



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2025

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 e.g. 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

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	

The table above contains information about annotations used for marking throughout the exam paper.

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

Any **ten** questions to be answered from questions 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12.

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

Describe **two** ways in which pathways between school and community-based sport can be strengthened.

Description	Marks
Describes ways to strengthen pathways between school and community-based sport.	<b>8 (2 x 4 marks)</b>
Accurate description of an appropriate way to strengthen pathways between school and community-based sport.	4
Some accuracy in the description of an appropriate way to strengthen pathways between school and community-based sport	2

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

Outline **four** types of feedback that can be beneficial to athlete performance.

Description	Marks
Outlines type of feedback that can be beneficial to athlete performance.	<b>8 (4 x 2 marks)</b>
Appropriate outline of named type of feedback that can be beneficial to athlete performance	2
Correct type of feedback provided.	1

**Question 3****(8 marks)****(a)** Explain gender stereotyping in sport.

Description	Marks
Explains gender stereotyping in sport.	<b>4 marks</b>
Accurate explanation of gender stereotyping in sport.	4
Some accuracy in the explanation of gender stereotyping	2

**(b)** What role can the media play in relation to gender stereotyping in sport?

Description	Marks
Describes the role of the media in relation to gender stereotyping in sport	<b>4 marks</b>
Detailed and accurate description given of the role of the media related to gender stereotyping in sport.	4
Some level of detail and accuracy given on the role of the media related to gender stereotyping in sport.	2

**Question 4****(8 marks)****(a)** Define the following types of goals related to physical activity:

Short term goal

Performance goal

Description	Marks
Definition of type of goal	<b>4 (2 x 2 marks)</b>
Accurate definition	2
Somewhat accurate definition	1

**(b)** Write a short-term performance goal.

Description	Marks
Appropriate written goal given	<b>4 marks</b>
Accuracy and measurable short-term goal presented	4
Some accuracy in the written goal presented (Missing 1 thing)	3
Some accuracy in the written goal presented (Missing 2 things)	2
Goal that is not relevant	1

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

Describe **two** categories of performance-enhancing drugs.

You are **not** permitted to use anabolic steroids as one of your answers.

Description	Marks
Describes the category of performance enhancing drug.	<b>8 (2 x4 marks)</b>
Detailed and accurate description of the category of performance-enhancing drug.	4
Accurate example	2

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

The principles of effective practice are important in the design of skill practice sessions.

**(a)** Outline **two** principles of effective practice.

Description	Marks
Outlines principles of effective practice	<b>4 (2 x 2 marks)</b>
Accuracy in the detail given on correctly named principle of effective practice	2
Some accuracy in the outline of the principle of effective practice or Correct principle of effective practice identified	1

**(b)** How would you use **one** of the principles outlined by you in **question 6(a)** to develop skill in a practice session?

Description	Marks
Looking for skill improvement/development	<b>4 marks</b>
Detailed and accurate description of how principle of effective practice used to develop skill in a practice session	4
Some level of detail and accuracy in the description of how principle of effective practice used to develop skill.	2



**Question 7****(8 marks)****(a)** Explain 'adapted physical activity'.

Description	Marks
Explains adapted physical activity.	<b>2 marks</b>
Detailed and accurate explanation of adapted physical activity.	2
Some level of detail and accuracy in the explanation of adapted physical activity.	1

**(b)** Outline **two** ways that a school or community can provide for adapted physical activity.

Tick the box to indicate which context you are answering in - school or community.

Description	Marks
Outlines way that a school or community can provide for adapted physical activity	<b>6 (2 x 3 marks)</b>
Accurate outline of how a school or community can provide for adapted physical activity.	3
Some level of accuracy in the outline of how a school or community can provide for adapted physical activity	2
Appropriate way identified	1

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

- (a) As part of your studies in Leaving Certificate Physical Education you compared your personal performance to that of a more skilled/ model performer.

Describe how you conducted this analysis.

Description	Marks
Describes how the analysis was conducted.	<b>4 marks</b>
Detailed and accurate description of how the analysis was conducted.	4
Some level of detail and accuracy in the description of how the analysis was conducted.	2

- (b) Outline **two** aesthetic/artistic criteria of performance in a named physical activity of your choice.

