



**Coimisiún na Scrúduithe Stáit**  
**State Examinations Commission**

**Leaving Certificate 2026**

**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<br>(if applicable) |
|----------------|----------------------------|--------------------------|
| ✓ <sub>n</sub> | 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 10 questions to be answered from questions 1 – 12

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

(a) The following are periodisation cycles: Macrocycle, Mesocycle, Microcycle.

Identify an appropriate timeframe for each of these cycles.

| <b>Timeframe</b> | <b>Periodisation Cycle</b><br>- choose from above | <b>3 Marks</b><br><b>[1 mark (x3)]</b> |
|------------------|---------------------------------------------------|----------------------------------------|
| Two months       | <b>Mesocycle</b>                                  | 1 mark                                 |
| A full year      | <b>Macrocycle</b>                                 | 1 mark                                 |
| Two weeks        | <b>Microcycle</b>                                 | 1 mark                                 |

(b) Why do coaches use periodisation?

| <b>Description</b>                                                             | <b>5 Marks</b> |
|--------------------------------------------------------------------------------|----------------|
| Clear description of accurate practical reasons why coaches use periodisation. | 5 marks        |
| Accurate reasons for using periodisation.                                      | 3 marks        |
| Some reference to correct reason.                                              | 1 mark         |
|                                                                                |                |

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

Outline **two** safety checks an official should make before a competition, in a physical activity of your choice.

| <b>Description</b>                              | <b>8 Marks</b>      |
|-------------------------------------------------|---------------------|
| Two relevant safety checks accurately outlined. | <b>4 marks (x2)</b> |
| Safety check by an official correctly outlined. | 4 marks             |
| Identifies safety check.                        | 2 marks             |
|                                                 |                     |

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

Identify **three** characteristics of a physical activity that could make it appealing to spectators.

| Description                                                             | 8 Marks                                         |
|-------------------------------------------------------------------------|-------------------------------------------------|
| Relevant characteristics that make sport appealing.                     | <b>3+3+2 marks</b>                              |
| Accurate characteristic of sport that makes it appealing to spectators. | 3 marks<br>(2 marks for 3 <sup>rd</sup> answer) |
| Reason why people watch sport.                                          | 1 mark                                          |
|                                                                         |                                                 |

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

Identify if the statements about Irish Anti-Doping Rules are True **or** False by ticking (✓) the relevant box.

|                                                                                                            | True | False | 8 Marks             |
|------------------------------------------------------------------------------------------------------------|------|-------|---------------------|
|                                                                                                            |      |       | <b>2 marks (x4)</b> |
| An athlete is allowed to sell performance enhancing drugs.                                                 |      | ✓     | 2 marks             |
| Three whereabouts failures within a 12-month period can lead to a suspension.                              | ✓    |       | 2 marks             |
| An athlete must provide a sample when requested by a Doping Control Officer.                               | ✓    |       | 2 marks             |
| Athletes are allowed cover up for another athlete if they know they are using performance enhancing drugs. |      | ✓     | 2 marks             |

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

- (a) Outline how the psychological factor 'confidence' can affect sports performance.

| Description                                                                    | 6 Marks   |
|--------------------------------------------------------------------------------|-----------|
| Clear and accurate outline of the effects of confidence on sports performance. | 4-6 marks |
| Relevant outline of effects of confidence in sport.                            | 1-3 marks |
|                                                                                |           |

- (b) Identify **one** strategy that could be used to improve confidence.

| Description                                                     | 2 Marks |
|-----------------------------------------------------------------|---------|
| Correctly identifies a relevant strategy to improve confidence. | 2 marks |
|                                                                 |         |

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

Identify **three** examples of gender stereotyping in sport.

| Description                                                      | 8 Marks                                                 |
|------------------------------------------------------------------|---------------------------------------------------------|
| Correctly identifies 3 examples of gender stereotyping in sport. | 3 + 3 + 2 marks<br>(2 marks for 3 <sup>rd</sup> answer) |
|                                                                  |                                                         |

