer	3-4 Marks
Somewhat clear and accurate implication of using performance-enhancing drugs for the performer	1-2 Marks
Possible candidate response: Banned from the sport, loss of sponsorship	



**Question 11****(8 marks)**Outline **two** characteristics of a skilled performance.

Description	Marks
	<b>2 x 4 marks</b>
Clear and accurate characteristic of a skilled performance	<b>3-4 Marks</b>
Somewhat clear and accurate characteristic of a skilled performance	<b>1-2 Marks</b>
Accept: -Kinaesthetic awareness -Anticipation -Consistency -Technical Execution	

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

Describe how mass participation events provide opportunities for business.

Description	Marks
Excellent description of how mass participation events provide opportunities for business and enterprise	<b>8 Marks</b>
Very good description of how mass participation events provide opportunities for business and enterprise	<b>6 Marks</b>
Good description of how mass participation events provide opportunities for business and enterprise	<b>4 marks</b>
Fair description of how mass participation events provide opportunities for business and enterprise	<b>2 Marks</b>

**Section B****Case Study****50 marks****Question 13****(50 marks)**

- (a) (i)** Identify **two** reasons why the Cork Masters Swimming Club was set up.

Description	Marks
<b>Two</b> reasons why the Cork Masters was set up	<b>2 x 2 Marks</b>
e.g. leisure, health and fitness, increase numbers	

- (ii)** Explain **one** of the reasons identified by you in **Question 13 (a) (i)**.

Description	Marks
A clear and accurate reason explained	<b>3-4 Marks</b>
Somewhat clear and accurate reason explained	<b>1-2 Marks</b>

- (b) (i)** With reference to the case study, identify **three** characteristics that Susan and Martin displayed to promote others participation in physical activity

Description	Marks
<b>Three</b> characteristics that Susan and Martin displayed to promote others participation in physical activity	<b>3 x 2 Marks</b>
enthusiastic, organised and very determined	

- (ii)** Describe **one** of the characteristics correctly identified by you in **Question 13 (b) (i)**

Description	Marks
A clear and accurate description of a characteristic	<b>3-4 Marks</b>
Somewhat clear and accurate description of a characteristic	<b>1-2 Marks</b>

- (c) (i) Explain why endurance would be important in long distance open water swimming.

Description	Marks
A clear and accurate explanation	3-4 Marks
Somewhat clear and accurate explanation	1-2 Marks

- (ii) Identify **two** strategies a marathon swimmer could use to support recovery following long-distance swimming training.

Description	Marks
Two strategies identified	2 x 2 Marks

- (iii) Describe **one** of the strategies identified by you in **Question 13 (c) (ii)**.

Description	Marks
A clear and accurate description of a strategy	3-4 Marks
Somewhat clear and accurate description of a strategy	1-2 Marks

- (d) (i) Identify **two** ways the media may play a role in maintaining gender stereotypes of men and women in sport.

Description	Marks
<b>Two</b> ways the media may play a role in maintaining gender stereotypes of men and women in sport identified	<b>2 x 2 Marks</b>
Possible candidate response: Sensationalise differences, focus on body type rather than athlete performance, edit images, limit coverage	

- (ii) Discuss **one** of the ways the media maintains gender stereotypes identified by you in **Question 13 (d) (i)**.

Description	Marks
A clear and accurate discussion	<b>4-6 Marks</b>
Somewhat clear and accurate discussion	<b>1-3 Marks</b>

- (e) (i) What strategy does Tom Daley use to help him prepare mentally for competition?

Description	Marks
Knitting/ selective attention	<b>2 marks</b>

- (ii) Describe **two** different strategies to improve mental preparedness before practice or performance in a named physical activity of your choice.

Description	Marks
Two strategies to improve mental preparedness before practice	<b>2 x 4 Marks</b>
A clear and accurate description	<b>3-4 Marks</b>
Somewhat clear and accurate description	<b>1-2 Marks</b>

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

There are 5 questions of which candidates must answer 3.