Description	Marks
Outlines aesthetic and/or artistic criteria of performance in a named physical activity.	<b>4(2 x 2 marks)</b>
Accuracy in the outline of the aesthetic and/or artistic criteria of performance relevant to the named physical activity.	2
Some accuracy in the outline of the aesthetic and/or artistic criteria of performance.	1

**Question 9****(8 marks)****(a)** Define the concept of physical activity, 'mass-participation sports'.

Description	Marks
Defines the concept of physical education, mass-participation sports	<b>2 marks</b>
Accurate definition of mass-participation sports	2

**(b)** Identify **two** 'outdoor and adventure activities'.

Description	Marks
Identifies <b>two</b> outdoor and adventure activities.	<b>2 (1 + 1 mark)</b>
Appropriate outdoor and adventure activity identified.	1

**(c)** Explain the concept of physical activity, 'physical education'.

Description	Marks
Explains the concept of physical activity- physical education	<b>4 marks</b>
Detailed and accurate explanation of the concept of physical activity- physical education.	4
Somewhat accurate explanation.	2

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

- (a) Outline **two** benefits of sports drinks for performers.

Description	Marks
Benefit of sports drinks outlined	<b>4 (2 x 2 marks)</b>
Detail and accuracy in the outline of the benefit of sports drinks for performers.	2
Some accuracy in the outline of the benefit of sports drinks for performers.	1

- (b) Name a sports supplement used by athletes and justify why athletes might use this supplement.

Description	Marks
Sports supplement named Appropriate justification	<b>4 (2 + 2marks)</b>
Appropriate sports supplement named	2
Detailed and accurate justification of why athletes might use this supplement.	2
Some level of detail and accuracy in the justification of why athletes might use this supplement.	1

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

Explain **two** structures **or** **two** strategies than can help an athlete or team succeed.

**Support your answer with physical activity examples.**

Tick the box to indicate which context you are answering in - structures or strategies.

Description	Marks
Explains <b>two</b> structures <b>or</b> <b>two</b> strategies used in a named physical activity than can help an athlete or team succeed.	<b>8 (2 x 4 marks)</b>
Detailed and accurate explanation of the structure <b>or</b> strategy used in a named physical activity than can help an athlete or team succeed.	4
Accurate explanation of the structure <b>or</b> strategy used in a named physical activity than can help an athlete or team succeed.	2

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

- (a) Identify **three** ways in which Irish anti-doping rules are enforced.

Description	Marks
Ways in which Irish anti-doping rules are enforced.	<b>6 (3 x 2 marks)</b>
Accurate identification.	1 – 2

- (b) Under what circumstances can an athlete compete with banned substances in their system?

Description	Marks
Appropriate circumstance	<b>2 marks</b>
Appropriate circumstance named	2

<b>Section B</b>	<b>Case Study</b>	<b>50 marks</b>
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All parts of Question 13 to be answered.

**Question 13**

**(50 marks)**

**13(a) (i)** Identify and define **two** concepts of physical activity named in the case study.

Description	Marks
Correct concepts identified	<b>6 marks:</b> <b>3</b>
Concepts defined	<b>+</b> <b>3</b>
Detailed and accurate definition of concept	1 – 3

**13(a) (ii)** Discuss the personal and social benefits, mentioned in the case study, for children engaging in throwing activities.

Description	Marks
Discussion on personal and social benefits, mentioned in the case study, for children engaging in throwing activities.	<b>6 marks</b>
Detailed and accurate discussion of personal and social benefits.	5-6
Some detail and accuracy in the discussion personal and social benefits.	3-4
Limited discussion	1-2

- 13(b)** Name a skill that uses a 3rd class lever from a named physical activity of your choice.  
Justify why this skill is an example of a 3rd class lever.

Description	Marks
3 rd class lever skill relevant to the named physical activity given	6 marks:
Justification shows the candidate has some understanding of why this skill is an example of a 3 rd class lever	1 – 6



- 13(c) (i)** Based on the description of javelin in the case study, name a skill practice method that is appropriate for developing the skill of a javelin thrower.

