



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2025

Marking Scheme

Physical Education

Ordinary Level

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

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

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

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

Future Marking Schemes

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

Notes regarding the Marking Scheme

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

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

The answers to subsections of a question may not necessarily be tied to a specific mark 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)**

Description		8 Marks
Put a tick (✓) in the True or False column for each of the following statements:		2 + 2 + 2 + 2
	True	False
Carbohydrates are the body's main source of energy.	✓	
All fats are bad for your health.		✓
Protein is only important for building muscle.		✓
You should only drink water during exercise.		✓

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

**(a)** Outline why a cool down is performed after physical activity.

Description	4 Marks
Outlines why a cool down is performed after physical activity	4
Clear and accurate outline of reasons for a cooldown.	4
Somewhat accurate reason for a cooldown.	2

**(b)** Name **two** different activities suitable for a cool down.

Description	4 Marks
Two different and relevant activities named.	2 + 2

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

Describe **two** benefits of physical activity for children.

Description	8 Marks
Two benefits clearly and accurately described.	2 x 4 marks
Accurate description	4
Somewhat accurate description	2

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

During the Paris Olympics, RTE Sport showed coverage of different physical activities. Identify **three** characteristics that give a physical activity media or spectator appeal.

Description	8 Marks
Three relevant characteristics clearly identified	3 + 3 + 2

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

Match the terms below to the correct explanation:

*Anti-Doping Rule Violation**Performance Enhancing Drug**Therapeutic Use Exemption**Code of ethics*

Description		8 Marks
Explanation	Term – please choose from above	2+2+2+2 Marks
An athlete being allowed to take a drug that is not normally allowed in their sport because they suffer from a particular medical condition.	Therapeutic Use Exemption	2
A substance that is used without permission specifically to improve sports performance.	Performance Enhancing Drug	2
A set of rules about appropriate behaviour.	Code of Ethics	2
Use or attempted use by an athlete of a prohibited substance or a prohibited method.	Anti-Doping Rule Violation	2

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

Description			8 Marks
Put a tick (✓) in the correct column in each case below to indicate whether the statement describes a vector or a scalar.	Vector	Scalar	2+2+2+2 marks
The total distance of a marathon is 42 kilometres.		✓	2
A basketball player ran 5 metres per second towards the basket.	✓		2
A tennis player served the ball with maximum force over the net.	✓		2
A hurling match lasts 70 minutes.		✓	2

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

South American soccer players are seen as passionate, skilful and flair-oriented but sometimes lack discipline. European players are tactical, team-oriented and more disciplined.

- (a) Is the statement above an example of discrimination, prejudice, stereotyping or inclusion?

Description	2 Marks
Accept stereotyping or prejudice	2

- (b) Explain your answer.

Description	6 Marks
Clear and accurate explanation of stereotyping or prejudice	6
Accurate explanation of stereotyping or prejudice	4
Vague explanation of stereotyping or prejudice	2

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

White water rafting is an example of 'outdoor and adventure activities'.

- (a) Name **one** other physical activity that is an 'outdoor and adventure activity'.

Description	2 Marks
Rock-climbing/orienteering/caving etc.	2

- (b) 'Outdoor and adventure activities' is a concept of physical activity. Explain 'outdoor and adventure activities'.

Description	4 Marks
Clear and accurate explanation of outdoor and adventure activities.	3-4
Vague explanation of outdoor and adventure activities.	1-2

- (c) Name a different concept of physical activity.

Description	2 Marks
Play/Sport/Leisure and recreation/PE/Mass participation sports.	1-2



**Question 9****(8 marks)****(a)** Explain sportsmanship.

Description	4 Marks
Clear and accurate explanation of sportsmanship.	3-4
Vague explanation of sportsmanship.	1-2

**(b)** Outline an example of sportsmanship in a named physical activity of your choice.

Description	4 Marks
Accurate example from a named physical activity.	4
Vague example from a named physical activity.	2

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

Match the skill practice method listed below to the appropriate explanation:

*Distributed*  
*Massed*

*Fixed**Variable*

Description	8 Marks	
Explanation	Skill Practice Method	3+3+2 Marks
Practicing tackles in rugby, without a break	<b>Massed</b>	<i>This was completed for candidates</i>
Run a sprint, rest, receive feedback, repeat.	<b>Distributed</b>	
Serve in volleyball, repeatedly, environment remains the same.	<b>Fixed</b>	
Small sided game, allowing athlete to adapt technique in a changing situation.	<b>Variable</b>	

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

Outline three other effective communication skills.

