



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate Examination 2025
Physical Education
Higher Level

Friday 20 June Afternoon 2:00 - 4:30

250 marks

Examination Number

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Date of Birth

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For example, 3rd February
2005 is entered as 03 02 05

Centre Stamp

Instructions

There are **three** sections in this paper.

Section A	Short answer questions	80 marks
Section B	Case study	50 marks
Section C	Long questions	120 marks

Answer questions as follows:

- any **ten** of the twelve questions in Section A
- question 13 in Section B - Case Study
- any **three** of the five questions in Section C

Write your Examination Number and your Date of Birth in the boxes on the front cover.

Write your answers in the spaces provided in this booklet. There is space for extra work at the end of the booklet. Label any such extra work clearly with the question number and part.

Write your answers in blue or black pen.

This examination booklet will be scanned and your work will be presented to an examiner on screen. Anything that you write outside of the answer areas may not be seen by the examiner.

Section A**80 marks**

Answer any **ten** questions, from questions 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 and 12.

Question 1

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

1.
2.

Question 2

Figure 1 Rugby coach Niamh Briggs in conversation with Irish rugby player Stacey Flood.



Figure 1

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

1.
2.
3.
4.

Question 3

(a) Explain gender stereotyping in sport.

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

Question 4

(a) Define the following types of goals related to physical activity:

Short term goal

Performance goal

Short term goal:
Performance goal:

(b) Write a short term performance goal.

Question 5

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

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

1.
2.

Question 6

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

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

1.
2.

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

Principle of effective practice:

Question 7



There were significantly lower rates of sport participation amongst **students with disabilities** compared to those without disabilities.

Figure 2



Figure 3

Figure 2 is a statement on findings from the 2022 CSPPA (Children's Sport Participation and Physical Activity) study. **Figure 3** is a targeted Sport Ireland initiative developed with Local Sports Partnerships.

(a) Explain 'adapted physical activity'.

(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.

School <input type="checkbox"/>	Community <input type="checkbox"/>
1.	
2.	

Question 8



Figure 4 is an image of all athletes shortlisted for the 2021 RTÉ Sportsperson of the Year award. The nominees were:

Rachael Blackmore, Kellie Harrington, Ellen Keane, Cian Lynch, Leona Maguire, Jason Smyth, Katie Taylor and Vikki Wall.

Figure 4

- (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.

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

Physical activity:
1.
2.

Question 9

(a) Define the concept of physical activity, 'mass-participation sports'.

Mass-participation sports:

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

1.
2.

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

Physical education:

Question 10

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

1.
2.

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

Sports supplement:
Justification:

Question 11

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.

Structures <input type="checkbox"/> Strategies <input type="checkbox"/>
1.
2.

Question 12



Figure 5

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

1.
2.
3.

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

Examine the text and images in the Case Study below and answer question 13.

Throwing

Throwing can be a fun, open-ended activity that provides opportunities for children to explore, experiment and learn through play.