Description	Marks
Appropriate method named	<b>2 marks</b>
Appropriate practice method.	2

- 13(c) (ii)** Explain how you would apply the practice method named by you in **Question 13 (c) (i)** to improve the skill of the javelin thrower.

Description	Marks
Explanation on how the candidate would apply this practice method to improve the skill.	<b>6 marks</b>
Somewhat accurate explanation on how the candidate would apply the named practice method to improve the skill of the javelin thrower.	4 – 6
Some detail and accuracy in the explanation on how the candidate would apply the named practice method to improve the skill.	1 – 3

- 13(c) (iii)** Hammer throwers mainly move in which plane of movement?

Description	Marks
Correct plane of movement identified	<b>2 marks</b>
Transverse plane	2

- 13(d) (i)** Use **Figure 9** to suggest which component of fitness might be developed by throwing light implements in training. Justify why this component of fitness might be developed by throwing light implements.

Description	Marks
Correct component identified	<b>6 marks:</b> <b>3</b>
Justification of answer	<b>+</b> <b>3</b>
Correct component identified	3
Justification is accurate	1 – 3

- 13(d) (ii)** Use **Figure 9** to suggest which component of fitness might be developed by throwing heavy implements in training. Justify why this component of fitness might be developed by throwing heavy implements.

Description	Marks
Correct component identified	<b>6 marks:</b> <b>3</b>
Justification of answer	<b>+</b> <b>3</b>
Correct component identified	3
Justification is accurate	1 – 3

**13(e) (i)** Suggest **two** effects that anabolic steroids can have on athlete performance.

Description	Marks
Suggest <b>two</b> effects that anabolic steroids can have on athlete performance.	<b>4 (2 x 2 marks)</b>
Appropriate suggestion	2

**13(e) (ii)** Explain how DP Manu did **not** adhere to the principles of ethical practice when he took methyltestosterone.

You must refer to **two** principles of ethical practice in your answer.

Description	Marks
Explanation how DP Manu did not adhere to the principles of ethical practice when he took methyltestosterone.	<b>6 marks</b>
Detailed and accurate explanation on how DP Manu did not adhere to the principles of ethical practice when he took methyltestosterone. Two appropriate principles of ethical practice referred to.	5-6
Some level of detail and accuracy on how DP Manu did not adhere to the principles of ethical practice when he took methyltestosterone. One appropriate principle of ethical practice referred to.	3-4
Little to no detail and accuracy on how DP Manu did not adhere to the principles of ethical practice when he took methyltestosterone.	1-2

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

Any **three** questions to be answered from questions 14, 15, 16, 18.

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

**14(a) (i)** Define the following components of health-related fitness:

*Cardiorespiratory endurance**Body composition**Flexibility*

Description	Marks
Definition of component of health-related fitness	<b>6 (3 x 2 marks)</b>
Clear and accurate definition	2

**14(a) (ii)** Apply the FITT formula to one the following components of health-related fitness:

*Cardiorespiratory endurance**Body composition**Flexibility*

Description	Marks
FITT formula correctly applied to selected component of health-related fitness	<b>4 (4 x 1 mark)</b>
Frequency	1
Intensity	1
Time	1
Type	1

**14(b) (i)** Define **one** of the following terms:

*Discrimination Stereotyping Inclusiveness Prejudice*

Tick the box to indicate which term you are defining.

Description	Marks
Definition of discrimination or stereotyping or inclusiveness or prejudice	<b>2 marks</b>
Clear and accurate definition	2
Somewhat accurate definition	1

**14(b) (ii)** Explain the concept of sportsmanship related to its influence on engagement in physical activity and sport.

