



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2024

Marking Scheme

Physical Education

Higher Level

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

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

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

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

Future Marking Schemes

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

Notes regarding the Marking Scheme

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

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

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

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

- (a) Identify an appropriate method to analyse each of the following aspects of performance:

Psychological preparedness

Choreography

You **must** use a different method of analysis for each aspect of performance.

Description	Marks
Correct appropriate method identified (2 x 2 marks)	4 marks
Psychological Preparedness: Questionnaire such as SCAT Test, Sports Motivation Scale Choreography: Video analysis, coach feedback, checklist	

- (b) Explain the term 'aesthetic and/or artistic criteria of performance' related to physical activities.

Description	Marks
Explains the term 'aesthetic and/or artistic criteria of performance' related to physical activities.	4 marks
Clear and detailed explanation of the term related to physical activities	4
Some accuracy in the explanation of the term related to physical activities.	2

**Question 2****(8 marks)****(a)** Define the concept of physical activity, leisure and recreation.

Description	Marks
Defines the concept of physical activity, leisure and recreation.	2 marks
Clear and accurate definition.	2
Some accuracy in the definition.	1

**(b)** Discuss **two** barriers to physical activity participation in the community.

Description	Marks
Discusses barriers to physical activity participation in the community	6 (2 x 3 marks)
Detailed discussion of named barrier	3 marks
Brief discussion of named barrier	2 marks
Barrier named	1 mark
Barriers may include: -Facilities -Access -Finance -Influence of family -Peer Group	

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

- (a) Discuss how motivation can impact an athlete's practice.

Description	Marks
Discusses how motivation can impact an athlete's practice.	4 marks
Information is detailed and accurate. Candidate deals with practice as opposed to performance.	4
Some information is accurate	2
e.g.: -Drive to be successful -Ensure that athletes train hard. -Keeps their interest levels high in practice -Focused on what their training can do for performance	

- (b) Name a strategy that athletes could use to enhance their motivation.  
Explain how this strategy enhances motivation.

Description	Marks
Correct strategy named 2 mark + 2 marks for explanation	2 + 2
Explanation is accurate and detailed.	2
Some level of accuracy and detail in explanation	1
Strategies may include: -Goal setting -Journaling -Positive self-talk -Rewards	

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

Discuss **two** advancements in technology that have impacted spectator experience in a named physical activity of your choice.

Description	Marks
Advancements in technology that have impacted spectator experience discussed	2 x 4 marks
Detailed and accurate discussion an appropriate technological advancement that has impacted spectator experience in a named physical activity.	4
Some level of detail or accuracy in the discussion an appropriate technological advancement that has impacted spectator experience.	2
Technological advancements may include: -Video analysis tools -TV camera footage -Social media updates and footage -Live player cameras -Sport being played at higher standards due to the advancements of equipment.	

**Question 5****(8 marks)****(a)** Define skill.

Description	Marks
	2 marks
Correct definition provided.	2
Somewhat accurate definition provided	1
Candidates may use words such as: -Coordinated movements -Learned -Practice -Psychomotor	

**(b)** Identify **two** characteristics of skilled performance.

Description	Marks
Correct characteristic identified (2 x 1 mark)	2 marks
Accept: -Kinaesthetic awareness -Anticipation -Consistency -Technical Execution/ Technique	

**(c)** Explain the term, creative application of skill.

Description	Marks
Creative application of skill explained	4 marks
Clear and accurate explanation of the concept. Information is correct and detailed.	4
Some level of accuracy in the explanation of the concept. Some correct information provided.	2
Candidates may include the following: -Examples -The notion that it is innovative -Responding quickly to situations	



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

A function of Sport Ireland Anti-Doping is the elimination of doping in Irish sport.

State **four** current Irish anti-doping rules.

Description	Marks
Candidate state a current Irish anti-doping rule.	4 x 2 marks
e.g.: <ul style="list-style-type: none"><li>• Presence of a prohibited substance</li><li>• Evading, refusing or failing to submit a sample</li><li>• 3 whereabouts failures within 12 months</li><li>• Possession of a prohibited substance</li><li>• Use of a prohibited method</li></ul>	

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

Explain **two** methods of physical fitness training used to develop performance for a named physical activity of your choice.

