



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2026

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 mark**

Any 10 questions to be answered from questions 1 – 12

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

- (a) Identify
- three**
- demands on a coach/choreographer.

Description	4 Marks
Three appropriate demands on a coach/choreographer identified.	2 marks + 1 mark + 1 mark

- (b) Outline the scoring/recording system used in competitions for
- two**
- physical activities. Two physical activities with the same scoring system may not be used.

Description	4 Marks
Physical activities named. The scoring/recording system used in a competition outlined.	2 marks (x2)
Accurate outline of the scoring/recording system used in competition.	2 marks
<b>Recording systems must be different for the two chosen activities.</b>	

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

- (a) Physical Education is a concept of physical activity. Explain Physical Education in this context.

Description	4 Marks
Explains the concept of physical activity- physical education in the context of 'a concept of physical activity'.	4 marks
Clear and accurate explanation of the concept of physical activity- physical education.	3-4 marks
Accurate explanation of physical education.	1-2 marks
<b>Explanations must contextualise PE as a concept of physical activity.</b>	

- (b) Identify
- three**
- supports for physical activity participation in schools. You may not use Physical Education.

<b>Description</b>	<b>4 Marks</b>
Correctly identifies a support for physical activity participation in schools.	2 marks + 1 mark + 1 mark
<b>Supports must be relevant to schools.</b>	

### Question 3

**(8 marks)**

Describe how media coverage can positively impact spectator behaviour.

<b>Description</b>	<b>8 Marks</b>
Describes way in which media coverage can positively impact spectator behaviour.	<b>8 marks</b>
Clear accurate and structured description. Using one or more well developed examples to describe the positive impact that media can have on spectator behaviour	6-8 marks
Accurate description of how media coverage can positively impact spectator behavior.	3-5 marks
Some accuracy in the outline on the way in which media coverage can positively impact on spectator behavior.	1-2 marks

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

- (a) Identify **one** class of lever that is involved in the performance of a skill, in a selected physical activity.

Description	2 Marks
Correct Lever class stated.	2 marks

- (b) Complete the following table identifying the fulcrum, effort and load for the correctly identified lever in part (a).

Description	6 Marks
Fulcrum; correctly identified in relation to the correct lever.	2 marks
Effort; correctly identified in relation to the correct lever.	2 marks
Load; correctly identified in relation to the correct lever.	2 marks
<b>Must be based on correctly named lever in (a).</b>	

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

- (a) Explain what Therapeutic Use Exemptions are and when they are used.

Description	4 Marks
Accurate explanation of TUEs and when they are used.	
Accurately explains therapeutic use exemptions related to anti-doping in sport.	4 marks
Correctly explains when TUE is used.	2 marks

(b) Identify **two** current Irish anti-doping rules.

Description	4 Marks
Identifies correct current Irish anti-doping rules.	2 marks (x2)
Identifies correct current Irish anti-doping rule	2 marks
Rules include:       1. Presence of a Prohibited Substance in an Athlete's Sample is prohibited     2. Use or Attempted Use by an Athlete of a Prohibited Substance or a Prohibited Method is prohibited     3. Refusing/evading or failing to do a drug test after notification is prohibited     4. Committing Three Whereabouts Failures (Filing Failures or Missed Tests) in 12 months is prohibited     5. Tampering is prohibited     6. Possession of Prohibited Substances and/or Prohibited Methods is prohibited     7. Trafficking in any Prohibited Substance or Prohibited Method is prohibited     8. Administering to an athlete a prohibited method or substance, assisting, encouraging, aiding, abetting, covering up is prohibited     9. Complicity or attempted complicity – involvement in a rule violation committed by another person such as helping to cover up the violation or avoid detection is prohibited and is sanctioned in the same way as the violation     10. Prohibited association – associating with a person such as a coach, doctor or physio who has been found guilty of a violation or equivalent offence to a doping violation is prohibited and will be sanctioned with a ban of up to 2 years     11. Protection of whistleblowers – it is prohibited to threaten another person or to discourage that person from reporting to the authorities or information relating to a rule violation, non-compliance with the code or other antidoping activity, or to retaliate against another person for doing so.	

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

Choose **one** Health Related Fitness (HRF) component and **one** Performance Related Fitness (PRF) component from the following: balance, coordination, flexibility.

Outline **one** activity that you could use as a combined approach to training, to improve performance in the two chosen components of fitness. You may use a diagram if you wish.