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

Identify an appropriate analysis method for the performance areas listed in the table below using the methods/tests provided:

| Method of analysis/test |                |               |
|-------------------------|----------------|---------------|
| Anxiety test            | Video analysis | Balance test  |
| Sit & Reach test        | Food Diary     | 12-minute run |

| Area of performance                       | Method of analysis/test<br>-please choose from above | 8 Marks<br>[2 marks (x4)] |
|-------------------------------------------|------------------------------------------------------|---------------------------|
| Performance related component of fitness. | <b>Balance test</b>                                  | 2 marks                   |
| Psychological preparedness.               | <b>Anxiety test</b>                                  | 2 marks                   |
| Skill and technique.                      | <b>Video analysis</b>                                | 2 marks                   |
| Nutrition                                 | <b>Food diary</b>                                    | 2 marks                   |

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

Explain how **one** type of practice, from the list below, could be used to improve a skill of your choice.

Massed Practice

Part Practice

Variable Practice

| Description                                                                                                      | 8 Marks   |
|------------------------------------------------------------------------------------------------------------------|-----------|
| Clear and accurate explanation of one of the practice methods and how it can be used to improve the named skill. | 6-8 marks |
| Accurate explanation of practice method and its use for skill improvement.                                       | 4-5 marks |
| Appropriate explanation of practice method                                                                       | 1-3 marks |
|                                                                                                                  |           |

**Question 9****(8 marks)**

Outline how **one** technological development has positively impacted a physical activity of your choice.

| Description                                                                                                                       | 8 Marks<br>[2 + 6 marks] |
|-----------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Correctly identifies one technological development                                                                                | 2 marks                  |
|                                                                                                                                   |                          |
| Clearly and accurately outlines how the named technological development has had a positive impact on the named physical activity. | 4-6 marks                |
| Correctly outlines positive impact                                                                                                | 1-3 marks                |
|                                                                                                                                   |                          |

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

(a) Define reaction time.

| Description                                     | 4 Marks |
|-------------------------------------------------|---------|
| Clear and accurate definition of reaction time. | 4 marks |
| Accurate definition of reaction time.           | 2 marks |
|                                                 |         |

(b) Identify **two** examples of where reaction time is needed during performance in **one** physical activity.

| Description                                                     | 4 Marks<br>[2 marks (x2)] |
|-----------------------------------------------------------------|---------------------------|
| Correct and relevant examples from the physical activity named. | 2 marks                   |
| Two examples must be from one named activity.                   |                           |



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

Outline **two** ways a coach could manage time effectively during a training session.

| Description                                                                                  | 8 Marks<br>[4 marks (x2)] |
|----------------------------------------------------------------------------------------------|---------------------------|
| Clearly and accurately outlines appropriate time management suggestion relevant to training. | 3-4 marks                 |
| Outlines relevant time management suggestion.                                                | 1-2 marks                 |
|                                                                                              |                           |

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

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

| Description                                                                               | 8 Marks<br>[4 marks (x2)] |
|-------------------------------------------------------------------------------------------|---------------------------|
| Clear and accurate description of appropriate benefit of physical activity for teenagers. | 3-4 marks                 |
| Presents benefit of physical activity, little or no detail provided                       | 1-2 marks                 |
| <b>Benefit must be relevant to teenagers.</b>                                             |                           |

|                  |                   |                 |
|------------------|-------------------|-----------------|
| <b>Section B</b> | <b>Case Study</b> | <b>50 marks</b> |
|------------------|-------------------|-----------------|

All parts must be answered.

**Question 13**

**(50 marks)**

- (a) Kamila Valieva tested positive for trimetazidine. Name **two** other Performance Enhancing Drugs (PEDs) and state how they affect performance.

| Description                                             | 10 Marks     |
|---------------------------------------------------------|--------------|
| Correctly names appropriate PEDs                        | 2 marks (x2) |
|                                                         | +            |
| Accurately states how the named PED affects performance | 3 marks (x2) |
| Correct name of a PED                                   | 2 marks      |
|                                                         |              |
| Correctly states how named drug impacts performance.    | 3 marks      |
| Vague statement of how performance might be affected.   | 1 mark       |
| <b>May not use trimetazidine.</b>                       |              |

- (b) (i) Outline **two** consequences for an athlete when anti-doping rules are broken.  
At least **one** consequence must be from the case study.