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

**(a) (i)** Define sponsorship.

Description	Marks
Accurate definition of sponsorship	<b>4 marks</b>
Somewhat accurate definition of sponsorship	<b>2 marks</b>

**(ii)** Outline **two** advantages and **two** disadvantages of sponsorship for performers.

Description	Marks
<b>Two</b> advantages and <b>two</b> disadvantages of sponsorship for performers outlined	<b>4 x 2 Marks</b>

**(b) (i)** Discuss the involvement of a named business in sport.

Description	Marks
A clear and accurate discussion	<b>4-6 Marks</b>
Somewhat clear and accurate discussion	<b>1-3 Marks</b>

**(ii)** Describe **two** impacts sponsorship could have on a named National Governing Body (NGB).

Description	Marks
Description of <b>two</b> impacts sponsorship could have on a named National Governing Body (NGB)	<b>2 x 4 Marks</b>
A clear and accurate description	<b>3-4 Marks</b>
Somewhat clear and accurate description	<b>1-2 Marks</b>

- (c) (i) Lionel Messi the soccer player has been sponsored by the sports drink Gatorade.  
Identify **two** advantages and **two** disadvantages of sports drinks.

Description	Marks
<b>Two</b> advantages and <b>two</b> disadvantages of sports drinks identified	<b>4 x 2 Marks</b>
Possible candidate response: Advantages: hydration, caffeine in some which can improve alertness Disadvantages: may be high in carbohydrates and therefore high in calories, caffeine can be addictive	

- (ii) Identify the line colour/letter that represents the aerobic system.

Description	Marks
Green/ Line C	<b>2 marks</b>

- (iii) In a named physical activity of your choice, explain why that activity uses the aerobic system

Description	Marks
A clear and accurate explanation	<b>4 Marks</b>
Somewhat clear and accurate explanation	<b>2 Marks</b>
e.g. Long distance running	

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

- (a) (i)** List **two** positive and **two** negative impacts the media has on spectators.

Description	Marks
<b>Two</b> positive and <b>two</b> negative effects of the media for spectators.	<b>4 x 2 Marks</b>

- (ii)** Describe **one** positive and **one** negative impact the media has on spectators listed by you in **Question 15 (a) (i)**.

Description	Marks
One <b>one</b> positive and <b>one</b> negative effect of the media for spectators correctly identified	<b>2 x 4 Marks</b>
A clear and accurate description	<b>4 Marks</b>
Somewhat clear and accurate description	<b>2 Marks</b>

- (b)** During the camogie match the coach yells “Lily get into space”. Lily looks up into the space in the sky. The coach shakes their head in disbelief.

Describe **two** desirable interpersonal skills of a coach or choreographer.

Description	Marks
<b>Two</b> desirable interpersonal skills of a coach/choreographer described	<b>2 x 4 Marks</b>
A clear and accurate description	<b>3-4 Marks</b>
Somewhat clear and accurate description	<b>1-2 Marks</b>

- (c) (i)** Describe **one** advantage and **one** disadvantage of a newly developed technology for officials in a named physical activity of your choice.

Description	Marks
<b>One</b> advantage and <b>one</b> disadvantage of modern technology for officials described	<b>2 x 4 Marks</b>
A clear and accurate description	<b>3-4 Marks</b>
Somewhat clear and accurate description	<b>1-2 Marks</b>

**(ii)** Explain how technology can benefit performers.

<b>Description</b>	<b>Marks</b>
Excellent explanation of how technology can benefit performers	<b>8 Marks</b>
Very good explanation of how technology can benefit performers	<b>6 Marks</b>
Good explanation of how technology can benefit performers	<b>4 marks</b>
Fair explanation of how technology can benefit performers	<b>2 Marks</b>



**Question 16****(40 marks)****(a) (i)** Define safe practice in physical activity.

Description	Marks
Safe practice defined	2 Marks

**(ii)** Give **two** examples of safe practice in physical activity.

Description	Marks
<b>Two</b> examples of safe practice in physical activity.	2 x 2 Marks

**(iii)** Describe **two** economic benefits of physical activity.

Description	Marks
<b>Two</b> economic benefits of physical activity described	2 x 4 Marks
A clear and accurate description	3-4 Marks
Somewhat clear and accurate description	1-2 Marks

**(b) (i)** In a named physical activity of your choice, identify **two** common injuries and explain how they could be treated.

Description	Marks
<b>Two</b> common injuries identified	2 x 2 Marks

Description	Marks
Explain how they could be treated.	2 x 3 Marks
Very good explanation	3 marks
Good explanation	2 marks
Fair explanation	1 mark

**(ii)** Identify **two** symptoms of overtraining.

Description	4 Marks
<b>Two</b> symptoms of overtraining.	2 x 2 Marks

(iii) Describe **one** symptom of overtraining identified by you in **Question 16 (b) (ii)**.

Description	Marks
A clear and accurate description	<b>3-4 Marks</b>
Somewhat clear and accurate description	<b>1-2 Marks</b>

(c) In a named physical activity of your choice, describe **two** benefits of flexibility training.