Description	8 Marks
Correctly chooses 1x HRF Correctly chooses 1x PRF component Accurately outlines an appropriate activity to use to train both components.	<b>1 marks</b> <b>+ 1 mark</b> <b>+ 6 marks</b>
Correctly chooses 1 HRF component.	1 mark
Correctly chooses 1 PRF component.	1 mark
Clearly and accurately outlines an appropriate activity that can be used as a combined approach to train both chosen components.	4-6 marks
Outlines a relevant activity.	1-3 marks
<b>One activity must train both components of fitness.</b>	

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

Describe using examples, **two** influences that impact on the participation patterns of boys in physical activity and sport.

Description	8 Marks
<b>Two</b> influences that impact on the participation patterns of boys in physical activity and sport identified and described.	<b>1 mark</b> <b>+ 3 marks (x2)</b>
Identifies a relevant factor that impact on participation patterns of boys in physical activity and sport.	1 mark
Accurate description of why and how this factor impacts on the participation patterns of boys.	3 marks



**Question 8****(8 marks)****(a)** Identify **two** benefits of warming-up.

Description	4 Marks
Appropriate benefits of warming-up appropriately identified.	2 marks (x2)

**(b)** Outline the main phases of a warm-up.

Description	4 Marks
A suitable phased warm up appropriately outlined.	4 marks
Clear and accurate outline of a correctly phased warm up.	3-4 marks
Suitable phased warm up mentioned.	1-2 marks

**Question 9****(8 marks)****(a)** State **two** ways that you could promote physical activity participation.

Description	2 Marks
States appropriate way to promote physical activity participation.	1 mark (x2)
Appropriate way to promote physical activity participation clearly stated.	1 mark

- (b) Identify **two** tips you would include to help someone adhere to an exercise programme when returning to activity after a long absence. Justify your answer.

Description	6 Marks
Identifies and justifies two appropriate tips for returning to activity identified and justified.	<b>3 marks (x2)</b>
Identifies an appropriate exercise adherence tip for a person returning to exercise after a long absence and provides a relevant justification for the tip.	3 marks
Appropriate tip justified.	1-2 marks
<b>Must be relevant to adherence after a long absence.</b>	

**Question 10**

**(8 marks)**

Describe how Newton's first 1st law of Motion can be applied to **two** skills that you analysed.

Description	8 Marks
Description of how Newton's first 1 st law of Motion can be applied to <b>two</b> named skills.	<b>4 marks (x2)</b>
Clear accurate description of how Newton's first 1 st law of Motion can be applied to the named skill.	4 marks
Accurate description of how Newton's 1 st law of Motion can be applied to the named skill.	2 marks
<b>Applications must be different.</b>	

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

List **two** principles of ethical practice **and** outline the importance of upholding these principles, in a sporting context.

Description	8 Marks
Correct principles of ethical practice listed and the importance of upholding these principles in a sporting context outlined.	<b>1 marks (x2) + 6 marks</b>
Correct principles of ethical practice listed.	1 mark
Clear accurate and cohesive outline of the importance of upholding the named principles in sport.	4-6 marks
Accurate outline of the importance of upholding the named principle in sport.	1-3 marks

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

Choose **three** physical activities. For each physical activity chosen identify **one** safety regulation that an official must implement **and** state which official implements it.

Description	8 Marks
For each of the 3 identified physical activities identify a safety regulation and which official implements it and name official that implements it.	<b>3 marks + 3 marks + 2 marks</b>
Identifies relevant safety regulation for the named activity and correctly states which official in the activity implements this safety regulation.	3 marks (1 st relevant)  + 3 marks (2 nd relevant)  + 2 marks (3 rd relevant)

<b>Section B</b>	<b>Case Study</b>	<b>50 marks</b>
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All parts must be answered.

**Question 13**

**(50 marks)**

- (a) (i) Swim Ireland is the National Governing Body (NGB) for swimming, water polo, diving and artistic swimming in Ireland.

Name **two** other NGBs for sport in Ireland and the sport that they govern.

Description	2 Marks
National Governing Body of Sport in Ireland for specific sport (apart from swimming) named correctly	1 mark (x2)
NGB for stated sport correctly identified.	1 mark

- (ii) Outline **two** ways, identified in the Case Study, that Swim Ireland supports high performance.

Description	2 Marks
Correct supports that swim Ireland uses (must be from case study) identified and outlined.	1 Mark (x2)
Correctly outlines 2 ways from the case study.	

- (b) Explain periodisation **and** outline its importance in terms of preparing for the Olympics every four years.