| Description                                                                                                        | 5 Marks              |
|--------------------------------------------------------------------------------------------------------------------|----------------------|
| <b>Two</b> appropriate consequences for an athlete clearly and accurately outlined. <b>One</b> from the case study | 3 marks<br>+ 2 marks |
| <b>Must mention ban from competing or stripped of medal (from case study).</b>                                     |                      |

- (ii) Outline **two** consequences for the physical activity when anti-doping rules are broken.

| Description                                                            | 5 Marks              |
|------------------------------------------------------------------------|----------------------|
| <b>Two</b> consequences for the physical activity accurately outlined. | 3 marks<br>+ 2 marks |
|                                                                        |                      |

- (c) (i) Explain **one** of the following ethical principles, with reference to the case study.

Fairness

Integrity

| Description                                                                                  | 8 Marks   |
|----------------------------------------------------------------------------------------------|-----------|
| Clear and accurate explanation of chosen ethical principle with reference to the case study. | 7-8 marks |
| Accurate explanation of chosen principle and/or reference to case study.                     | 4-6 marks |
| Appropriate explanation provided.                                                            | 1-3 marks |
|                                                                                              |           |

- (ii) Identify **three** statements that you would include in a code of ethics for sport.

| Description                                                            | 9 Marks<br>[4+3+2 marks]                                                                  |
|------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| Provides a relevant statement suitable for a code of ethics for sport. | 4 marks<br>(3 marks for 2 <sup>nd</sup> statement, 2 marks for 3 <sup>rd</sup> statement) |
| Answer appropriate to a code of ethics.                                | 1 mark                                                                                    |
|                                                                        |                                                                                           |

- (d) (i) Identify **two** artistic/aesthetic criteria of performance in a physical activity of your choice. You may not refer to use of space.

| Description                                                    | 5 Marks     |
|----------------------------------------------------------------|-------------|
| Clearly identified artistic/aesthetic criteria of performance. | 4 + 1 marks |
| <b>Space cannot be used.</b>                                   |             |

- (ii) Compare the two performances depicted in the images in **Figure 4** in terms of artistic or aesthetic criteria of performance.

| Description                                                                                                                           | 8 Marks   |
|---------------------------------------------------------------------------------------------------------------------------------------|-----------|
| Clearly and accurately compares the 2 images in terms of artistic or aesthetic criteria or performance. Using examples from Figure 4. | 7-8 marks |
| Provides criteria of performance related to both images.                                                                              | 4-6 marks |
| Provides criteria of performance related to one image.                                                                                | 1-3 marks |
|                                                                                                                                       |           |

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

Three questions must be answered from questions 14 – 18.

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

(a) (i) Identify **one** symptom of overtraining.

| Description                                     | 2 Marks |
|-------------------------------------------------|---------|
| One correct symptom of overtraining identified. | 2 marks |
|                                                 |         |

(ii) Outline **one** strategy to avoid overtraining.

| Description                                                     | 4 Marks |
|-----------------------------------------------------------------|---------|
| Clear and accurate outline of a strategy to avoid overtraining. | 4 marks |
| Outline of a strategy to avoid overtraining provided.           | 2 marks |
|                                                                 |         |

(b) Outline how you could use the physical fitness training methods weight training **and** circuit training to improve performance in a component of fitness of your choice.

| Description                                                                                            | 8 Marks<br>[4 marks (x2)] |
|--------------------------------------------------------------------------------------------------------|---------------------------|
| Clear and accurate outline of how the training methods can be used for the component of fitness named. | 3-4 marks                 |
| Appropriate outline given.                                                                             | 1-2 marks                 |
|                                                                                                        |                           |

- (c) (i) From the test results above identify which component of fitness Alan scored above average on. Indicate your answer by ticking (✓) the correct box in the table below.
- (ii) State whether each component tested is a Health-Related Fitness (HRF) or a Performance Related Fitness (PRF) component.

| 3 Marks [1 mark + 2 marks] |               |        |             |                       |
|----------------------------|---------------|--------|-------------|-----------------------|
| Component of Fitness       | Above average | 1 Mark | HRF or PRF? | 2 Marks [1 mark (x2)] |
| Coordination               | ✓             | 1 mark | <b>PRF</b>  | 1 mark                |
| Muscular Endurance         |               |        | <b>HRF</b>  | 1 mark                |