Description	Marks
Methods of physical fitness training used to develop performance explained	2 x 4 marks
Detailed and accurate explanation of the method of physical fitness training in the named physical activity.	4
Some level of accuracy in the explanation of the relevance and appropriateness or otherwise of the method of physical fitness training	2
Accept: continuous training; weight training; plyometrics; fartlek training; interval training; circuit training	

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

- (a) Identify **two** injuries that commonly occur in a named physical activity of your choice and identify the potential causes of **both** injuries.

Description	Marks
	4 marks (2+2)
Common injury identified	2 x 1 mark
Appropriate causes of injury correctly identified relevant to the physical activity	2 x 1 mark
e.g.: Rugby Cut Clash of heads, stud from boot can cut skin, friction from impact on the ground can cause a cut to skin.	

- (b) Describe the first aid treatment for **one** of the injuries identified by you in **Question 8 (a)**.

Description	Marks
First aid treatment for identified injury described	4 marks
Description of the first aid treatment is accurate and relevant to the named injury	4
Some level of accuracy in the description of the first aid treatment relevant to the injury	2
e.g.: Cut Put on gloves if possible. Control the bleeding by applying pressure to the area with a fabric. Rinse the wound out to remove any dirt/ grit. Reassure the injured person. Seek additional help	

**Question 9****(8 marks)****(a)** Define endorsements related to sport.

Description	Marks
Defines endorsements related to sport	2 marks
Accurate definition	2
Some degree of accuracy in the definition	1

**(b)** Identify **two** advantages of sponsorship for the National Governing Bodies of sport.

Description	Marks
Appropriate advantage identified	2 x 1 mark
e.g.: -Connecting the sport to businesses that have positive associations -Generating money for the development of the sport -Using money generated to enhance grassroots sport	

**(c)** Describe **two** disadvantages of sponsorship for athletes.

Description	Marks
	2 x 2 marks
Detailed and accurate description providing excellent information on the disadvantages of sponsorship for athletes.	2
Some of the information presented is correct.	1
e.g.: -Time commitment to the sponsor -Distraction from training and preparation -Potential scheduling clashes -Potential to receive negative press from brand/ company association	

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

Discuss **two** different approaches to physical activity promotion.

Description	Marks
Different approaches to physical activity promotion discussed	2 x 4 marks
Detailed and accurate discussion of appropriately identified physical activity promotion approach.	4
Some degree of detail and accuracy in the discussion of appropriately identified physical activity promotion approach.	2

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

(a) The development of personal fitness is important for officials. Why?

Description	Marks
	2 marks
Accurate reason provided	2
Some degree of accuracy in the reason provided	1

(b) Identify **two** strategies that an official can use to manage conflict between participants.

Description	Marks
Appropriate strategy identified	2 x 1 mark
e.g.: -Provide clarity on the situation that may have started confrontation -Apply the appropriate rules of the game which may defuel the situation -Address players in an assertive manner -Speak to captains about potential actions	

- (c) Describe appropriate attire and appropriate equipment needed by an official in a named physical activity of your choice.

Description	Marks
	2 x 2 marks
Detailed and accurate description of appropriate attire or equipment needed by an official in the named physical activity of your choice.	2
Some level of detail and accuracy in the description of appropriate attire or equipment needed by an official in the named physical activity of your choice.	1

### Question 12

(8 marks)

- (a) Name **three** energy systems used by the human body.

Description	Marks
Energy system correctly named	3 x 1 mark
Accept: ATP-PC system/ phosphagen system/ anaerobic alactacid system -Anaerobic Glycolytic system/ lactic acid system / anaerobic lactic system -Aerobic system/ aerobic glycolysis system/ oxidative system	

- (b) Discuss the role of **one** named energy system for performance in a named physical activity of your choice.

Description	Marks
	5 marks
Information is accurate and detailed. Candidate demonstrates a clear understanding of the contribution of the energy system to performance in the named physical activity.	5
Information has some level of accuracy. Candidate demonstrates some understanding of the contribution of the energy system to performance in the named physical activity.	3
Discussion lacks accuracy and detail. Candidate demonstrates very little understanding of the role of the energy system for performance	1
ATP-PC system/ phosphagen system/ anaerobic alactacid system -Anaerobic Glycolytic system/ lactic acid system / anaerobic lactic system -Aerobic system/ aerobic glycolysis system/ oxidative system	

<b>Section B</b>	<b>Case Study</b>	<b>50 marks</b>
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### Question 13

(a) (i) Discuss the difference between vectors and scalars in sport.

Description	Marks
	4 marks
Accurate and detailed discussion on the difference between vectors and scalars in sport.	4
Some accuracy in the discussion on the difference between vectors and scalars in sport.	2
Vectors are quantities with both magnitude and direction. Scalar quantities have magnitude only	

(ii) Identify **two** sport related scalar quantities mentioned in the case study.

Description	Marks
Correctly identified scalar quantity from the case study.	2 x 1 mark
Scalar= 400m 49.20 seconds 50.13 seconds 8.13m/s	

(b) Examine **two** approaches to safe practice that organisers of an event, such as the Olympic Games, may implement.

Description	Marks
	2 x 5 marks
Detailed and accurate examination of the safe practice approaches to event organisation.	4-5
Mostly accurate examination with some level of detail examination of the safe practice approaches to event organisation.	2-3
Little detail or accuracy in the examination of the safe practice approaches to event organisation.	1

(c) (i) Define periodisation.

Description	Marks
Periodisation defined.	2 marks
Accurate definition.	2
Somewhat accurate definition.	1

(ii) What time did Adeleke run in the 400m NCAA championship final race in Texas in 2023?

Description	Marks
Correct answer	3 marks
Candidate gets 3 marks if they state 49.2 seconds Candidate gets 2 marks if they state 49.2/ calculation correct ( $\frac{400}{8.13} / 400 \div 8.13$ ) Candidate gets 1 mark if they just include the correct unit of measurement ie seconds	

(iii) Suggest **one** reason why Adeleke ran a faster time in the NCAA championship final than in the 400m World Championship final last year. Justify your reason with reference to the case study.

Description	Marks
	5 marks
Reason is correct. Candidate uses the case study to appropriately justify the reason.	5
Reason is correct. Candidate attempts to justify reason from case study but not all details are accurate.	3
Reason is correct or limited justification is provided.	1
e.g. Reason: Fatigue Justification: It has been a long season.	

**(d)** Analyse the role of technology in the evaluation of sporting performance.

Description	Marks
	12 marks
Detailed and accurate analysis of the role of technology in the evaluation of sporting performance.	10-12
A mostly accurate analysis of the role of technology in the evaluation of sporting performance.	7-9
Some level of detail and accuracy presented in the analysis of the role of technology in the evaluation of sporting performance.	4-6
Little accurate information presented in the analysis of the role of technology in the evaluation of sporting performance.	1-3

**(e)** Mass participation events like the Olympic Games provide great opportunities for business and enterprise.

Analyse this statement.

Description	Marks
	12 marks
Detailed and accurate analysis	12
A mostly accurate analysis	9
Some level of detail and accuracy in analysis	6
Little accurate information presented	3



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

There are 5 questions of which candidates must answer 3.

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

- (a) Identify **four** characteristics from a named physical activity of your choice that give it media and/or spectator appeal.

Description	Marks
Correctly identified characteristic relevant to named physical activity.	4 x 2 marks
Spectator: Competition, skill, atmosphere, tradition, rivalries Media: potential to capture a global audience, revenue generation	

- (b) Explain **three** practice methods that can be used to develop skills in a named physical activity of your choice.

Description	Marks
	3 x 4 marks
Accurate and detailed explanation of practice method to develop skill in the named physical activity	3-4
Somewhat accurate and detailed explanation of practice method to develop skill	1-2

- (c) Using sporting examples, examine the differences between second class levers and third class levers.

Description	Marks
	8 marks
Excellent detailed and accurate examination of the difference between the levers with appropriate sporting examples used to assist the examination.	7-8
Accurate examination of the difference between the levers with appropriate sporting examples used to assist the examination.	5-6
Some level of detail and accuracy in the examination provided	3-4
Little accuracy in the examination provided.	1-2
Second class lever – load is in the middle between the fulcrum and the effort Third class lever – effort is in the middle between the fulcrum and the load	

- (d) As part of your studies in Leaving Certificate Physical Education you investigated the media coverage of elite performance in sport. Explain your findings.

Description	Marks
	12 marks
Detailed and accurate investigation of media coverage of elite sport. Candidate displays excellent knowledge in the area.	12
A mostly accurate presentation of media coverage of elite sport. Candidate displays good knowledge in the area.	9
Some level of detail and accuracy presented.	6
Little accurate information presented.	3

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

- (a) (i) Suggest **one** way a National Governing Body of a sport might use the funding they receive from Sport Ireland to support athletes who compete at an international level.

Description	Marks
Appropriate suggestion of how NGB uses Sport Ireland funding for athletes competing at international level	2 marks

- (ii) Discuss how a named National Governing Body of sport supports the development of sport at a local level.

Description	Marks
	6 marks
Named NGB	2 marks
Good discussion on how the NGB supports the development of sport at a local level. Correct examples are given to support the answer.	4 marks
Fair discussion on the development of sport at a local level.	2 marks
e.g.: -Provides facilities and equipment -Organises competitions -Supports the development of coaches -Supports all aspects of club development such as child safeguarding	

- (b) Explain **two** recovery strategies that athletes use after exercise to support adaptations of the body.

Description	Marks
	8 marks (2 x 4 marks)
Detailed and accurate explanation of the recovery strategy and how its leads to positive adaptations of the body.	3-4
Some accuracy in the explanation of the recovery strategy and how its leads to positive adaptations of the body	1-2
Recovery strategies could include: Cold water immersion, compression garments, sports massage, contrast bathing, stretching, nutrition, sleep, active recovery, foam-rolling, pilates	

- (c) Complete the following table to design a performance-related fitness test battery for a named physical activity of your choice.

Description	Marks
	12 marks
Performance related fitness (prf) component appropriate to named physical activity	3 x 1 mark
Fitness test named appropriate to prf component	3 x 1 mark
Justification	3 x 2 marks
Accurate justification for why prf component is being tested relevant to named physical activity	2 marks
Somewhat accurate justification for why component is being tested	1 mark

- (d) Analyse the provision and support for excellence in performance in a named physical activity of your choice.

Description	Marks
	12 marks
Excellent level of detail and accurate analysis for the provision and support for excellence in performance in a physical activity of your choice.	12
Good level of detail and accurate analysis for the provision and support for excellence in performance in a physical activity of your choice.	9
Analysis has some correct aspects to it. Detail in correct in places	6
Little to no analysis. Few accurate details provided	3

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

- (a) (i) Make **two** statements about doping in cycling over recent years based on information presented in **Figure 12**.

Description	Marks
Accurate statement provided	2 x 1 mark
Example of accurate statements include: -Around 2007/2008 was the period when most positive test occurred. -The least amount of positive tests happened around 2020. -There has been an increase in the number of positive tests since the year 2020. -There has been a significant decline in the number of positive tests over the past 20 years	

- (ii) What is a code of ethics for sport?

Description	Marks
	2 marks
Accurate account of what a code of ethics is with solid examples of what you would find in one given	2
Some accuracy provided on what a code of ethics is	1
e.g.: -An outline of a standard of conduct -Informs different parties about how they should behave -Gives information on respect and integrity in sport	

- (iii) Explain the importance of equity in a named physical activity of your choice.

Description	Marks
	4 marks
Detailed and accurate explanation of the importance of equity to a named physical activity of your choice.	4 marks
Some details are accurate in the explanation of the importance of equity.	2 marks
Equity: provides individuals with the resources and supports they need to overcome barriers to enable them to achieve.	

**(b)** Discuss the challenges for performers who use sports supplements.

Description	Marks
	8 marks
Detailed and accurate discussion on the challenges for performers using sports supplements	7-8
A good degree of detail and accuracy in discussing the challenges for performers using sports supplements	4-6
Discussion is vague and lacking detail	1-3
e.g.: -Expense -Knowledge -Risk of contamination -Flooded market -Peer pressure -Overreliance	

**(c)** Analyse the implications for the sport where anti-doping rules violations have been committed by its athletes.

Description	Marks
	12 marks
Excellent level of detail and accurate analysis of the implications for the sport where anti-doping rules violations have been committed by its athletes.	12
Good level of detail and of the implications for the sport where anti-doping rules violations have been committed by its athletes.	9
Analysis has some correct aspects to it. Detail is correct in places	6
Little to no analysis. Few accurate details provided	3

- (d) As part of your studies in Leaving Certificate Physical Education you designed a dietary plan for an athlete in a named physical activity of your choice.

Outline **three** aspects of the dietary plan and provide a rationale for the inclusion of **each** aspect.

Description	Marks
	3 x 4 marks
Appropriate dietary aspect from plan rationalised. Detailed rationale given for a correct dietary action in the plan. Information is accurate.	3-4
Some level of accuracy provided in the rationale of the appropriate dietary aspect from plan.	1-2
Aspects may include: -Macro recommendations -Calorie suggestions -Timing of meals -Appropriate inclusion of food and sports supplements	



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

- (a) Discuss the personal benefits of physical activity for health and wellbeing for people at **two** different life stages.

Description	Marks
	2 x 4 marks
Detailed and accurate discussion on the personal benefits of physical activity for health and wellbeing at a named life stage.	3-4
Some accuracy in the discussion on the personal benefits of physical activity for health and wellbeing at a named life stage.	1-2
Life stages may include: Childhood, adolescence, adult, elderly Personal benefits may include: Physical Health	

- (b) Describe **two** characteristics of people who positively impact and support the physical activity participation of others.

Description	Marks
	2 x 4 marks
Detailed and accurate description provided for an appropriate characteristic of people who positively impact and support the physical activity participation of others.	3-4
Some accuracy in the description provided for an appropriate characteristic of people who positively impact and support the physical activity participation of others.	1-2
Characteristics may include: -Interpersonal skills -Empathy -Inspiration -Active and healthy role model -Passion	

- (c) Write **three** statements that you would include in a code of practice for the selection of commercial sponsorship for a youth sports team.  
Justify why you would include **each** of these statements in this code of practice.

Description	Marks
	12 marks
Accurate statement for code of practice for selection of commercial sponsorship for youth sports team provided	3 x 2 marks
Appropriate justification for each statement provided	3 x 2 marks
Statements may include: -Sponsor should have a positive public image that we would like our youth players to see. -An ideal sponsor may be involved in a business that promotes healthy lifestyles or may support their staff in attaining this -Sponsorship not to be taken from a betting firm -Sponsorship not to be taken from an alcohol firm -Sponsorship not to be taken from a tobacco firm	

- (d) (i) Name a national policy that promotes physical activity engagement.

Description	Marks
Appropriate policy named	2

- (ii) Analyse how the policy named by you in **Question 17 (d) (i)** promotes physical activity engagement.

Description	Marks
	10 marks
Detailed and accurate analysis on ways that the named policy promotes physical activity engagement in Ireland.	8-10
Some accuracy and detail in the analysis on ways that can promote physical activity engagement in Ireland.	4-7
The analysis is lacking detail and accuracy.	1-3

**Question 18****(40 marks)****(a)** Define **five** components of health-related fitness.

Description	Marks
Accurate definition provided for a correctly named component of health-related fitness.	10 (5x2 marks)
Components of health-related fitness: Muscular strength, muscular endurance, body composition, cardiorespiratory endurance, flexibility	

**(b) (i)** Define anxiety related to performance in physical activity.

Description	Marks
Definition	2 marks
Accurate definition of anxiety related to the practice of physical activity.	2
Somewhat accurate definition of anxiety	1
Candidate may use words such as: Nervousness, turbulence, threats, physical, somatic, mental, cognitive, behaviours	

**(ii)** Discuss how anxiety may impact on an athlete's performance in physical activity.

Description	Marks
	4 marks
Detailed and accurate discussion on how anxiety may impact on an athlete's performance in physical activity.	3-4
Some accuracy in the discussion on how anxiety may impact an athlete	1-2

- (c) As part of your studies in Leaving Certificate Physical Education you designed a personal action plan to support a positive psychological disposition for performance.

Outline **three** aspects of the action plan and provide a rationale for the inclusion of **each** aspect.

Description	Marks
	3 x 4 marks
Appropriate aspect from plan rationalised. Detailed rationale given on how the aspect will support the psychological disposition of the performer.	3-4
Some level of accuracy on how the aspect will support the psychological disposition of the performer provided in the rationale.	1-2
Aspects may include: -Goal setting -Development of concentration strategies -Development of confidence strategies -Tools to deal with mistakes and issue in performance	

- (d) Analyse the involvement of a named business in sport.

Description	Marks
	12 marks
Excellent level of detail and accurate analysis of the involvement of the selected business in sport.	12
Good level of detail and analysis of the involvement of the selected business in sport.	9
Analysis has some correct aspects to it. Detail in correct in places	6
Little to no analysis. Few accurate details provided	3



## 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 ngnóthaíonn níos mó ná 75% d'iomlán na marcanna don scrúdú. Ba chóir freisin an marc bónaís 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 ngnáthráta 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					
<b>Personal Exercise &amp; Fitness</b> - elements required: Warm-up, aerobic/anaerobic training activity, conditioning & resistance activity, cool-down. <b>Dance</b> – elements required: solo and pair/group dance. <b>Swimming – 2 strokes</b> – 2 different strokes are required.					
Principles of Performance			Application/adaptation of strategies		

Where **1 element** is not presented award **max 8 marks**.  
Where **2+ elements** are not presented award **max 4 marks**

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>
	<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			
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.			
<p><b>Analysis/text outside of permitted slides/voiceover/music not permitted.</b> *Music is permitted for dance &amp; floor routines in gymnastics; basic subtitles are permitted. Moving text is not permitted. Text impinging on view of performer.</p> <p><b>No photos permitted</b> – except identification photo</p> <p><b>No video collages permitted</b></p> <p><b>Alteration of speed of video not permitted</b></p> <p><b>Introductory Slide must comply with requirements*</b> <b>Identification Slide must comply with requirements</b></p> <p><b>Correct PA physical activity must be stated on introduction slide</b></p> <p><b>Introduction slide must indicate that PA and PAP are completed in different physical activity area</b></p> <p><b>No of text slides:</b> 2 x mandatory slides + max 4 optional slides only permitted.</p> <p><b>Candidates must not change identifying clothing. *survival swimming</b> <b>Candidate must be identifiable throughout performance</b></p> <p><b>Single Performance:</b> single best performance required. Full unedited performance required where time permits, i.e. &lt;8min.</p>	<p><b>Physical Activity requirements</b></p> <p><b>Athletics</b></p> <p>Introduction slide must include:</p> <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> <p><b>Aquatics</b></p> <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> <p><b>Dance</b></p> <ul style="list-style-type: none"><li>• Introductory slide must state genre/style of dance</li></ul>	<p><b>Gymnastics</b></p> <ul style="list-style-type: none"><li>• Introductory slide must state either rhythmic or artistic.</li></ul> <p><b>Personal ex &amp; fit</b></p> <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> <p><i>*Introductory slide – check specific physical activity requirements</i></p>	
	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		