Description	10 Marks
Explanation of periodisation. Outline of importance of periodisation in terms of preparing for an Olympics every 4 years.	10 marks
Clear and accurate explanation of periodisation. Clear and accurate outline of the importance in terms of preparing for performance.	8-10 marks
Accurate explanation of periodisation. Accurate outline of the importance in terms of preparing for performance.	5-7 marks
Accurate explanation of periodisation. Limited detail on the importance in terms of preparing for performance.	1-4 marks

- (c) Explain how an understanding of the ATP-PC (alactic) **and** aerobic (oxidative) energy systems can inform preparation for performance.

Description	12 Marks
Explanation of how an understanding of the ATP-PC (alactic) <b>and</b> aerobic (oxidative) energy systems can inform preparation for performance.	12 marks
Clear accurate and cohesive explanation of the ATP-PC (alactic) <b>and</b> aerobic (oxidative) energy systems and how an understanding of these systems can inform preparation for performance. Provides examples.	10-12 marks
Accurate explanation of how an understanding of the ATP-PC (alactic) <b>and</b> aerobic (oxidative) energy systems can inform preparation for performance.	6-9 marks
Limited explanation on how an understanding of the ATP-PC (alactic) <b>and</b> aerobic (oxidative) energy systems can inform preparation for performance.	3-5 marks
Accurate information provided on the energy systems.	1-2 marks

- (d) Discuss, using **two** examples, how developments in technology can positively impact on the performer in a selected physical activity. You may not refer to swimming.

Description	12 Marks
Discussion, using <b>two</b> examples, how developments in technology can positively impact on the performer in a selected physical activity.	<b>12 marks</b>
Accurate, cohesive and concise discussion on how developments in technology can positively impact the performer in the physical activity. Makes a judgement and uses two clear examples from the chosen activity.	10-12 marks
Discussion is accurate but shows limited cohesion and has some clarity in judgments made on how developments in technology can positively impact the performer in the physical activity. Uses two examples from the chosen activity.	7-9 marks
Makes some attempt to link developments in technology and the impact on the performer in the physical activity. Uses examples.	4-6 marks
Limited discussion, makes some effort to link developments in technology and performance	1-3 marks

- (e) Discuss, using examples, the nutritional considerations for 'after performance' in a selected physical activity.

Description	12 Marks
Discussion, using examples, on the nutritional considerations for 'after performance' in the selected physical activity.	12 marks
Accurate, cohesive and concise discussion on the nutritional considerations for 'after performance' using clear and accurate examples from the selected physical activity. Mentions timing, nutrients, functions. Makes a judgement.	10-12 marks
Discussion is accurate but shows limited cohesion, makes some links between the nutritional considerations for 'after performance' in the selected physical activity. Uses accurate examples. Mentions timing/ nutrients/ functions.	7-9 marks
Makes some attempt to link the nutritional considerations for 'after performance' in a selected physical activity.	4 -6 marks
Limited discussion makes some effort to link the nutritional considerations for 'after performance' to performance.	1-3 marks

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

Any three questions to be answered from questions 14 – 18.

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

(a) Define ability.

Description	4 Marks
Clear accurate definition of ability as it applies to PE.	4 marks
Accurate definition provided.	1-2 marks

(b) Name **and** outline the stages of skill learning.

Description	9 Marks
The stages of skill learning outlined and named.	9 marks
Stages of skill learning accurately named with each outlined clearly and accurately with appropriate examples.	8-9 marks
Stages of skill learning accurately named with each accurately outlined. Examples used appropriately.	5-7 marks
Names the stages of skill learning correctly and makes some attempt to outline each stage.	3-4 marks
Names at least one stage of learning correctly.	1-2 marks



- (c) Identify **three** principles of effective practice that can be used in designing skill practice sessions aimed at improving skill performance. Justify your choices.

Description	15 Marks
The <b>three</b> principles of effective practice that can be used in designing skill practice sessions aimed at improving skill performance identified and justified.	<b>1 mark (x3) + 4 marks (x3)</b>
Identifies appropriate principle of effective practice.	1 mark
Provides relevant and accurate justification for choice of principle based on how it can be used when designing a practice session with the aim of improving skill performance. Uses at least one example.	3-4 marks
Some justification of correctly identified principle of effective practice.	1-2 marks

- (d) Compare the performances depicted in **Figure 7** and **Figure 8** in terms of aesthetic or artistic criteria of performance.