- (iii) Identify **three** fitness components required by an athlete in a physical activity of your choice. You may not use coordination or muscular endurance.
- (iv) Identify whether the components you have chosen are health related fitness (HRF) or performance related fitness (PRF) components.
- (v) State a fitness test for each of these components of fitness.

| 15 Marks<br>[6 marks + 3 marks + 6 marks]                  |              |
|------------------------------------------------------------|--------------|
| (iii) Components of Fitness correctly named                | 2 marks (x3) |
| (iv) Correctly identifies HRF or PRF                       | 1 mark (x3)  |
| (v) Correctly named Fitness test for Components of Fitness | 2 marks (x3) |
| <b>Coordination or muscular endurance cannot be used.</b>  |              |

- (vi) Describe how to carry out **one** of the fitness tests identified by you in part (v). You may use a diagram.

| Description                                                                                         | 8 Marks   |
|-----------------------------------------------------------------------------------------------------|-----------|
| Appropriate test protocol clearly and accurately described for above (part (v)) named fitness test. | 8 marks   |
| Accurate description of test protocol for fitness test named in part (v).                           | 4-7 marks |
| Appropriate description provided.                                                                   | 1-3 marks |

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

- (a) (i) Describe each of the following concepts of physical activity by matching the concept to the relevant description. Mass-participation sports, play, outdoor and adventure.

Name **one** example of a physical activity for each concept.

|                                                                    |                                                            |                                        |                            | <b>12 Marks</b>                        |
|--------------------------------------------------------------------|------------------------------------------------------------|----------------------------------------|----------------------------|----------------------------------------|
| <b>Description</b>                                                 | <b>Concept of physical activity</b><br>- choose from above | <b>6 Marks</b><br><b>[2marks (x3)]</b> | <b>Example of activity</b> | <b>6 Marks</b><br><b>[2marks (x3)]</b> |
| Large number of people participating in an event at the same time. | <b>Mass Participation</b>                                  | 2 marks                                | Appropriate example.       | 2 marks                                |
| Activities that focus on fun and enjoyment.                        | <b>Play</b>                                                | 2 marks                                | Appropriate example.       | 2 marks                                |
| Activities that have an element of risk and take place outdoors.   | <b>Outdoor and adventure</b>                               | 2 marks                                | Appropriate example.       | 2 marks                                |

- (ii) 'Physical Education' is another concept of physical activity. Explain 'Physical Education'.

| <b>Description</b>                                       | <b>4 Marks</b> |
|----------------------------------------------------------|----------------|
| Accurately explains PE as a concept of physical activity | 3 - 4 marks    |
| Appropriate explanation provided.                        | 1- 2 marks     |
|                                                          |                |

- (b) (i) Outline **three** characteristics of significant people, like role models, who promote participation in physical activity amongst young people.

| Description                                                                                                     | 12 Marks<br>[4marks (x3)] |
|-----------------------------------------------------------------------------------------------------------------|---------------------------|
| Correctly identifies and outlines characteristic of role model related to helping to promote physical activity. | 4 marks                   |
| Outlines appropriate characteristic with some link to physical activity promotion                               | 2-3 marks                 |
| Appropriate characteristic outlined.                                                                            | 1 mark                    |
|                                                                                                                 |                           |

- (c) Describe how a National Governing Body (NGB) can help promote physical activity at local and national levels.

| Description                                                                                                                                                                                                       | 12 Marks<br>[2 marks<br>+ 10 marks] |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| Correctly names an NGB                                                                                                                                                                                            | 2 Marks                             |
|                                                                                                                                                                                                                   |                                     |
| Clearly and accurately describes how the NGB named can help promote physical activity at local level.<br>Clearly and accurately describes how the NGB named can help promote physical activity at National level. | 5 Marks (x2)                        |
| Clearly and accurately describes how the NGB named can help promote physical activity at given level. (Local level, National level).                                                                              | 5 marks                             |
| Relevant description of physical activity promotion at named level, examples may be used                                                                                                                          | 2-4 marks                           |
| Appropriate description provided.                                                                                                                                                                                 | 1 mark                              |
|                                                                                                                                                                                                                   |                                     |