Description	Marks
Explanation of the concept of sportsmanship related to its influence on engagement in physical activity and sport.	<b>6 marks</b>
Detailed and accurate explanation of the concept of sportsmanship related to its influence on engagement in physical activity and sport.	5-6
Some level of detail and accuracy in the explanation of the concept of sportsmanship related to its influence on engagement in physical activity and sport.	3-4
Little to no detail and accuracy in the explanation of the concept of sportsmanship.	1-2

**14(c)** Discuss **two** developments in physical activity and sport, since 2005, for **one** of the following groups:

- Women
- Older Adults
- People with physical disability
- People with intellectual disability
- Different ethnic groups
- Different socio-economic groups

Description	Marks
Discussion on the developments in physical activity and sport for <b>one</b> of the groups in the last 20 years.	<b>10 (2x5 marks)</b>
Very good detail and accuracy in discussion on the developments in physical activity and sport for <b>one</b> of the groups in the last 20 years.	5
Some detail and accuracy in discussion on the developments in physical activity and sport for <b>one</b> of the groups in the last 20 years.	3-4
Little detail and accuracy in discussion on the developments in physical activity and sport for <b>one</b> of the groups in the last 20 years.	1-2

**14(d)** Examine how advances in technology have impacted performers.  
**Support your answer with physical activity examples.**

Description	Marks
Examines how developments in technology have impacted performer in a way that uncovers the assumptions and interrelationships of this issue.	<b>12 marks</b>
Excellent detail and accuracy in the examination on how developments in technology have impacted performers at least three physical activity examples.	10 -12
Good detail and accuracy in the examination on how developments in technology have impacted performers at least two physical activity examples	7 -9
Some detail and accuracy in the examination on how developments in technology have impacted performers at least one physical activity example	4 -6
Little detail or accuracy in the examination	1 - 3

**Question 15**

**(40 marks)**

- 15(a) (i)** Identify **two** methods that can be used to analyse the skill and technique of an athlete and identify **two** tests that can be used to analyse the performance-related fitness of an athlete.

Description	Marks
Identify <b>two</b> methods that can be used to analyse the skill and technique of an athlete.	<b>4 marks:</b>
Identify <b>two</b> tests that can be used to analyse the performance-related fitness of an athlete.	<b>2 (2 x 1 mark)</b> +
Correct method of analysis identified	<b>2 (2 x 1 mark)</b>
Correct test identified	1
	1

- 15(a) (ii)** Explain how a code of ethics may apply to **one** of the following:

*Participant*

*Parent Spectator*

*Coach Club Official.*

Tick the box to indicate which group you are answering in.

Description	Marks
Explanation of how a code of ethics may apply to group selected	<b>4 marks</b>
Detailed and accurate explanation of how a code of ethics may apply to group selected	3-4
Some level of accuracy in the explanation of how a code of ethics may apply to a group selected.	1-2

**15 (b)** Name **two** principles of training and explain how each of these principles can be used by a coach when designing training programmes.

**Support your answer with physical activity examples.**

Description	Marks
Name and explain how 2 principles can be used by a coach when designing training programmes.	<b>10 marks:</b> <b>(2 x (1 + 4 marks))</b>
Correct Principle of Training	1
Correct other Principle of Training	1
Detailed and accurate of explanation of how principle of training used in relevant physical activity examples	3-4
Some level of detail and accuracy in explanation	1-2

**15 (c)** Discuss personal and technical qualities needed for successful sports coaching.

Description	Marks
Discussion on personal and technical qualities needed for successful sports coaching	<b>10 (2 x 5 marks)</b>
Very good detail and accuracy in the discussion on qualities needed for successful sports coaching	5
Good detail and accuracy in the discussion on qualities needed for successful sports coaching	3-4
Some detail and accuracy in the discussion on qualities needed for successful sports coaching	1-2



**15 (d)** Examine how developments in technology have impacted coaches or choreographers. Support your answer with physical activity examples.

Description	Marks
Examines how developments in technology have impacted coaches or choreographers in a way that uncovers the assumptions and interrelationships of this issue.	<b>12 marks</b>
Excellent detail and accuracy in the examination on how developments in technology have impacted coaches or choreographers -at least two physical activity examples	10 - 12
Good detail and accuracy in the examination on how developments in technology have impacted coaches or choreographers -at least two physical activity examples	7 - 9
Some detail and accuracy in the examination on how developments in technology have impacted coaches or choreographers -at least one physical activity example	4 - 6
Little detail or accuracy in the examination	1 - 3

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

- 16 (a)(i)** People are often encouraged to collect data related to their physical activity so that they can monitor their physical activity levels.

Identify **three** methods of collecting data on physical activity participation.