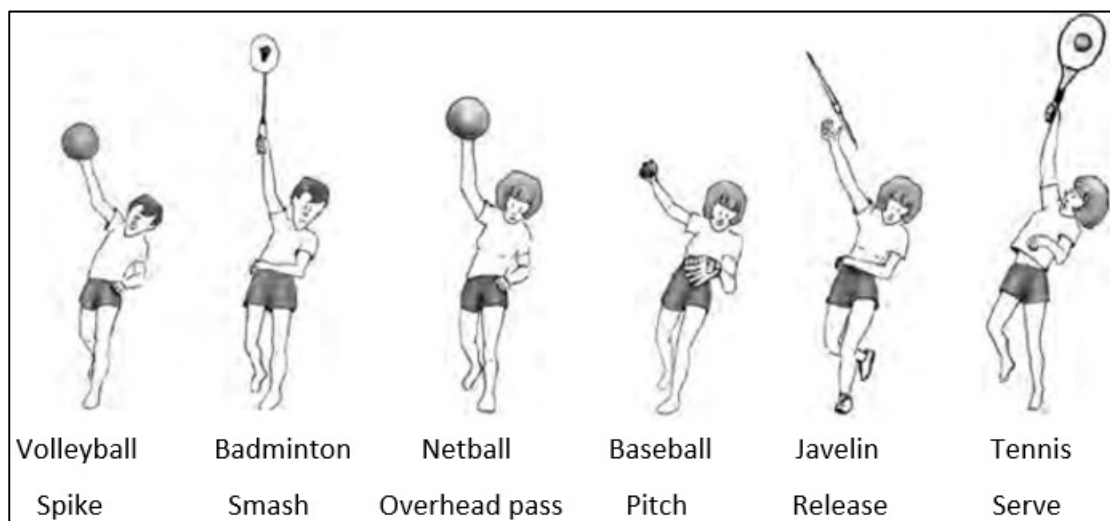


Figure 6

Fundamental movement skills (FMS) are believed to be the building blocks from which many other sporting movements are developed. FMS are often broken into three different categories: locomotor or movements skills such as running and jumping; body control or stability skills such as climbing and rolling; and object control or manipulative skills such as catching and throwing. When you examine **Figure 6** you can understand how FMS like throwing can be viewed as the building block for skills in many sports.



Figure 7 Hammer thrower Nicola Tuthill

While throwing can form the foundation for skills in different sports there are also sports that are solely based on athletes' capabilities at throwing different implements. Athletics Ireland recognise four throwing disciplines as part of their track and field programme:

- Shot put
- Discus
- Hammer
- Javelin.

While the biomechanics of the techniques for each of the throws is very different, competitors in the shot put, discus and hammer all use a throwing circle to release their implement. Athletes generally use different rotational techniques before releasing the implement in these sports.

Javelin can be described simply as:
 A straight run-up, usually a 10 to 15 step sprint, followed by three to four crossover steps, during which the athlete continues running but the body turns to the side in position to slingshot the javelin. The athlete must then ensure that they complete a recovery phase after they release the javelin so that they don't leave the throwing zone.



Figure 8 Javelin thrower Oisín Joyce

Conditioning	M	T	W	T	F	S	S
Technique throws concentrating on specifics		#		#			
Full throw	#		#		#		
Strength		#		#			
Speed	#		#				
Competition						#	
Rest							#

Figure 9

Figure 9 gives information related to a training plan of a javelin thrower during their competitive phase of their season. This week long plan uses # to highlight the different elements of conditioning and training that the athlete should focus on each day.

Interestingly, many throwing coaches advocate for the throwing of both light and heavy implements in training. It is believed that these training approaches can help to develop different components of fitness relevant to the javelin. Some critics of this training approach argue that these implements effect the rhythm and skill execution of the athlete when throwing the actual javelin. **Figure 10** is an image of a javelin thrower throwing an implement known as a javelin ball as part of his practice.



Figure 10

Unfortunately, some javelin throwers looking to gain an edge over their competitors turn to unethical practices to develop their bodies for sports performance. Indian Javelin thrower DP Manu tested positive for the anabolic steroid methyltestosterone in 2024 and missed the Olympic Games as a result.

Question 13**(50 marks)**

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

Concept 1.
Definition 1.
Concept 2.
Definition 2.

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

- (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.

Physical activity:
Skill:
Justification:

This question continues on the next page.

- (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.

--

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

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

(d)

Interestingly, many throwing coaches now advocate for the throwing of both light and heavy implements in training. It is believed that these training approaches can help to develop different components of fitness relevant to the javelin.

- (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.

Component of fitness:
Justification:

- (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.

Component of fitness:
Justification:

This question continues on the next page.

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

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

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

Section C

120 marks

Answer any **three** questions, from questions 14, 15, 16, 17 and 18.

Question 14

(40 marks)



Figure 11



Figure 12

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

Cardiorespiratory endurance

Body composition

Flexibility

Cardiorespiratory endurance:
Body composition:
Flexibility:

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

Cardiorespiratory endurance

Body composition

Flexibility

Component of health-related fitness:
Frequency:
Intensity:
Time:
Type:

This question continues on the next page.

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

Discrimination Stereotyping Inclusiveness Prejudice

Tick the box to indicate which term you are defining.

Discrimination <input type="checkbox"/>	Stereotyping <input type="checkbox"/>	Inclusiveness <input type="checkbox"/>	Prejudice <input type="checkbox"/>

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

(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

Group:
1.
2.

This question continues on the next page.

Question 15

(40 marks)



Figure 13



Figure 14

Figure 13 is an image of former Cork ladies Gaelic football manager Eamon Ryan who coached the team to 10 All-Ireland championship successes. **Figure 14** is an image of Irish Olympian Ciara Mageean with her former coach Jerry Kiernan.

- (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.

Skill and technique analysis method 1.
Skill and technique analysis method 2.
Performance-related fitness test 1.
Performance-related fitness test 2.

- (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 on.

Participant <input type="checkbox"/>	Parent <input type="checkbox"/>	Spectator <input type="checkbox"/>	Coach <input type="checkbox"/>	Club Official <input type="checkbox"/>

This question continues on the next page.

- (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.

1.
2.

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

Personal qualities:
Technical qualities:

This question continues on the next page.

Question 16**(40 marks)**

- (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.

1.
2.
3.

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

This question continues on the next page.

(b)



Figure 15

(i) Define ability.

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

1.
2.
3.

- (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.

Physical activity:
1.
2.

This question continues on the next page.

Question 17**(40 marks)**

- (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.

Physical activity:
1.
2.

This question continues on the next page.

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

Strategy:

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

(c)



Figure 16

Describe **three** supports to physical activity participation in schools.

1.
2.
3.

This question continues on the next page.

Question 18

(40 marks)

(a)

Figure 17 is an image of a sporting scandal that became known as “Bloodgate”, where a Harlequins rugby union player bit a capsule during a match to make it look like he was bleeding from the mouth.



Figure 17

(i) Define gamesmanship related to physical activity and sport.

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

You **cannot** use faking injury.

1.
2.

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

Physical activity:
1.
2.
3.

This question continues on the next page.

(b) (i) Define overtraining.

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

1.
2.

Space for extra work

Indicate clearly the question number and part of the question(s) you are answering.

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Acknowledgements

Images

Image on page 4: <https://www.independent.ie/sport/rugby/less-cantankerous-niamh-briggs-happy-to-stay-patient-in-ireland-coaching-role/41501509.html> (Accessed: 17 July 2024)

Image on page 8: <https://www.sportireland.ie/sites/default/files/media/document/2023-10/2022%20CSPPA%20Full%20Report.pdf> (Accessed: 17 July 2024)

Image on page 8: <https://www.sportireland.ie/participation/activities-for-all> (Accessed: 17 July 2024)

Image on page 9: <https://www.rte.ie/sport/other-sport/2021/1214/1266652-choose-your-rte-sportsperson-the-year/> (Accessed: 17 July 2024)

Image on page 13: <https://www.drugsandalcohol.ie/40847/1/Sport%20Ireland%20anti-doping%20review.pdf> (Accessed: 17 July 2024)

Image on page 14: <https://fundamentalmovementskills.weebly.com/object-control.html> (Accessed: 17 July 2024)

Image on page 14: <https://www.facebook.com/AthleticsIreland/photos/a.216767251687451/4242325529131583/> (Accessed: 17 July 2024)

Image on page 15: <https://x.com/irishathletics/status/1771917980915388587/photo/1> (Accessed: 17 July 2024)

Image on page 15: Adapted from <https://athleticsa.org.za/SportsInfo/Coaching-Javelin-Throw.pdf> (Accessed: 17 July 2024)

Image on page 15: <https://www.youtube.com/watch?v=QvrP7JF-Ekl> (Accessed: 17 July 2024)

Image on page 21: <https://www.independent.ie/sport/gaelic-games/hurling/in-form-nolan-firing-on-all-cylinders-as-spirited-kerry-take-command-in-relegation-dogfight/34595711.html> (Accessed: 17 July 2024)

Image on page 21: <https://www.bbc.com/news/articles/c9wmgjm30vgo> (Accessed: 17 July 2024)

Image on page 25: <https://www.thesun.ie/sport/gaa-football/6413577/> (Accessed: 17 July 2024)

Image on page 25: <https://believeandachieve.ie> (Accessed: 7 January 2025)

Image on page 30: <https://ireland.basketball/developmentprogrammes#> (Accessed: 4 December 2024)

Image on page 35: <https://pess.blog/2019/05/31/the-secondary-level-active-school-flag-programme-fiona-mchale/> (Accessed: 4 December 2024)

Image on page 37: http://news.bbc.co.uk/sport2/hi/front_page/8273483.stm (Accessed: 17 July 2024)

Texts

Text on page 14: <https://cmascanada.ca/activity-resources/throw-things/#:~:text=Children's%20interest%20in%20throwing%20things,physical%2C%20cognitive%20and%20language%20skills> (Accessed: 18 July 2024)

Text on page 15: Adapted from <https://olympics.com/en/news/how-to-throw-javelin> (Accessed: 18 July 2024)

Text on page 15: Adapted from http://www.madisonthrowsclub.com/2013/09/throwing-innovations-from-throwholics_12.html (Accessed: 18 July 2024)

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