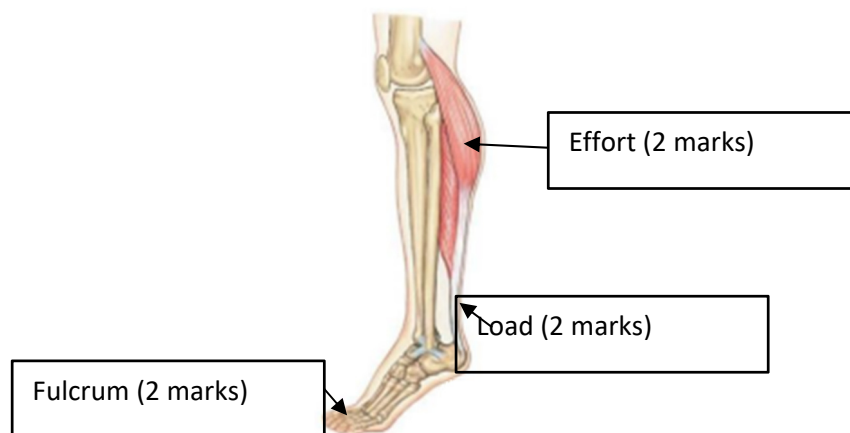
Description	Marks
<b>Two</b> benefits of flexibility training described	<b>2 x 4 Marks</b>
A clear and accurate description	<b>3-4 Marks</b>
Somewhat clear and accurate description	<b>1-2 Marks</b>

**Question 17****(40 marks)****(a) (i)** Describe **two** principles of ethical practice.

Description	Marks
Two principles of ethical practice description	2 x 4 Marks
A clear and accurate description	3-4 Marks
Somewhat clear and accurate description	1-2 Marks
Accept integrity, respect, fairness and equity	

**(ii)** Discuss the difference between sportsmanship and gamesmanship.

Description	Marks
Excellent discussion of sportsmanship and gamesmanship.	8 Marks
Very good discussion of sportsmanship and gamesmanship.	6 Marks
Good discussion of sportsmanship and gamesmanship.	4 marks
Fair discussion of sportsmanship and gamesmanship.	2 Marks

**(b) (i)** Label the load, effort and fulcrum on the diagram below. **(8 marks)****(ii)** Identify the class of lever illustrated by the diagram.

Class of lever: second class lever (2 marks)

(c) (i) Explain performance analysis.

Description	Marks
A clear and accurate explanation	4 Marks
Somewhat clear and accurate explanation	2 Marks

(ii) In a named physical activity of your choice, describe **two** benefits of performance analysis for the performer.

Description	Marks
<b>Two</b> benefits of performance analysis for the performer.	2 x 4 Marks
A clear and accurate description	3-4 Marks
Somewhat clear and accurate description	1-2 Marks

(iii) Outline **two** ways that you can compare your performance to that of a model performer in a named physical activity of your choice.

Description	Marks
<b>Two</b> ways that you can compare your performance to that of a model performer	2 x 2 Marks
A clear and accurate outline	2 Marks
Somewhat clear and accurate outline	1 Mark

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

**(a) (i)** Outline **three** rules and regulations of a named physical activity of your choice.

Description	Marks
Three rules and regulations outlined	3 x 2 Marks

**(ii)** Describe the appropriate scoring or recording system of a named physical activity of your choice.

Description	Marks
A clear and accurate description	3-4 Marks
Somewhat clear and accurate description	1-2 Marks

**(b) (i)** Describe the demands of officiating under **two** of the following headings:

Personal fitness

Psychological readiness

Personal attire

Description	Marks
Two of the demands of officiating described	2 x 4 Marks
A clear and accurate description	3-4 Marks
Somewhat clear and accurate description	1-2 Marks

**(ii)** Identify **two** strategies used by officials when managing conflict.

Description	Marks
Two strategies used in order to manage conflict between the official and the participants	2 x 2 Marks

**(iii)** Describe **one** of the strategies identified by you in **Question 18 (b) (ii)**.

Description	Marks
A clear and accurate description	3-4 Marks
Somewhat clear and accurate description	1-2 Marks

- (c) (i) In a named physical activity, describe **one** nutritional requirement before the activity and **one** nutritional requirement after the activity.