Description	12 Marks
The performances in <b>Figure 7</b> and <b>Figure 8</b> compared in terms of aesthetic/artistic criteria.	<b>12 marks</b>
Artistic/aesthetic criteria of performance clearly and accurately used to appropriately compare the two performances depicted in images. Makes use of examples to highlight the point of comparison.	10-12 marks
Appropriately compares the performances depicted in the images using artistic/aesthetic criteria of performance. Examples are used correctly.	7-9 marks
Accurate comparison of the performances depicted in in the images in terms of aesthetic/artistic criteria. May use examples.	4-6 marks
Comparison of the performances depicted in the images makes limited reference to artistic/aesthetic criteria of performance.	1-3 marks
<b>Must compare the performances depicted in Figure 7 and Figure 8.</b>	

**Question 15****(40 marks)****(a)** Identify **four** benefits of physical activity participation.

<b>Description</b>	<b>4 Marks</b>
Four relevant benefits of physical activity participation identified	<b>1 mark (x4)</b>
Accurately identifies a relevant benefit of physical activity participation.	1 mark

**(b)** Explain hegemonic femininity **and** hegemonic masculinity.

<b>Description</b>	<b>10 Marks</b>
Hegemonic femininity <b>and</b> hegemonic masculinity explained	<b>5 marks (x2)</b>
Clear accurate explanation of hegemonic femininity, uses at least one example.	4-5 marks
Accurate explanation of hegemonic femininity.	1-3 marks
Clear accurate explanation of hegemonic masculinity, uses at least one example.	4-5 marks
Accurate explanation of hegemonic masculinity.	1-3 marks

**(c) (i)** Explain body image.

<b>Description</b>	<b>4 Marks</b>
Body image explained	<b>4 marks</b>
Clear and accurate explanation of body image.	3-4 marks
Accurate explanation of body image.	1-2 marks

- (ii) Describe, using **two** examples, how body image may influence physical activity participation.

Description	10 Marks
Description using <b>two</b> examples, how body image may influence physical activity participation.	<b>10 marks</b>
Clear and accurate description of how body image may influence physical activity participation. Two relevant and accurate examples are used in the description.	8-10 marks
Accurately describes how body image may influence physical activity participation. Two examples given.	5-7 marks
Accurate links to body image and participation.	1-4 marks

- (d) Identify **two** supports for physical activity participation in the community **and** explain how each of these supports could help enhance participation.

Description	12 Marks
<b>Two</b> supports for physical activity participation identified in the community <b>and</b> how each of these supports can help enhance participation explained	<b>6 marks</b> [1 mark + 5 marks] <b>(x2)</b>
Identifies relevant support for physical activity participation in the community.	1 mark
Clearly and accurately explains how the correctly identified support can help enhance participation, uses examples.	4-5 marks
Accurately explains how the support helps participation.	1-3 marks

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

- (a) List **four** statements that comply with the Principles of Ethical Practice, and could be included in a code of ethics for sport.

Description	6 Marks
Four statements that could be included in a code of ethics document.	<b>6</b> [2 + 2 + 1 + 1] marks
Statement that is appropriate and complies with the principles of ethical practice and is suitable for inclusion on a code of ethics for sport provided.	2 marks (statement 1 & 2)  1 mark (statement 3 & 4)

- (b) Complete the following table identifying **three** sports supplements, their function and the performance effect associated with their use. You may not use creatine.

Description	12 Marks
<b>Three</b> sports supplements identified, their function and the performance effect associated with their use.	<b>4 marks</b> [1 mark + 1 mark + 2 marks] ( <b>x3</b> )
Appropriate sports supplement correctly identified.	1 mark
Accurate function of the chosen sports supplement provided.	1 mark
Correct effect of the chosen sports supplement provided.	2 marks
<b>Creatine may not be used.</b>	

- (c) Describe, using **two** examples, the impact of either sportsmanship **or** gamesmanship on engagement in physical activity.

Description	10 Marks
Description using <b>two</b> examples, of the impact of sportsmanship or gamesmanship on engagement in physical activity and sport. Two examples of Sportsmanship <b>or</b> two examples of Gamesmanship.	<b>10 marks</b>
Clear and accurate description of the impact of either sportsmanship <b>or</b> gamesmanship on engagement in physical activity and sport. Two relevant and accurate examples are used in the description.	8-10 marks
Accurately describes the impact of sportsmanship <b>or</b> gamesmanship on engagement in physical activity and sport. Two examples given.	5-7 marks
Accurately links sportsmanship <b>or</b> gamesmanship to physical activity.	1-4 marks

- (d) Discuss the implications for the performer of using performance enhancing drugs. Use at least two examples.

Description	12 Marks
The implications for the performer who uses performance enhancing drugs using <b>two</b> examples discussed.	<b>12 marks</b>
Accurate, cohesive and concise discussion on the implications for the performer who uses performance enhancing drugs using examples. Makes a judgement.	10-12 marks
Discussion is accurate but shows limited cohesion, looks at the implications for the performer who uses performance enhancing drugs using examples.	7-9 marks
Presents some implications for the performer using at least one example.	4-6 marks
Limited discussion, makes some effort to highlight the implications of using performance enhancing drugs.	1-3 marks

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

- (a) (i)**
- Define the psychological factor 'confidence'.

Description	4 Marks
Psychological factor confidence defined.	<b>4 marks</b>
Psychological factor confidence defined clearly and accurately.	3-4 marks
Psychological factor confidence defined accurately.	1-2 marks

- (ii)**
- Define the psychological factor 'motivation'.

Description	4 Marks
Psychological factor motivation defined.	<b>4 marks</b>
Psychological factor motivation defined clearly and accurately.	3-4 marks
Psychological factor motivation defined accurately.	1-2 marks

- (b)**
- Name
- two**
- psychological strategies that an athlete could use to improve mental preparedness for performance and explain how
- each**
- strategy could impact performance.

Description	10 Marks
<b>Two</b> psychological strategies that an athlete could use to improve mental preparedness for performance named. How <b>each</b> strategy could impact performance. 4 marks each	<b>1 mark (x2)</b> + <b>4 marks (x2)</b>
Appropriate psychological strategy named.	1 mark
How the named strategy could impact performance accurately explained.	3-4 marks
Accurate explanation of named strategy.	1-2 marks

- (c) Identify **two** principles of training **and** explain how effective use of **each** these principles may lead to improved performance.

Description	10 Marks
Two principles of training correctly identified.	<b>1 mark (x2)</b>
Explanation of how effective use of these principles may lead to improved performance.	<b>+</b> <b>4 marks (x2)</b>
Principle of training correctly identified.	1 mark
Clear and accurate explanation of how effective use of the correctly named principle of training can lead to improved performance.	3-4 marks
Accurate explanation of how the principle of training links to performance.	1-2 marks
<b>Must explain how effective use of the principles may lead to improved performance.</b>	

- (d) Discuss the extent to which the following components of fitness are required in a physical activity of your choice: Reaction time, muscular endurance, power.

Description	12 Marks
The extent to which the three components of fitness are required in the chosen physical activity discussed.	<b>12 marks</b>
Accurate, cohesive and concise discussion on the extent to which each of the three accurately explained components are required in the chosen physical activity using examples. Considers the relevance and level of need in terms of performance. Makes a judgement.	10-12 marks
Discussion is accurate but shows limited cohesion, looks at the extent to which each of the three accurately explained components are required in the chosen physical activity using examples. Considers the relevance of each component.	7-9 marks
Discussion looks at the three accurately explained components in terms of their requirement in the chosen physical activity.	4-6 marks
Makes some effort to link the components to physical activity.	1-3 marks

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

- (a) Outline **two** economic benefits of physical activity participation.

Description	6 Marks
<b>Two</b> economic benefits of physical activity outlined.	<b>3 marks (x2)</b>
Clear and accurate outline of economic benefit of physical activity participation.	3 marks
Accurate outline of economic benefit of physical activity participation.	1-2 marks

- (b) Explain, **two** characteristics associated with significant people, such as role models, who promote other's participation in physical activity.

Description	10 Marks
<b>Two</b> characteristics associated with significant people who promote other's participation in physical activity explained.	<b>5 marks (x2)</b>
Appropriate characteristic named. Clear, concise and accurate explanation of the characteristic associated with significant people who promote other's participation in physical activity. Provides a link between the characteristic and promotion of participation in others. Uses at least one example.	3-5 marks
Appropriate characteristic named. Accurate explanation of the characteristic associated with significant people who promote other's participation in physical activity.	1-2 marks



- (c) Describe, using **two** examples, the role of the media in maintaining gender stereotypes of women in sport.

Description	12 Marks
Description using two examples, of the role of the media in maintaining gender stereotypes of women in sport.	12 marks
Clear and accurate description using two clear and appropriate examples of the role the media plays in maintaining gender stereotypes of women in sport.	10-12 marks
Accurate description using two appropriate examples of the role that media plays in maintaining gender stereotypes of women in sport.	7-9 marks
Accurate description of how media may maintain gender stereotypes of women in sport.	4-6 marks
Appropriately links media and women in sport.	1-3 marks

- (d) 'Media coverage has a positive impact on mass participation sports events.  
Discuss this statement.

Description	12 Marks
'Media coverage has a positive impact on mass participation sport'. Statement discussed.	12 marks
Accurate, cohesive and concise discussion looking at whether or not media coverage has a positive impact on mass participation sport using examples. Makes a judgement. Makes a clear link between the media coverage and mass participation sports events.	10-12 marks
Discussion is clear but shows limited cohesion, looks at the extent to which media coverage has a positive impact on mass participation sport using examples. Considers the impact on mass participation sports.	7-9 marks
Discussion looks at the positive impact that media coverage has on mass participation sport may use an example. Lacks cohesion throughout.	4-6 marks
Limited discussion on the positive impact of media coverage on mass participation sport.	1-3 marks

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

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

Note to examiners:

Before commencing marking read the entire individual Physical Activity Project and view the three videos to familiarise yourself with the content presented for marking.

Be careful not to penalise skillful brevity, not to reward unwarranted length.

These descriptors should be interpreted in the context of the challenges and demands of the physical activity that the candidate has chosen.

For Ordinary level projects please refer to the conversion table.

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

Section A 25 marks	Excellent	Very Good	Good	Fair	Poor
Approx. 700 words	Excellent analysis, links all aspects to sound theoretical principles all aspects are relevant to chosen physical activity.	Very good analysis with links to sound theoretical principles and relevant to chosen physical activity.	Good analysis, evidence of theoretical links and relevant to chosen physical activity.	Fair analysis, limited evidence of theoretical links, mostly general theory with limited relevance or links made to chosen physical activity.	Little or no evidence of theoretical foundation, not always suitable for to chosen physical activity.
<b>Analysis of Performance</b>  Exploration of initial performance in the selected physical activity, use of appropriate analysis tools and presentation of relevant data.	Detailed analysis of performance and interpretation of a wide range of data across a wide variety of factors affecting performance in the chosen physical activity. Consistently identifies relationship between results and own/their athlete's performance. Information is interpreted concisely and accurately, with clear links to chosen physical activity and theory.  Wide selection of appropriate analysis tools (tests/methods) used. Relevant data analysed and presented in detail.	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.  Appropriate analysis tools (tests/methods) used. Relevant data clearly presented.	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.  Appropriate analysis tools (tests/methods) used. Appropriate presentation of appropriate data.	Completes some analysis of appropriate performance areas with limited interpretation of data. Information is interpreted with limited evidence of links to chosen physical activity and theory.  Appropriate analysis tools (tests/methods) used. Appropriate presentation of appropriate data.	Completes analysis with little or no analysis of appropriate performance areas and little or no interpretation of data. Information is sometimes interpreted with little or no effort to link with chosen physical activity and theory.  Limited use of analysis tools (tests/methods). limited presentation of data.
<b>25 marks</b>	<b>22 – 25 marks</b>	<b>17– 21 marks</b>	<b>12 - 16 marks</b>	<b>7 – 11 marks</b>	<b>1 - 6 marks</b>
<b>TOTAL Section A</b>	<b>25 Marks</b>				

<b>Section B 45 marks</b>	<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Fair/poor</b>
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>Rationalised Distinct Performance Goal</b>	Clear concise distinct goal (must be appropriate, measurable, time related). Clearly based on sound application of theory and initial performance analysis.   Rationale based on sound theory, initial performance analysis and clear awareness of the factors affecting performance in the chosen physical activity. Accurately reflects the performance analysis presented in 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>3x 4marks = 12 marks</b>	<b>4 marks</b>	<b>3 marks</b>	<b>2 marks</b>	<b>1 mark</b>

	Very Good	Good	Fair	Poor
<b>Presentation of training/practice plans</b> Three plans marked separately. Plans reflective of stated goal	Clear, well developed, individualised training plan provided in table format. Evidence of understanding and application of a wide range of theoretical principles. Detailed accurate and appropriate training/practice plan. Links directly with initial performance analysis outcome and the goal set. A wide variety of concepts implemented. Accurate use of relevant training methods. All activities relevant to and reflective of performance in chosen physical activity.	Clear individualised training plan provided. 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. Uses relevant training methods. Activities relevant to performance in chosen physical activity.	Appropriate training plan provided. Evidence of sound theoretical principles used to develop an accurate plan, designed to address the performance goal identified. A range of concepts implemented. Uses mostly appropriate training methods. Activities relevant to chosen physical activity.	Suitable training plan provided. 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. Some or limited use of appropriate training methods.
<b>3x 7 marks = 21 marks</b>	<b>7 marks</b>	<b>5 marks</b>	<b>3 marks</b>	<b>1 mark</b>
	<b>Very Good - Good</b>		<b>Fair - Poor</b>	
<b>Rationale for training/practice plan</b>	Accurate rationale provided for the training/practice plan that links to relevant theoretical concepts and the chosen physical activity.		Limited rationale for the training/practice plan.	
<b>3x2 marks =6 marks</b>	<b>2 marks</b>		<b>1 mark</b>	
	<b>Very Good - Good</b>		<b>Fair - Poor</b>	
<b>Reflection on performance goals based on engagement in training/practice</b>	Accurate reflection on the performance goal based on engagement in training/practice.		Some reflection on the performance goal based on engagement in training/practice.	
<b>3x2 marks = 6 marks</b>	<b>2 marks</b>		<b>1 mark</b>	
<b>TOTAL Section B</b>	<b>(3 x 4 marks) + (3 x 7 marks) + (6 marks) + (6 marks) = 45 marks</b>			

Section C 20 marks	Excellent	Very Good	Good	Fair	Poor
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 on post training/practice performance</b> Exploration of post training/practice performance in the selected physical activity and the effects of training /practice.	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.
10 marks	10 marks	8 marks	6 marks	4 marks	2 marks
	Very Good - Good			Fair - Poor	
Reflection on effect of training/practice	Accurate reflection on the effects of the training/practice. Some references to performance.			Some reflection on the effects of the training/practice and performance.	
5 marks	5 marks			2 marks	
	Very Good - Good			Fair - Poor	
Suggestions for next steps for further improvement	Suggestions for next steps for further improvement are appropriate based on the outcomes of the project.			Limited or no reference to further improving performance.	
5 marks	5 marks			2 marks	
TOTAL Section C	20 Marks				

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 three 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 three 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 two 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 one 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			Physical activity selection		
Section A Video <b>and</b> Section B Video <b>and</b> Section C Video			Requirements detailed on Circular S58/25		
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			Award a maximum mark of <b>2</b> where the physical activity does <b>not</b> comply with requirements		
Restrictions:					
<b>Max 16 Images:</b> Max 4 images in Section A Max 8 images in Section B Max 4 images in Section C <b>[max 1 infringement]</b> Complies with presentation requirements		Video collages not permitted** Image collages not permitted ** No images permitted in video Excessive text not permitted in images/ video Video recording must be in real time ** exception side-by-side comparison of skill and technique		Word count 1600 Page count 28 *(29 IV) Video size max 1GB Video duration max 4 mins Tabulated training/practice plan inserted as image Page 7 of booklet must be completed *(p. 8 IV)	
Award a maximum of <b>8</b> marks for <b>1 restriction infringement</b> Award a maximum of <b>6</b> marks for <b>2 restriction infringements</b> Award a maximum of <b>4</b> marks for <b>3+ restriction infringements</b>					

## Leaving Certificate Physical Activity Project 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

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

**For dance and personal exercise and fitness activities two activities are required, in swimming two strokes – two different strokes are required. In these instances both aspects of the performance must be considered when awarding marks.*

All physical activities have a stated requirement in terms of skills and techniques/methods, please refer to the details of each activity when marking it. Details are on pp. 34-45 of the Leaving Certificate Physical Education specification.

As this is a performance assessment only what the examiner can see may be awarded marks.

**Contexts: Personal performance, Full competitive and/or Conditioned practice**

**Scenario 1:** games, aquatic, adventure, athletics – evidence of: skills & techniques; tactics/strategies; safety, rules/regulations/codes of practice relevant to activity

**Scenario 2:** dance, gymnastics – dance 2 of: individual; pair; group. Include: proficiency and imagination in combining skills/ techniques relevant to style of gymnastics event **OR** proficiency in imaginative combination of movements demonstrating technical competence in the appropriate style of the dance event; Compositional and/or choreographic design including the use of props and/or costumes where appropriate; creativity; safety; rules/regulations/codes of practice

**Scenario 3:** personal exercise & fitness; aerobic **and** conditioning aspect required – **PRF (1 or more components)** or **HRF (all components)**; apply principles of training, training zones, thresholds, work-recovery intervals, warm-up/ cool-down; include: warm up, development activities (adaptations/progressions); cool-down; safety; rules/regulations/codes of practice in relevant training setting

<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.	<b>15</b>	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.
			<b>13-15 marks</b>	<b>8-12 marks</b>	<b>1-7 marks</b>
<b>80 marks</b>					

Principles of play/performance, conventions/tactics/ strategies/compositional elements/ training considerations <b>20 marks</b>			Excellent	Good	Fair
Principles of play/performance and conventions of activity.	Evidence of understanding of principles of play/performance, conventions of activity complied with.	<b>10</b>	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
			<b>10 marks</b>	<b>7 marks</b>	<b>4 marks</b>
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.	<b>10</b>	Demonstrates excellent decision making. Use of suitable strategies/tactics/ compositional elements/ training considerations are relevant to performance in appropriate challenging circumstances. All considerations employed positively impact on performance. The choice of scenario presented is excellent and applies seamlessly to competitive/training environment in the chosen activity. Performance shows no evidence of candidate lacking awareness or adaptability as a performer in the chosen activity.	Decision making and use of suitable strategies/tactics/ compositional elements/training considerations are relevant to performance in appropriate challenging circumstances. All considerations employed are somewhat beneficial to performance. The choice of scenario presented is appropriate to competitive/ training environment in the chosen activity. Performance shows some limited evidence that the candidate lacks awareness as a performer in the chosen activity.	Limited evidence of use and adaptation of appropriate strategies/ tactics/compositional elements/training considerations. Some evidence of good decision making that benefits performance. Scenarios are usually appropriate to chosen activity. Performance shows evidence that the candidate lacks awareness as a performer in the chosen activity.
			<b>10 marks</b>	<b>7 marks</b>	<b>4 marks</b>
<b>20 marks</b>					
<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
	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.		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.	Demonstrates competence in 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.	Demonstrates some competence in 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.
	<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> 2 infringements award <b>max 18 marks;</b> 3+ infringements award <b>max 12 marks.</b>		
<b>Video File must comply with requirements</b> <b>Introductory Slide must comply with requirements*</b> <b>Identification Slide must comply with requirements</b>   <b>Video time 8min max</b> <b>Alteration of speed of video not permitted</b> <b>No photos permitted – except identification photo</b> <b>No video collages permitted</b>   <b>No of text slides:</b> 2 x mandatory slides + max 4 optional slides only permitted.   <b>Analysis/text outside of permitted slides or subtitles/voiceover/music not permitted.</b> * Sound recordings (including music) are permitted when it is a requirement of the physical activity.   <b>Moving text not permitted.</b> <b>Text impinging on view of performer not permitted.</b>   <b>Candidate must be clearly identifiable throughout performance</b> <b>Candidates must not change identifying clothing.</b> *survival swimming   <b>Single Performance:</b> single best performance required. Full unedited performance required where time permits, i.e. &lt;8min.	<b>Physical Activity requirements:</b> Skills/techniques listed on specification must be presented: it is not permitted to leave out 1-2 skills.   <b>Athletics introduction slide must include:</b>      • Time and distance covered for running events    • For hurdles- the height of hurdles and number of hurdles    • For throws weight of implement and distance(s) thrown for each of 3 throws    • For jumps: distance/height jumped for each of 3 jumps      <b>Aquatics introductory slide must:</b>      • Identify area of aquatics including the chosen two strokes, where relevant.    • Introductory slide must include the distance swam and the time taken where relevant      <b>Dance introductory slide must state genre/style of dance</b>	<b>Gymnastics introductory slide must state either rhythmic or artistic.</b>   <b>Personal ex &amp; fit requires all of:</b>      - <b>Min 3 reps per exercise</b>    - <b>Adaptation &amp; progression for each exercise in conditioning &amp; resistance element</b>    - <b>Order: Warm-up; Aerobic Activity; Conditioning/resistance Activity; Cool-down.</b>      <b>Personal ex &amp; fit * Introductory slide must include:</b>      • Aspect of fitness, i.e. Health Related Fitness (HRF) or Performance Related Fitness (PRF)    • For PRF- state the physical activity that the programme is designed for    • Chosen method of aerobic training        • Chosen method of conditioning/resistance activity.      <i>*Introductory slide – check specific physical activity requirements</i>
<b>Dance</b> – individual and group performance marked together, please consider both dances when awarding marks.		
<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.		
<b>Total marks = 150</b>		