Description	8 Marks
Three effective communication skills outlined	3+3+ 2

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

Name and explain **two** different types of technology and how a coach might use them in training.

Description	8 Marks
Two different types of technology named and explained	2 x 4 Marks
Technology correctly named	2 + 2
Technology correctly explained in relation to training.	2 + 2

**Section B****Case Study****50 marks**

All parts of Question 13 to be answered.

**Question 13****(50 marks)**

**13(a) (i)** From the case study, identify **three** performance-related components of fitness.

Description	6 Marks
Correctly identifies three performance-related components of fitness	3 x 2

**13(a) (ii)** Name and describe a fitness test for any **one** of the performance- related components of fitness identified by you in **Question 13 (a) (i)**. You may draw a diagram if you wish.

Description	6 Marks
Correctly names a fitness test for the performance related component of fitness	2
Full description of the named fitness test. Correct set up, measurements and procedure outlined.	4
Some description of the named fitness test.	2

- 13(b) (i)** Name the plane and axis that a hammer thrower moves in when they rotate in the circle.

Description	4 Marks
Correct plane and axis identified	2 + 2

- 13(b) (ii)** In a named physical activity of your choice, identify a sporting movement that occurs through a different plane and axis of movement.  
Explain why the movement is in that plane and axis.

Description	6 Marks
Appropriate sporting movement identified	2
Accurate explanation of the plane and axis of the sporting movement	3 – 4
Somewhat accurate explanation of the plane and axis of the sporting movement	1 – 2
Do <b>not</b> accept any movement in the transverse plane and vertical axis	

- 13(c)** Using **three** examples from the case study, identify what stage of skill learning Nicola Tuthill is at in the sport of hammer throw?

Description	8 Marks
Correct stage of learning	2
Three examples given	3 x 2

- 13(d) (i)** From the case study, name the National Governing Body (NGB) that governs the hammer throw.

Description	2 Marks
NGB correctly named	2

- 13(d) (ii)** Suggest **three** ways that a National Governing Body can promote physical activity at a local level.

Description	8 Marks
Three suggestions how an NGB can promote physical activity at local level.	3 + 3 +2
Appropriate suggestion and how it can promote physical activity.	3 <i>(2marks for 3rd answer)</i>

**13 (e)** There are many barriers to and supports for participation in physical activity.

A barrier to participating in the hammer throw for Nicola was that the nearest cage was far away.

**13 (e) (i)** Identify **one** way this barrier was addressed by Nicola and her family.

Description	2 Marks
Her Dad built her a hammer throwing cage at home on the family farm	2

**13 (e) (ii)** From the case study, describe **three** supports that have helped Nicola become involved in athletics and achieve her current titles and records in the hammer throw event.

Description	8 Marks
Three supports described	3 + 3 + 2

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

Three questions to be answered from questions 14, 15, 16, 17, 18.

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

**14 (a)(i)** Define flexibility.

Description	4 Marks
Accurate definition of flexibility.	4
Somewhat accurate definition of flexibility.	2

**14 (a) (ii)** Why is flexibility important for a tennis player?

Description	4 Marks
Full and accurate description why flexibility is important specific to a tennis player.	4
Some reason provided for flexibility in tennis.	2

- 14 (b) (i)** Name **two** nutrients. Give an example of the type of food that will provide those nutrients.

Description	8 Marks
Two correct nutrients named.	2 + 2
Correct source of nutrient provided.	2 + 2

- 14 (b) (ii)** Give a reason why an athlete would eat **one** of the nutrients named by you in **Question 14 b) (i)**.

Description	4 Marks
Correct reason provided for eating nutrient named.	4
Somewhat correct reason provided for eating nutrient named.	2

- 14 (b) (iii)** List **two** side effects of dehydration.

Description	4 Marks
	4 marks
Accurate side effect of dehydration listed	1-2 + 1-2



- 14(c) (i)** How can equipment be adapted for an athlete with a disability, in a named physical activity of your choice?

Description	4 Marks
Appropriate adaptation provided for physical activity named.	4
Somewhat appropriate adaptation provided.	2
Do <b>not</b> accept racquet size.	

- 14(c) (ii)** Identify **two** other adaptations that can be made to a physical activity so that people with a disability can participate.

Description	4 Marks
Two other adaptations appropriately identified.	2 + 2

**14 (d)** Describe **two** roles of an official.

Support your answer with examples from physical activities.