**Question 16****(40 marks)****(a) (i)** Identify **two** characteristics of skilled performance

| Description                                                                                                         | 4 Marks<br>[2 marks (x2)] |
|---------------------------------------------------------------------------------------------------------------------|---------------------------|
| Correct characteristics identified                                                                                  | 2 marks                   |
| Accept: Accuracy in technique/skill, anticipation, consistency, kinaesthetic awareness and other correct responses. |                           |

**(ii)** Describe **two** ways that creative application of a skill can be beneficial to performance.

| Description                                                                                       | 8 Marks<br>[4 marks (x2)<br>+ 2 marks (x2)] |
|---------------------------------------------------------------------------------------------------|---------------------------------------------|
| Accurately describes creative application of skill from <b>two</b> different physical activities. | 4 marks                                     |
| Appropriate description provided.                                                                 | 2 marks                                     |
|                                                                                                   |                                             |

**(b)** Describe **three** stages of skill learning.

| Description                                                              | 18 Marks                       |
|--------------------------------------------------------------------------|--------------------------------|
| Describes correctly named stages of learning.                            | 2 marks (x3)<br>+ 4 marks (x3) |
| Correct name of stage of skill learning.                                 | 2 marks                        |
|                                                                          |                                |
| Clear and accurate description of the correctly named stage of learning. | 3-4 marks                      |
| Accurate description of the named stage of learning.                     | 1-2 marks                      |
|                                                                          |                                |

- (c) (i) What class of lever is depicted in **Figure 6**?
- (ii) Name **one** example of a sporting action that uses this class of lever.
- (iii) Name **two** other classes of lever and an example of where **each** lever is used in sport.

| Description                                                                                              | 10 Marks                                   |
|----------------------------------------------------------------------------------------------------------|--------------------------------------------|
| (i) What class of lever is depicted in <b>Figure 6</b> ?                                                 | 2 marks                                    |
| 2 <sup>nd</sup> class lever                                                                              | 2 marks                                    |
| (ii) Name <b>one</b> example of a sporting action that uses this class of lever.                         | 2 marks                                    |
| Correctly names a sporting action using 2 <sup>nd</sup> class lever.                                     | 2 marks                                    |
| (iii) Name <b>two</b> other classes of lever and an example of where <b>each</b> lever is used in sport. | 6 marks<br>[2 marks (x2)<br>+ 1 mark (x2)] |
| Correctly names lever.                                                                                   | 2 marks                                    |
| Provides an accurate sports example.                                                                     | 1 mark                                     |
|                                                                                                          |                                            |

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

- (a) Identify **two** food or drink choices that would be good to consume after exercise and give a reason for each choice.

| Description                                                                                                               | 12 Marks                          |
|---------------------------------------------------------------------------------------------------------------------------|-----------------------------------|
| Two food or drink choices identified with a reason. Food or drink choices must be good to consume after exercise.         | <b>2 marks<br/>+ 4 marks (x2)</b> |
| Appropriate food/drink named for after exercise.                                                                          | 2 marks                           |
| Accurate reason provided for choice of the food/drink for after exercise., links to the nutrient content and its function | 4 marks                           |
| Reason provided is appropriate.                                                                                           | 1- 2 marks                        |
|                                                                                                                           |                                   |

- (b) (i) Protein can be used as a supplement. Name **two** other food supplements and give a reason for taking them.

| Description                                         | 10 Marks<br>[2 marks<br>+ 3 marks (x2)] |
|-----------------------------------------------------|-----------------------------------------|
| Correct name of food supplement.                    | 2 marks                                 |
| Correctly identifies reason to take the supplement. | 3 marks                                 |
| Reason provided is appropriate.                     | 1 mark                                  |
|                                                     |                                         |

- (ii) Outline **two** challenges to taking sports supplements.

| Description                                                                         | 6 Marks<br>[3 marks (x2)] |
|-------------------------------------------------------------------------------------|---------------------------|
| Accurately outlines relevant challenge to taking sports supplements.                | 3 marks                   |
| Provides appropriate information relating supplementation and associated challenges | 1-2 marks                 |
|                                                                                     |                           |

- (c) The pole vault is an athletics event and competitions can take two to three hours to complete in a busy athletics arena. An elite pole vaulter may only jump four times in a three-hour competition.