Description	Marks
Identified methods of collecting data on physical activity participation	<b>3 (3 x 1 marks)</b>
Appropriate method identified	1

- 16(a) (ii)** Discuss the economic benefits of physical activity participation.

Description	Marks
Discussion on the economic benefits of physical activity for health and wellbeing in adults.	<b>6 marks</b>
Detailed and accurate discussion on economic benefits of physical activity for health and wellbeing in adults. (more than 1)	5-6
Some level of detail and accuracy in discussion on economic benefits of physical activity for health and wellbeing in adults. (more than 1)	3-4
Little detail in the discussion on economic benefits of physical activity for health and wellbeing in adults.	1-2

**16 (b) (i)** Define ability

Description	Marks
Define ability	<b>2 marks</b>
Accurate definition.	2

**16(b) (ii)** Outline **three** stages of learning a new skill.

Description	Marks
Outline <b>three</b> stages of learning a new skill: Name stage  Outline stage.	<b>9 marks:</b> <b>(3 x 1 mark</b> <b>+</b> <b>3 x 2 marks)</b>
Correctly named stage of learning	1
Accurate outline of stage of learning a new skill	2
Some accuracy in the outline of the stage of learning a new skill	1

- 16 (c)** Identify **two** approaches to training outside of a named physical activity that an athlete could use. Discuss how each of these approaches might help improve performance.

Description	Marks
Identifies two approaches to training that an athlete could use outside of their physical activity. Discuss how the approach might help improve performance	<b>8 marks:</b> <b>(2x 1 marks</b> <b>+</b> <b>2x 3 marks)</b>
Appropriate approach to training identified	1
Detailed and accurate discussion on how the correctly identified approaches to training might help Improve performance	3
Some level of detail and accuracy on how the correctly identified approaches to training might help improve performance	1-2

- 16 (d)** Provide an analysis of how spectator behaviour has been impacted by media coverage.

Description	Marks
Analysis of how spectator behaviour has been impacted by media coverage.	<b>12 marks</b>
Very good level of detail and accuracy in the analysis of how spectator behaviour has been impacted by media	10 - 12
Good level of detail and accuracy in the analysis of how spectator behaviour has been impacted by media	7 - 9
Some detail and accuracy in the analysis of how spectator behaviour has been impacted by media	4 - 6
Little detail or accuracy in the analysis of how spectator behaviour has been impacted by media	1 - 3

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

- 17(a)** Identify **two** performance-related components of fitness that are important in a named physical activity of your choice. Justify why these components are important in the named physical activity.

Description	Marks
Identifies performance-related component important to named physical activity. Justification of why the components are important in the activity	<b>8 marks:</b> <b>2 (2x 1 mark</b> <b>+</b> <b>6(2 x 3 marks)</b>
Appropriate Performance related component	1
Clear and accurate justification of why performance related fitness component is important for named physical activity	3
Good justification of why performance related fitness component is important for named physical activity	2
Limited justification of why performance related fitness component is important for named physical activity (if health related given)	1

- 17 (b)** (i) Discuss how a named psychological strategy helps athletes develop their concentration for sports performance.

Description	Marks
Discussion on how a named psychological strategy helps athletes develop their concentration for sports performance.	<b>4 marks</b>
Detailed and accurate discussion on how a named psychological strategy helps athletes develop their concentration for sports performance.	3 - 4
Some detail in a discussion on how a named psychological strategy helps athletes develop their concentration for sports performance.	1 - 2

- 17(b) (ii)** Explain why athletes would conduct a performance analysis.

Description	Marks
Explain on why athletes would conduct a performance analysis.	<b>4 marks</b>
Detailed and accurate explanation on why athletes would conduct a performance analysis.	3 - 4
Some detail in the explanation on why athletes would conduct a performance analysis.	1 - 2

**17 (c)** Describe **three** supports to physical activity participation in schools.

Description	Marks
Description on supports to physical activity participation in schools.	<b>10 (4 + 3 + 3 marks)</b>
Detailed and accurate description on supports to physical activity participation in schools.	3-4
Some level of detail and accuracy on supports to physical activity participation in schools.	1-2

**17 (d)** Examine ways in which participants in adapted physical activities can be provided with opportunities to achieve excellence.