Description	8 Marks
Two roles clearly described.	2 x 4
Detailed and accurate description Supported by physical activity examples	4
Somewhat detailed and accurate description	2

**Question 15****(40 marks)****15 (a)** List **three** rules from a named physical activity of your choice.

Description	9 Marks
Three rules relevant to physical activity.	3 x 3

**15 (b) (i)** What kind of feedback is Rhys talking about?

Description	2 Marks
Intrinsic feedback.	2

**15 (b) (ii)** Explain this feedback and how it can help prepare for performance.

Description	4 Marks
Correct explanation of intrinsic feedback and how it helps prepare for performance.	4
Some explanation of intrinsic feedback and performance.	2

**15 (b) (iii)** Describe **two** psychological factors that can affect an athlete's performance.

Description	8 Marks
	2 x 4
Correctly described psychological factors that affect performance.	3-4
Some description of psychological factors that affect performance.	1-2

**15 (b) (iv)** Explain **two** ways an athlete can mentally prepare for performance.

Description	8 Marks
Two relevant explanations and how they can be used to mentally prepare.	2 x 4 marks
Detailed and accurate explanation of how an athlete can mentally prepare for performance	4
Somewhat detailed and accurate explanation of how an athlete can mentally prepare for performance	2

**15 (c) (i)** On the timeline below, identify **three** major developments that have occurred in the last 20 years for **one** of the following groups:

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

Description	1 Mark
Developments relevant to the named group.	1

**15 (c) (ii)** Describe **one** of the developments you identified in **Question 15 (c) (i)** and outline the impact it has had for the group you have chosen.

Description	8 Marks
Description of the development identified and accurate outline of the impact it has had for the named group.	6-8
Some description and vague outline of impact for the group.	3-5
Some description but no impact outlined.	1-2

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

**16 (a)** Figure 9 shows some of the results of an investigation carried out in a rural secondary school in Ireland about physical activity participation levels of the students.

**16 (a) (i)** Suggest **two** methods that might have been used to collect the data shown in Figure 9.

Description	4 Marks
Two relevant data collection methods identified.	2 + 2

**16 (a) (ii)** Give a possible reason why 64% of students play Gaelic games but only 2% go swimming.

Description	4 Marks
Clear and accurate reason for difference in participation levels in both Gaelic games and swimming.	4
Relevant reason for difference in participation levels in both Gaelic games and swimming.	

**16 (a) (iii)** Discuss why there is a change in the participation levels of year groups (**Result 3 in Figure 9**).

Description	8 Marks
Clear and detailed discussion on participation levels between 1 st and 6 th year with relevant suggestions for the change.	6-8
Some discussion on change in participation levels from 1 st to 6 th year.	3-5
Limited discussion on participation levels from 1 st to 6 th year.	1 - 2

**16 (a) (iv)** Describe **two** ways a school can help increase participation levels in physical activity.

Description	8 Marks
Clear and relevant ways a school can help increase participation levels in physical activity.	2 x 4 marks
Detailed and accurate description of ways a school can help increase participation levels in physical activity.	4
Somewhat detailed and accurate description of ways a school can help increase participation levels in physical activity.	2

- 16 (b) (i)** Explain, using an example, what a strategy is, in a named physical activity of your choice.

Description	4 Marks
Correct explanation of a strategy in a named physical activity, relevant example provided.	4
Strategy explained.	2

- 16 (b) (ii)** Outline why you might have to make a change to your strategy in **Question 16 (b) (i)** and suggest a possible change to that strategy.

Description	4 Marks
Detailed and accurate outline	4
Somewhat detailed and accurate outline	2

- 16 (c)** Can someone succeed with just ability? Explain your answer.

Description	8 Marks
Clear and accurate explanation with some detail	6-8
Accurate explanation	3-5
Limited explanation	1-2

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

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

*Health- related fitness  
preparedness*

*Psychological*

Description	4 Marks
Appropriate analysis method for each heading.	2 + 2

- 17 (a) (ii)** Explain how you would analyse your performance using **one** of the methods identified by you in **Question 17 (b) (i)**.

Description	4 Marks
Correct explanation on how to use the named method.	4
Some explanation on how to use the named method.	2

- 17 (a) (iii)** Outline **two** reasons why it can be helpful to compare your performance to that of a more skilled performer.

Description	6 Marks
Clear and valid reasons why it is helpful outlined.	2 x3
outline of the helpfulness of comparing to a more skilled performer.	3
Limited outline of the helpfulness.	1-2



**17 (b) (i)** Give an example of a gender stereotype in sport.

Description	2 Marks
Correct example of gender stereotype in sport provided	2

**17 (b) (ii)** Outline how the media can contribute to gender stereotypes of men and women in sport.

Description	6 Marks
Clear and accurate outline of media contributing to gender stereotypes in sport.	
Outline of media gender stereotyping in sport.	4-6
Limited outline of media gender stereotyping in sport.	1-3

**17 (b) (iii)** RTE shows Gaelic games for free. GAAGO is pay-per-view tv.

Describe **one** advantage and **one** disadvantage of media coverage like those named above, in a named physical activity of your choice.

Description	8 Marks
One advantage and one disadvantage clearly described.	2 x 4 marks
Some description of advantage and disadvantage.	4
Correct advantage/disadvantage provided but no description.	2

- 17 (c)(i)** Explain Newton's Third Law of Motion, using a named physical activity of your choice.

Description	6 Marks
Explanation of Newton's Third Law of Motion and how it correctly applies to physical activity named.	6
Explanation of Newton's Third Law of Motion and some application to physical activity named.	4
Defines Newton's Third Law of Motion, no application.	2

- 17 (c) (ii)** Name and explain another **one** of Newton's Laws of Motion.

Description	4 Marks
Name one of Newton's other Laws of Motion	2
Explanation of the Law named.	2

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

- 18 (a) (i)** Fill in the blanks in the following piece of text using the words from the list below. Words can only be used once.

Description	16 Marks
Fill in blanks in correct order	8 x 2 marks
Discrimination = 2	
Prejudiced = 2	
Disability = 2	
Female = 2	
Barriers = 2	
Equality = 2	
Inclusivity = 2	
Welcomed = 2	

- 18 (a) (ii)** Identify **three** principles of ethical practice in sport.

Description	6 Marks
Correctly identified	3 x 2

- 18 (b)** In any named physical activities of your choice, describe **two** changes in technology that have allowed for improved performances.

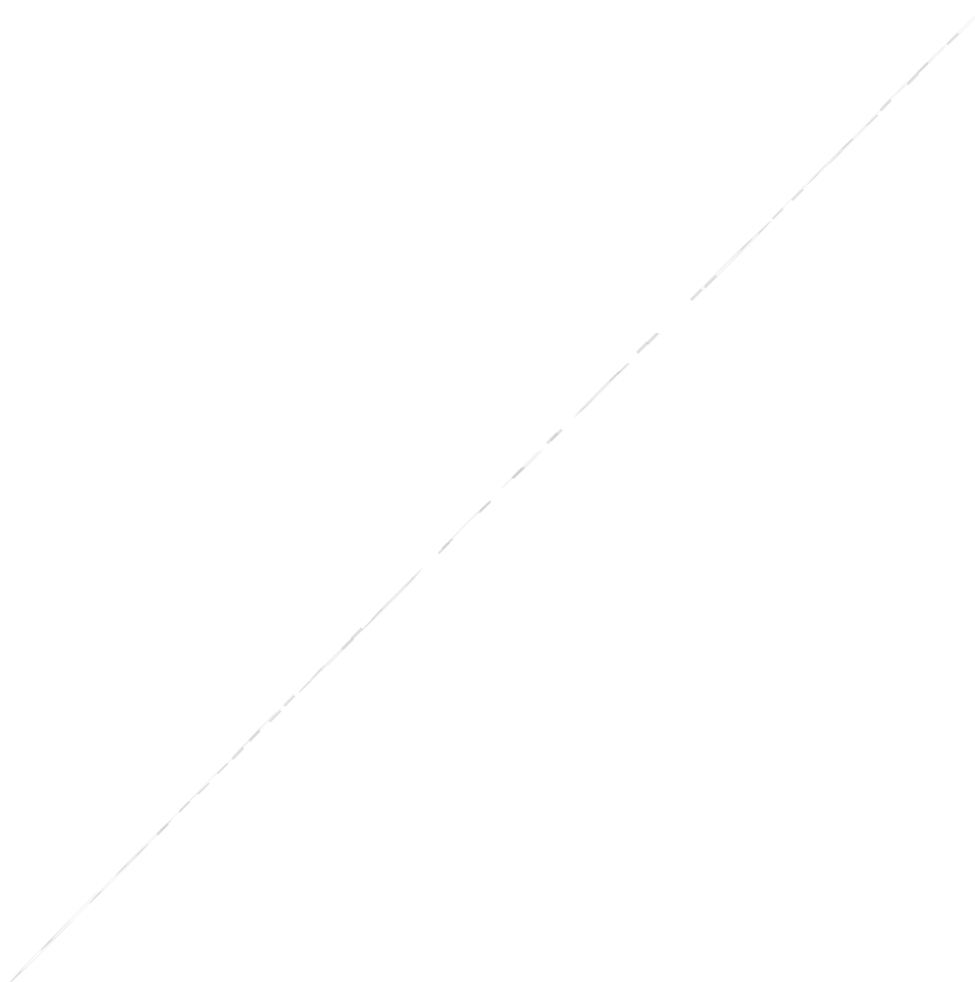
Description	8 Marks
Accurate description of technology that has improved performance relevant to named physical activity.	2 x 4 marks
Some description of technology relevant to a named physical activity.	3-4
Name of technology.	1-2

- 18 (c)(i)** Explain the importance of selecting suitable attire in a named physical activity of your choice. You cannot use running.

Description	6 Marks
Clear explanation of importance of attire in a named physical activity.	4-6
Some explanation of importance of attire.	1-3

- 18 (c) (ii)** Give an example of how you would maintain a sporting facility and why this is important.

Description	4 Marks
Accurate example of how sporting facility is maintained	2
Accurate reason why facility maintenance is important	2



## 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**

## 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

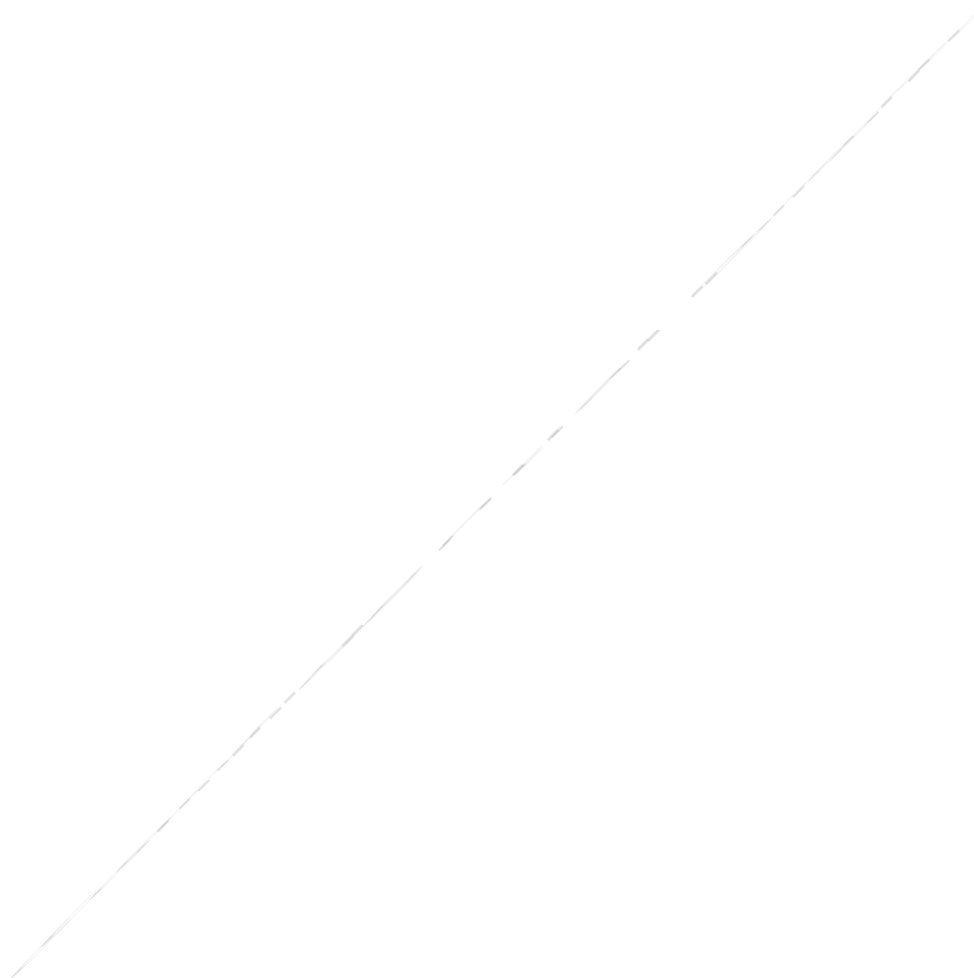
**PHYSICAL ACTIVITY PROJECT– conversion from reference mark to Ordinary-level mark**

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.
- If the reference mark is 0 the final mark is 0.

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





## Performance Assessment

### Common level

150 Marks

**For dance and personal exercise and fitness activities two activities are required, in 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>		