(i) Identify **two** reasons an elite pole vaulter's concentration could be decreased.

| Description                                                | 4 Marks<br>[2 marks (x2)] |
|------------------------------------------------------------|---------------------------|
| Appropriate reason for affecting concentration identified. | 2 marks                   |
|                                                            |                           |

(ii) Explain a strategy an athlete, such as the elite pole vaulter, could use to maintain their concentration during a long competition.

| Description                                                          | 8 Marks<br>[2 marks<br>+ 6 marks] |
|----------------------------------------------------------------------|-----------------------------------|
| Correctly names a strategy to maintain concentration.                | 2 marks                           |
|                                                                      |                                   |
| Clear accurate and detailed explanation of correctly named strategy. | 6 marks                           |
| Accurate explanation of correctly named strategy.                    | 3-5 marks                         |
| Appropriate explanation of named strategy.                           | 1-2 marks                         |
|                                                                      |                                   |

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

- (a) (i)**
- Define body image.

| Description                                  | 4 Marks |
|----------------------------------------------|---------|
| Clear and accurate definition of body image. | 4 marks |
| Appropriate definition provided.             | 2 marks |
|                                              |         |

- (ii)**
- Outline how body image can influence participation in physical activity. Use
- two**
- examples.

| Description                                                                                                                | 6 Marks<br>[3 marks (x2)] |
|----------------------------------------------------------------------------------------------------------------------------|---------------------------|
| Clearly and accurately outlines how body image can influence participation in physical activity using <b>two</b> examples. | 3 marks                   |
| Appropriate outline provided                                                                                               | 1-2 marks                 |
| e.g. thinking don't have the 'right' body shape/size for a particular PA.                                                  |                           |

- (b)**
- Describe
- two**
- ways media representation of the body may impact on young peoples' participation in physical activity.

| Description                                                                                                                      | 12 Marks     |
|----------------------------------------------------------------------------------------------------------------------------------|--------------|
| Describes how media representation of body may impact participation in PA using two appropriate examples in the description.     | 6 marks (x2) |
| Clearly and accurately outlines how media portrayal of the body can influence young people's participation in physical activity. | 4-6 marks    |
| Appropriate description provided.                                                                                                | 1-3 marks    |
| <b>Two chosen ways must be different.</b>                                                                                        |              |

- (c) (i) Outline **two** benefits of mass-participation events, like the Parkrun.

| Description                                                  | 6 Marks<br>[3 marks (x2)] |
|--------------------------------------------------------------|---------------------------|
| Appropriate outline of benefit of mass-participation events. | 3 marks                   |
| Relevant benefit of mass participation events                | 1-2 marks                 |
|                                                              |                           |

- (ii) Describe how media coverage is used positively in mass participation sports.  
Use **two** examples.

| Description                                                                                                                    | 12 Marks     |
|--------------------------------------------------------------------------------------------------------------------------------|--------------|
| Describes, using two suitable examples, how media coverage is used positively in mass participation sports.                    | 6 marks (x2) |
| Clearly and accurately describes how media coverage is positively used in mass participation sports, using a relevant example. | 4-6 marks    |
| Appropriate description using a suitable example.                                                                              | 1-3 marks    |
| <b>Two examples must be different.</b>                                                                                         |              |

*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<br>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><br><br>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.<br><br>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.<br><br>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.<br><br>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.<br><br>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.<br><br>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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                             |