Description	14 Marks
Examines ways in which participants in adapted physical activities can be provided with opportunities to achieve excellence in a way that uncovers the assumptions and interrelationships of this issue.	<b>12 marks</b>
Excellent detail in the examination of ways in which participants in adapted physical activities can be provided with opportunities to achieve excellence.	10 - 12
Good detail and accuracy in the examination of ways in which participants in adapted physical activities can be provided with opportunities to achieve excellence.	7 - 9
Some detail and accuracy in the examination of ways in which participants in adapted physical activities can be provided with opportunities to achieve excellence.	4 - 6
Little detail or accuracy in the examination	1 - 3
Example of adapted physical activity provided	+ 2

**Question 18****(40 marks)****18 (a) (i)** Define gamesmanship related to physical activity and sport.

Description	Marks
Definition of gamesmanship	<b>2 marks</b>
Accurate definition provided	2
Some accuracy in definition provided	1

**18 (a) (ii)** Give **two** examples of gamesmanship.

Description	Marks
Examples of gamesmanship in physical activity or sport	<b>2 (2 x 1 mark)</b>
Accurate example provided	1

**18(a) (iii)** Outline **three** safety regulations in a named physical activity of your choice.

Description	Marks
Outlines <b>three</b> safety regulations in a named physical activity of your choice.	<b>6 (3 x 2 marks)</b>
Correct safety regulation outlines appropriate to the named physical activity	2 marks
Safety regulation has some link to physical activity	1 mark



**18 (b) (i)** Define overtraining.

Description	Marks
Definition of overtraining	<b>2 marks</b>
Accurate definition provided	2
Some accuracy in definition provided	1

**18(b) (ii)** Explain **two** ways that a training schedule can be designed to prevent athletes overtraining.

Description	Marks
Explains ways that a training schedule can be designed to prevent athletes overtraining.	<b>6 (2 x 3 marks)</b>
Detailed and accurate explanation of a way that a training schedule can be designed to prevent athletes overtraining.	3
Some accuracy and detail in the explanation of a way that a training schedule can be designed to prevent athletes overtraining.	2
Limited explanation.	1

**18 (c)** Explain the possible implications for a performer who is using performance-enhancing drugs.

Description	Marks
Explanation of implications for a performer who is using performance enhancing drugs.	<b>10 marks</b>
Excellent detail and accuracy in explanation of implications for a performer who is using performance enhancing drugs.	8 – 10
Good detail and accuracy in explanation of implications for a performer who is using performance enhancing drugs.	4– 7
Some detail and accuracy in explanation of implications for a performer who is using performance enhancing drugs.	1 – 3

**18 (d)** Compare the barriers to physical activity participation for **two** of the following groups:

- Women
- Older Adults
- People with physical disability
- People with intellectual disability
- Different ethnic groups
- Different socio-economic groups

Description	Marks
Comparison of the barriers to physical activity participation for the two identified groups.	<b>12 marks</b>
Very good detail and accuracy provided in the comparison of the barriers to physical activity participation for the two identified groups.	10 - 12
Good detail and accuracy provided in the comparison of the barriers to physical activity participation for the two identified groups.	7 - 9
Some detail and accuracy provided in the comparison of the barriers to physical activity participation for the two identified groups.	4 - 6
Limited detail provided	1 - 3



## Physical Activity Project

Higher 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.

### 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 S63/24, 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.

### 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/their athlete's performance consistently. Information is interpreted clearly, accurately and with clear links to chosen physical activity and theory.	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 own/their athlete's performance. Information is interpreted accurately with links to physical activity chosen and theory.	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.	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.	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.
<b>20 marks</b>	<b>17-20 marks</b>	<b>13-16-marks</b>	<b>9-12 marks</b>	<b>5-8 marks</b>	<b>1- 4 marks</b>
	<b>Good</b>		<b>Fair</b>		<b>Poor</b>

<b>Application of analysis tools</b>  Including presentation of data	Analysis tools (tests/methods) relevant and used accurately. Good presentation of data.	Some accuracy in use of analysis tools (tests/methods). Fair presentation of data.	Limited use of analysis tools (tests/methods). Poor presentation of data.
<b>5 marks</b>	<b>5 marks</b>	<b>3 marks</b>	<b>1 marks</b>
<b>TOTAL Section A</b>	<b>25 Marks</b>		

Section B 45 marks	Excellent	Very Good	Good	Fair/poor
Approx. 450 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>
	<b>Very Good</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>

<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.
7 marks	7 marks	5 marks	3 marks	1 mark
	Very Good - Good		Fair - Poor	
<b>Rationale for training/practice plan</b>	Rationale based on sound theoretical principles		Reason provided	
(3x2 marks=) 6 marks	2 marks		1 mark	
	Very Good - Good		Fair - Poor	
<b>Reflection on performance goals based on engagement in training/practice</b>	Accurate reflection on the performance goals based on engagement in training/practice.		Some reflection on the performance goals based on engagement in training/practice.	
(3x2 marks=) 6 marks	2 marks		1 mark	
<b>TOTAL Section B</b>	3 x 11 marks + 6 marks +6 marks = 45 marks			



<b>Section C 20 marks</b>	<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
Approx. 450 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 effect of training/practice</b>	Accurate reflection on the effects of the training/practice. Some references to performance.			Some reflection on the effects of the training/practice and performance.	
<b>5 marks</b>	<b>5 marks</b>			<b>2 marks</b>	
	<b>Very Good - Good</b>			<b>Fair - Poor</b>	

<b>Suggestions for next steps for further improvement</b>	Suggestions for next steps for further improvement are relevant and accurate based on 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>20 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:

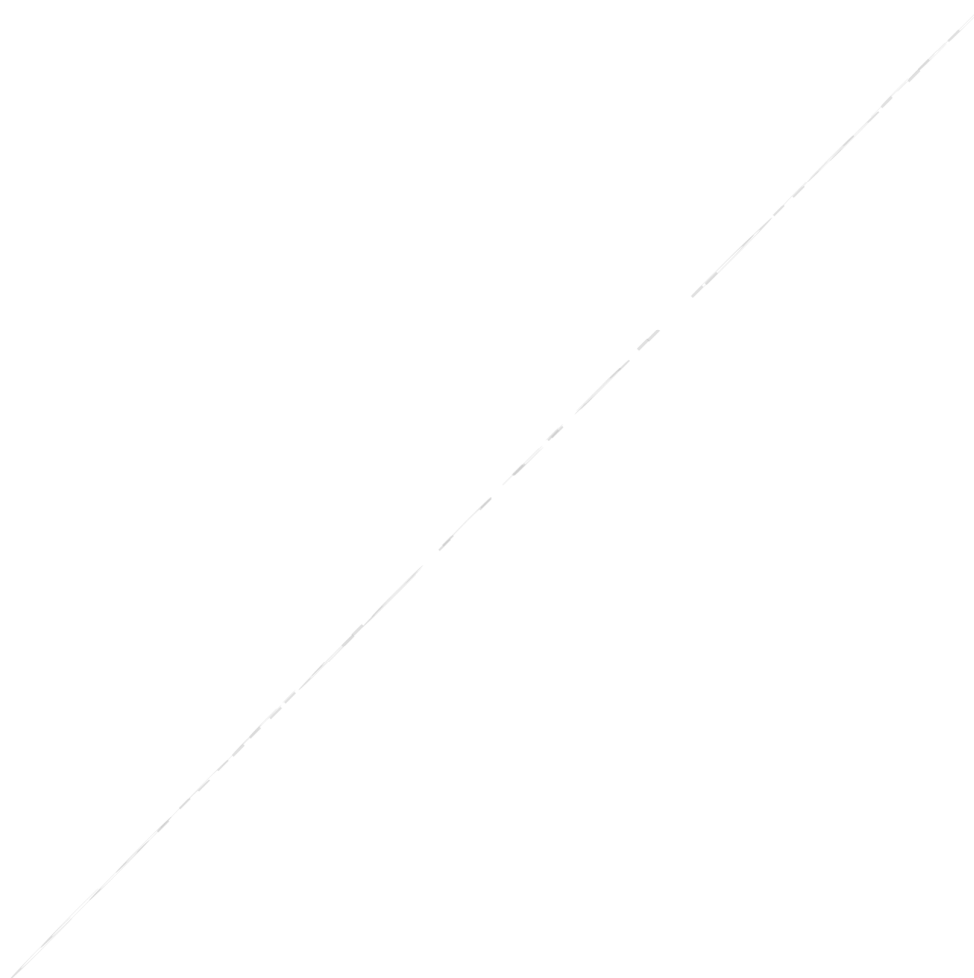
- Max 4 images in Section A
  - Max 8 images in Section B
  - Max 4 images in Section C
- [max 1 infringement]**

Video collages not permitted**  
Image collages not permitted **  
No images permitted in video  
Excessive text not permitted in images/  
video

**side by side comparison of skill and  
technique permitted

Word count 1600  
Page count 28  
Video size max 1GB  
Video duration max 4 mins  
Tabulated training/practice plan inserted as image  
Page 7 of Template not completed

Award a maximum of **8** marks for **1 restriction infringement**  
Award a maximum of **6** marks for **2 restriction infringements**  
Award a maximum of **4** marks for **3+ restriction infringements**



## Performance Assessment

### Common level

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

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



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

Principles of play/performance, conventions/tactics/ strategies/compositional elements/ training considerations 20 marks			Excellent	Good	Fair
Principles of play/performance and conventions of activity.	Evidence of understanding of principles of play/performance, conventions of activity complied with.	10	Clear evidence of excellent understanding and application of principles of play/practice and conventions specific to the chosen physical activity.	Evidence of application of some principles of play/practice and conventions specific to the chosen physical activity.	Limited evidence of/poor application of principles of play/practice and conventions of specific to the chosen physical activity
			10 marks	7 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.	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	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

			Performance shows no evidence of candidate lacking awareness or adaptability as a performer in the chosen activity.	performer in the chosen activity.	performer in the chosen activity.
			10 marks	7 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.					
<b>Principles of Performance</b> Where <b>1 element</b> is not presented award <b>max 7 marks</b> . Where <b>2+ elements</b> are not presented award <b>max 4 marks</b>			<b>Application/adaptation of strategies</b> Where <b>1 element</b> is not presented award <b>max 7 marks</b> . Where <b>2+ elements</b> are not presented award <b>max 4 marks</b>		

Application of rules/regulations/codes of practice 10 marks			Excellent	Good	Fair
Apply rules/ regulations of activity accurately.  Comply with codes of practice in activity.	Rules/ regulations and codes of practice of activity adhered to.	10	All rules/regulations and codes of practice of chosen activity adhered to across all aspects of performance.	Performance generally shows evidence of adhering to rules/ regulations and codes of practice of chosen activity.	Limited adherence to rules/regulations and codes of practice of chosen activity.
			10 marks	7 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	7 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		
Incomplete Performance		
<b>Personal Exercise &amp; Fitness:</b> one element not presented award <b>max 12 marks</b>	<b>Dance:</b> two performances not presented award <b>max 12 marks</b>	
<b>Aquatics:</b> 2 different strokes not presented award <b>max 12 marks</b>	<b>Athletics Field events</b> (jumps & throws): 3 reps not presented award <b>max 12 marks</b>	
<b>All Activities:</b> 3+ skills/techniques listed on specification not presented award <b>max 12 marks.</b>		
<b>Infringements:</b> 1 infringement award <b>max 24 marks;</b>	<b>2 infringements</b> award <b>max 18 marks;</b>	<b>3+ infringements</b> award <b>max 12 marks.</b>
<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>Video time 8min max</b> <b>Alteration of speed of video not permitted</b> <b>No photos permitted</b> – except identification photo <b>No video collages 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> <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>Candidate must be clearly identifiable throughout performance</b> <b>Candidates must not change identifying clothing.</b> *survival swimming</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>Skills/techniques listed on specification must be presented:</b> it is not permitted to leave out 1-2 skills</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>
<p><b>Dance</b> – individual and group performance marked together, please consider both dances when awarding marks.</p> <p><b>Personal exercise and fitness</b> – consider all elements of performance when awarding marks. <b>Swimming – 2 strokes</b> – consider the 2 different strokes when awarding marks.</p>		
<b>Total marks = 150</b>		