Description	Marks
The nutritional requirements <b>before</b> and <b>after</b> the activity described	<b>2 x 4 Marks</b>
A clear and accurate description	<b>4 Marks</b>
Somewhat clear and accurate description	<b>2 Marks</b>

- (ii) Name **one** dietary supplement and outline **two** advantages of using that supplement.

Description	Marks
	<b>6 marks</b>
Dietary supplement named	<b>2 Marks</b>
Two advantages of the named dietary supplement outlined	<b>2 x 2 marks</b>
A clear and accurate outline	<b>2 Marks</b>
Somewhat clear and accurate outline	<b>1 Mark</b>



## Coimisiún na Scrúduithe Stáit

### *Marcanna Breise as ucht freagairt trí Ghaeilge*

Léiríonn an tábla thíos an méid marcanna breise ba chóir a bhronnadh ar iarrthóirí a ghnóthaíonn níos mó ná 75% d'iomlán na marcanna.

N.B. Ba chóir marcanna de réir an ghnáthráta a bhronnadh ar iarrthóirí nach ghnóthaíonn níos mó ná 75% d'iomlán na marcanna don scrúdú. Ba chóir freisin an marc bónais sin a **shlánú** síos.

### ***Tábla 250 @ 10%***

Bain úsáid as an tábla seo i gcás na n-ábhar a bhfuil 250 marc san iomlán ag gabháil leo agus inarb é 10% gnáthráta an bhónais.

Bain úsáid as an ghnáthráta i gcás 187 marc agus faoina bhun sin. Os cionn an mharc sin, féach an tábla thíos.

Bunmharc	Marc Bónais
188 - 190	18
191 - 193	17
194 - 196	16
197 - 200	15
201 - 203	14
204 - 206	13
207 - 210	12
211 - 213	11
214 - 216	10
217 - 220	9

Bunmharc	Marc Bónais
221 - 223	8
224 - 226	7
227 - 230	6
231 - 233	5
234 - 236	4
237 - 240	3
241 - 243	2
244 - 246	1
247 - 250	0

It should be noted that bonus marks are not awarded in the case of coursework components.

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

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

Where the project has been completed in a physical activity that does not meet the requirements set out in S64/23, this means that the required links to a permitted physical activity have not been made, and accordingly the mark awarded cannot exceed the highest mark in the mark band for the "Fair" descriptor.

For Ordinary level projects please refer to the conversion table.



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

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 own 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). Excellent presentation of data.	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. Very good presentation of data.	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). Good presentation of data.	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). Fair presentation of data.	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). Poor presentation of data.
<b>25marks</b>	<b>21-25 marks</b>	<b>16-20 marks</b>	<b>11- 15 marks</b>	<b>6-10 marks</b>	<b>1- 5 marks</b>
<b>TOTAL Section A</b>	<b>25 Marks</b>				

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

	Very Good	Good	Fair	Poor
<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 no relevance to the performance goal or chosen physical activity.
8 marks	8 marks	6 marks	4 marks	2 marks
	Excellent	Very Good	Good	Fair/poor
<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. At least 2 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 1 plan. Limited or poor links made to the goals and the chosen physical activity.
4 marks	4 marks	3 marks	2 marks	1 mark
<b>TOTAL Section B</b>	<b>3 x 12 marks + 4 marks = 40 marks</b>			

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

	Very Good - Good	Fair - Poor
<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>
	Very Good - Good	Fair - Poor
<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	Poor
(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 and 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 30 Video size max 1GB Video duration max 4 mins Tabulated training/practice plan inserted as image Page 4 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>					

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

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

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

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

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

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

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

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

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



## **Performance Assessment**

**The performance assessment is marked out of a total of 150 marks**

**For dance and personal exercise and fitness activities two activities are required, in swimming two strokes – two different strokes are required. In these instances 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 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 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					
Personal Exercise & Fitness - elements required: Warm-up, aerobic/anaerobic training activity, conditioning & resistance activity, cool-down. Dance – elements required: solo and pair/group dance. Swimming – 2 strokes – 2 different strokes are required.					
Principles of Performance Where 1 element is not presented award max 8 marks. Where 2+ elements are not presented award max 4 marks			Application/adaptation of strategies Where 1 element is not presented award max 8 marks. Where 2+ elements are not presented award max 4 marks		

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 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. 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 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		
Infringements: 1 infringement award max 24 marks; 2 infringements award max 18 marks; 3+ infringements award max 12 marks.		
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.		
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. Text impinging on view of performer.  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 identifying 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 artistic.</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. Swimming – 2 strokes – consider the 2 different strokes when awarding marks.	
Total marks = 150		