| Section B<br>45 marks                                      | Excellent                                                                                                                                                                                                                                                                                                                                                                                                                        | Very Good                                                                                                                                                                                                                                                       | Good                                                                                                                                                                                                                                                                            | Fair/poor                                                                                                                                                                                                                                                                           |
|------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Approx. 450 words<br><b>Marked by<br/>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<br/>Performance Goal</b>          | <p>Clear concise distinct goal (must be appropriate, measurable, time related). Clearly based on sound application of theory and initial performance analysis.</p> <p>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.</p> | <p>Challenging and realistic goal based on the investigation of performance analysis and requirements of chosen physical activity.</p> <p>Rationale reflective of Section A findings and the factors affecting performance in the chosen physical activity.</p> | <p>Goal based on investigation of performance analysis completed in Section A and requirements of chosen physical activity.</p> <p>Rationale indicates some awareness of the factors affecting performance in the chosen physical activity, some link to Section A evident.</p> | <p>Goal stated with limited link to performance analysis and requirements of the chosen physical activity.</p> <p>Rationale has limited evidence of knowledge and understanding of the requirements of the physical activity chosen and only vague links to Section A analysis.</p> |
| <b>3x 4marks = 12<br/>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><br>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<br>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><br>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                                                                                                                                  |                                                                                                                                              |
| <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.                                                                     |                                                                                                                                              |
| 5 marks                                                                                                                                                                             | 5 marks                                                                                                                                                                                                   |                                                                                                                                                                                                                  |                                                                                                                                                | 2 marks                                                                                                                                      |                                                                                                                                              |
|                                                                                                                                                                                     | Very Good - Good                                                                                                                                                                                          |                                                                                                                                                                                                                  |                                                                                                                                                | Fair - Poor                                                                                                                                  |                                                                                                                                              |
| <b>Suggestions for next steps for further improvement</b>                                                                                                                           | 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                                                                                                                                      |                                                                                                                                              |
| <b>TOTAL Section C</b>                                                                                                                                                              | <b>20 Marks</b>                                                                                                                                                                                           |                                                                                                                                                                                                                  |                                                                                                                                                |                                                                                                                                              |                                                                                                                                              |

| Overall Coherence<br>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<br>Award a maximum mark of <b>4</b> if only <b>1 video</b> is submitted<br>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><br>Max 4 images in Section A<br>Max 8 images in Section B<br>Max 4 images in Section C<br><b>[max 1 infringement]</b><br>Complies with presentation requirements                                           |                                                                                                                                                                                                                                                                                                               | Video collages not permitted**<br>Image collages not permitted **<br>No images permitted in video<br>Excessive text not permitted in images/ video<br>Video recording must be in real time<br>** exception side-by-side comparison of skill and technique                         |                                                                                                                                                                                                                                                      | Word count 1600<br>Page count 28 *(29 IV)<br>Video size max 1GB<br>Video duration max 4 mins<br>Tabulated training/practice plan inserted as image<br>Page 7 of booklet must be completed *(p. 8 IV)                                              |                                                                                                                                                                                                                                                                                                    |
| Award a maximum of <b>8</b> marks for <b>1 restriction infringement</b><br>Award a maximum of <b>6</b> marks for <b>2 restriction infringements</b><br>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</b><br><b>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<br>Decision making during performance positively impacts on performance.<br>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.<br>The choice of scenario presented is excellent and applies seamlessly to competitive/training environment in the chosen activity.<br>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.<br>The choice of scenario presented is appropriate to competitive/ training environment in the chosen activity.<br>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.<br>Some evidence of good decision making that benefits performance.<br>Scenarios are usually appropriate to chosen activity.<br>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.<br><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><br>Where <b>1 element</b> is not presented award <b>max 7 marks</b> .<br>Where <b>2+ elements</b> are not presented award <b>max 4 marks</b>                                                                                                            |                                                                                                                                                                                                                                                               |           | <b>Application/adaptation of strategies</b><br>Where <b>1 element</b> is not presented award <b>max 7 marks</b> .<br>Where <b>2+ elements</b> are not presented award <b>max 4 marks</b>                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                |

| <b>Application of rules/regulations/codes of practice</b><br><b>10 marks</b>                       |                                                                                                                           |           | <b>Excellent</b>                                                                                                                                                                                                                                    | <b>Good</b>                                                                                                                                                                                        | <b>Fair</b>                                                                      |
|----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| Apply rules/ regulations of activity accurately.<br><br>Comply with codes of practice in activity. | Rules/ regulations and codes of practice of activity adhered to.                                                          | <b>10</b> | 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. |
|                                                                                                    |                                                                                                                           |           | <b>10 marks</b>                                                                                                                                                                                                                                     | <b>7 marks</b>                                                                                                                                                                                     | <b>4 marks</b>                                                                   |
| <b>10 marks</b>                                                                                    |                                                                                                                           |           |                                                                                                                                                                                                                                                     |                                                                                                                                                                                                    |                                                                                  |
| <b>Safe practice</b><br><b>10 marks</b>                                                            |                                                                                                                           |           | <b>Excellent</b>                                                                                                                                                                                                                                    | <b>Good</b>                                                                                                                                                                                        | <b>Fair</b>                                                                      |
| Safe practice in performance.                                                                      | Safe preparation for & completion of activity. Appropriate & safe use of equipment, attire & safe environment maintained. | <b>10</b> | 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.                                        |
|                                                                                                    |                                                                                                                           |           | <b>10 marks</b>                                                                                                                                                                                                                                     | <b>7 marks</b>                                                                                                                                                                                     | <b>4 marks</b>                                                                   |
| <b>10 marks</b>                                                                                    |                                                                                                                           |           |                                                                                                                                                                                                                                                     |                                                                                                                                                                                                    |                                                                                  |

| Overall Performance<br>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 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 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.</p> |
|                                 | <b>30 marks</b>                                                                                                                                                                                                                                                    |  | <b>25-30 marks</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>13-24 marks</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>1-12 marks</b>                                                                                                                                                                                                                                                                                         |
| <b>30 marks</b>                 |                                                                                                                                                                                                                                                                    |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                           |

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| Please consider each of the following before awarding a mark in Overall Performance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Incomplete Performance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Personal Exercise & Fitness: one element not presented award max 12 marks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Dance: two performances not presented award max 12 marks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Aquatics: 2 different strokes not presented award max 12 marks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Athletics Field events (jumps & throws): 3 reps not presented award max 12 marks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| All Activities: 3+ skills/techniques listed on specification not presented award max 12 marks.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Infringements: 1 infringement award max 24 marks; 2 infringements award max 18 marks; 3+ infringements award max 12 marks.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p>Video File must comply with requirements</p> <p>Introductory Slide must comply with requirements*</p> <p>Identification Slide must comply with requirements</p> <p>Video time 8min max</p> <p>Alteration of speed of video not permitted</p> <p>No photos permitted – except identification photo</p> <p>No video collages permitted</p> <p>No of text slides: 2 x mandatory slides + max 4 optional slides only permitted.</p> <p>Analysis/text outside of permitted slides or subtitles/voiceover/music not permitted. * Sound recordings (including music) are permitted when it is a requirement of the physical activity.</p> <p>Moving text not permitted.</p> <p>Text impinging on view of performer not permitted.</p> <p>Candidate must be clearly identifiable throughout performance</p> <p>Candidates must not change identifying clothing. *survival swimming</p> <p>Single Performance: single best performance required. Full unedited performance required where time permits, i.e. &lt;8min.</p> | <p>Physical Activity requirements: Skills/techniques listed on specification must be presented: it is not permitted to leave out 1-2 skills.</p> <p>Athletics 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>Aquatics introductory slide must:</p> <ul style="list-style-type: none"><li>• Identify area of aquatics including the chosen two strokes, where relevant.</li><li>• Introductory slide must include the distance swam and the time taken where relevant</li></ul> <p>Dance introductory slide must state genre/style of dance</p> | <p>Gymnastics introductory slide must state either rhythmic or artistic.</p> <p>Personal ex &amp; fit requires all of:</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: Warm-up; Aerobic Activity; Conditioning/resistance Activity; Cool-down.</li></ul> <p>Personal ex &amp; fit * Introductory slide must include:</p> <ul style="list-style-type: none"><li>• Aspect of fitness, i.e. Health Related Fitness (HRF) or Performance Related Fitness (PRF)</li><li>• For PRF- state the physical activity that the programme is designed for</li><li>• Chosen method of aerobic training</li><li>• Chosen method of conditioning/resistance activity.</li></ul> <p><i>*Introductory slide – check specific physical activity requirements</i></p> |
| Dance – individual and group performance marked together, please consider both dances when awarding marks.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Personal exercise and fitness – consider all elements of performance when awarding marks. Swimming – 2 strokes – consider the 2 different strokes when awarding marks.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Total marks = 150                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |



