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Supporting the Professional
Learning of School Leaders
and Teachers

Senior Cycle Redevelopment Webinar

Leaving Certificate Physical Education

SEC Sample Papers for Tranche 2 subjects



NCCA

An Chomhairle Náisiúnta
Curaclaim agus Measúnachta
National Council for
Curriculum and Assessment



An Roinn Oideachais
Department of Education



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Welcome

Webinar 2026

Leaving Certificate Physical Education



Coimisiún na Scrúduithe Stáit
State Examinations Commission



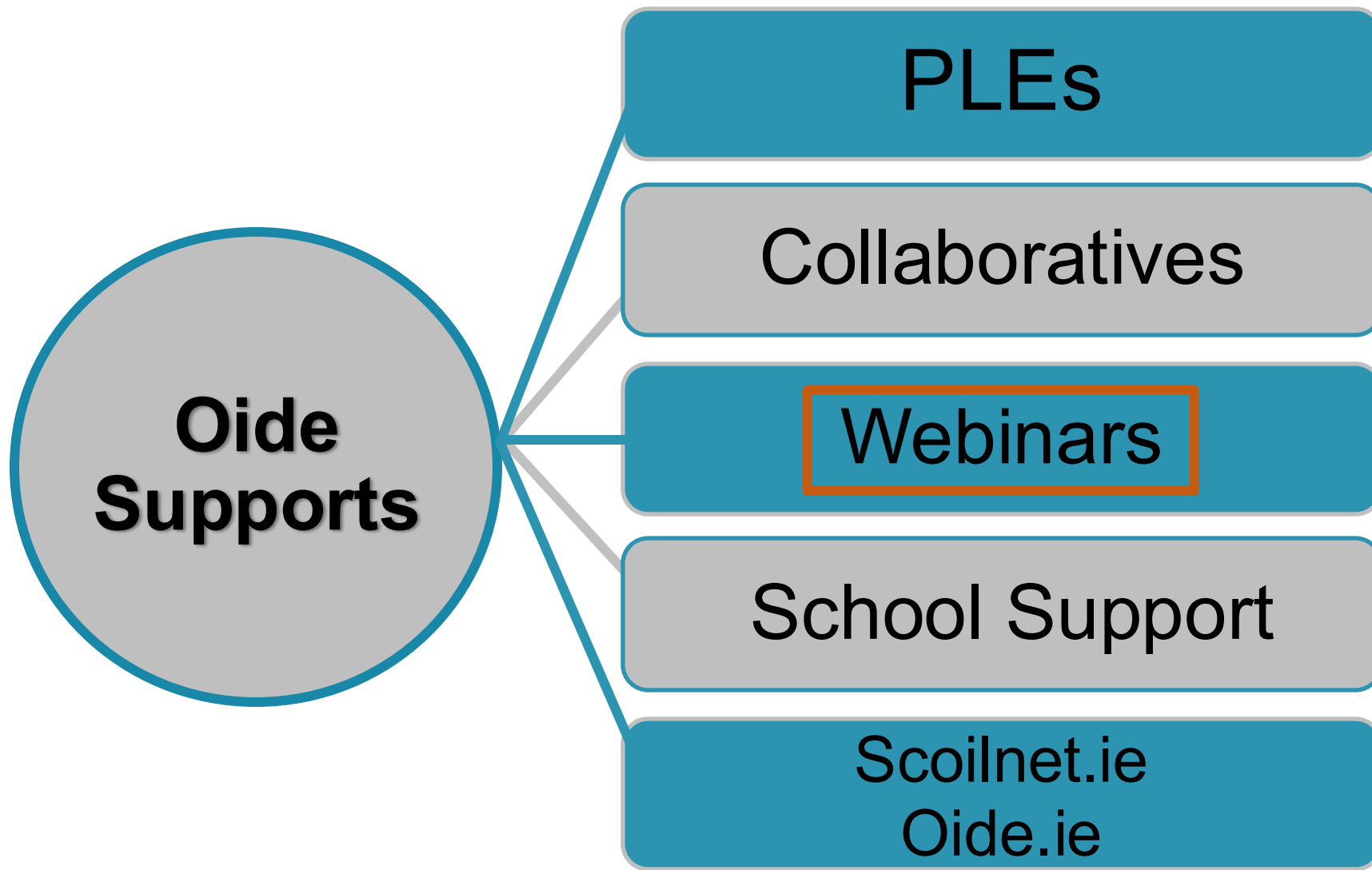
The Professional Learning Experience will not be recorded



No photographs, video recording, audio recording or screengrabs



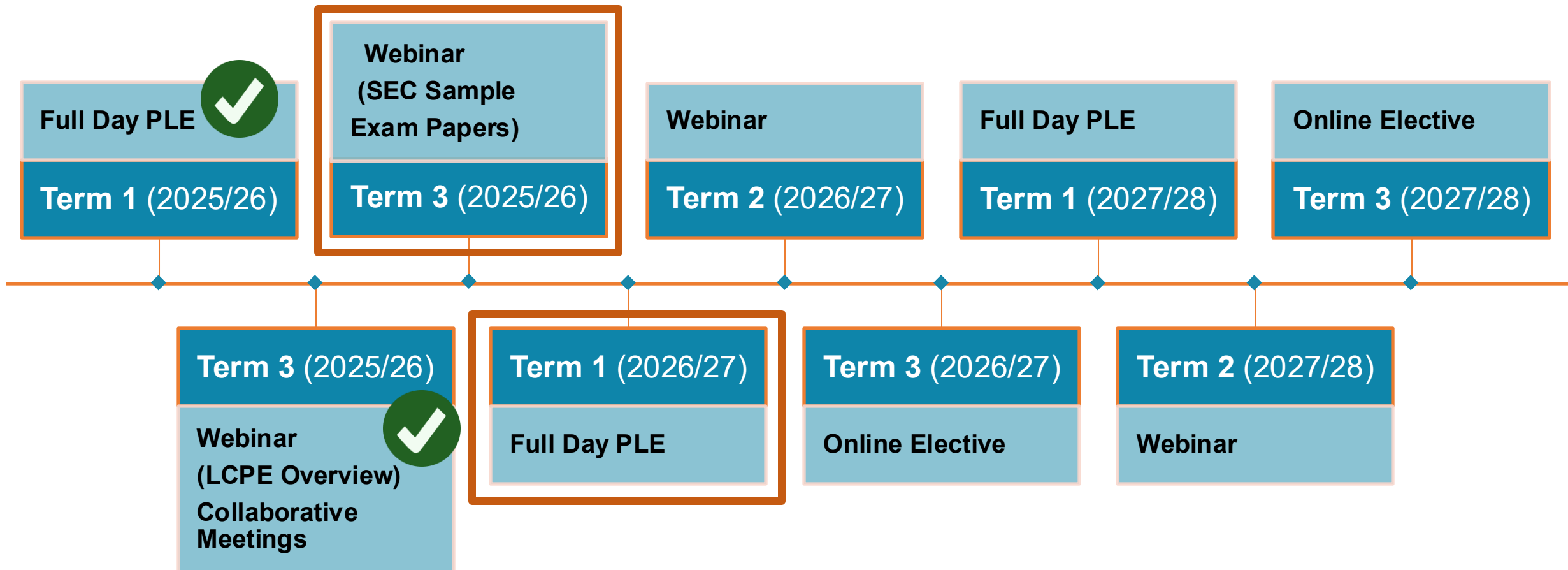
Time will be given to addressing your questions asked through the Q&A feature.



Leaving Certificate Physical Education Support Timeline



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Key Dates



2025/2026	September 2025: Specification published by NCCA
	December 2025: AAC Guidelines published by NCCA
	April 2026: Sample examination papers from SEC
2026/2027	September 2026: Specification begins for first cohort of students
	Term 1, Year 1 (2026): Sample AAC Brief issued by SEC
	Term 2, Year 1 (2027): Live AAC Brief issued by SEC
2027/2028	Year 2 (2028): AAC submitted (date TBC)
	June 2028: Written State Examination



In this webinar we will . . .

- Appreciate the central significance of the specification
- Recognise the significant role of action verbs in the specification and how command words are used in examination questions
- Consider the structure of the sample examination papers
- Explore how the sample examination papers assess the learning outcomes in a non-linear, integrated manner across the strands



Schedule

Part 1 20 mins	Specification and assessment overview Command words and link to Action Verbs
Q&A 1	
Part 2 80 mins	Structure of the examination papers
Q&A 2	
Part 3 20 mins	Scope of assessment Higher & Ordinary level
Final Q&A and Wrap Up	



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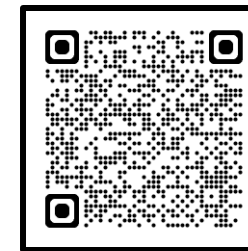
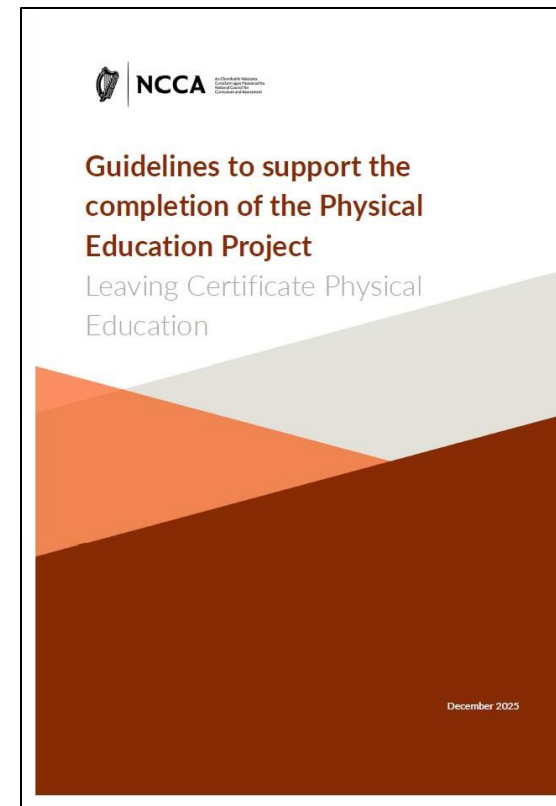
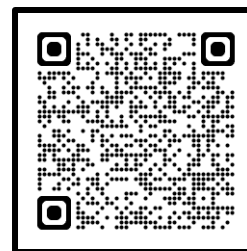
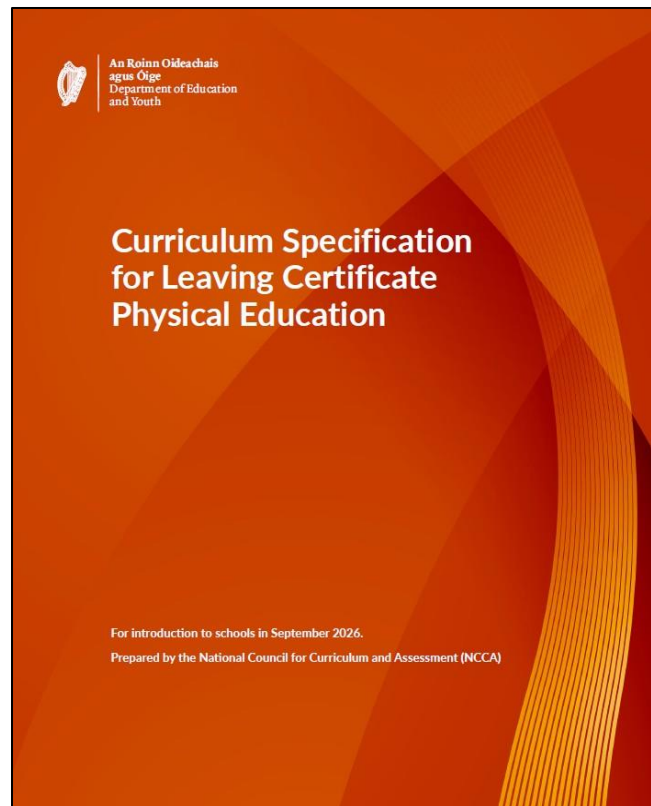
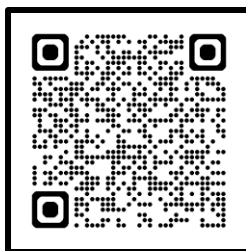
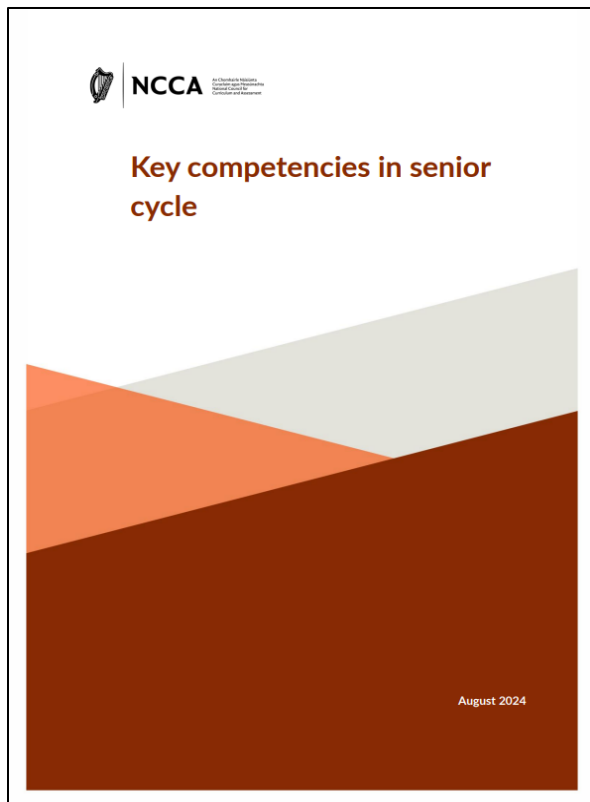
Part 1

Specification and Assessment Overview

Links to Key Documents



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Physical Education Specification

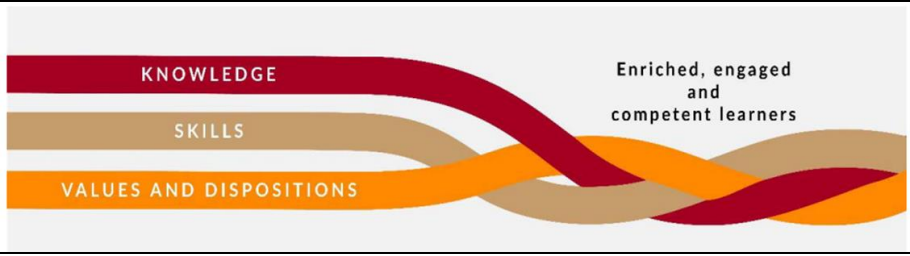


Figure 1

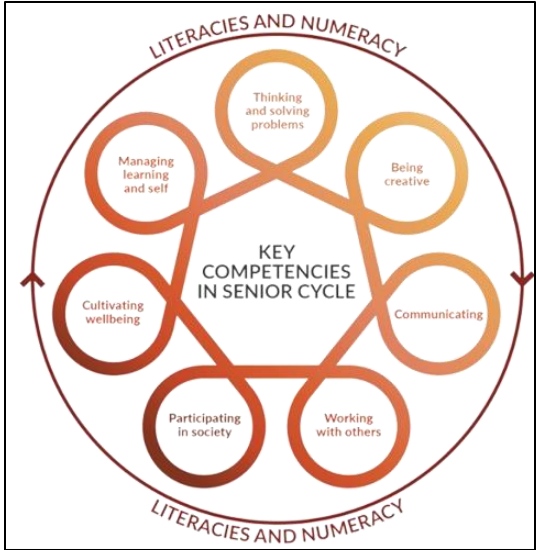


Figure 2

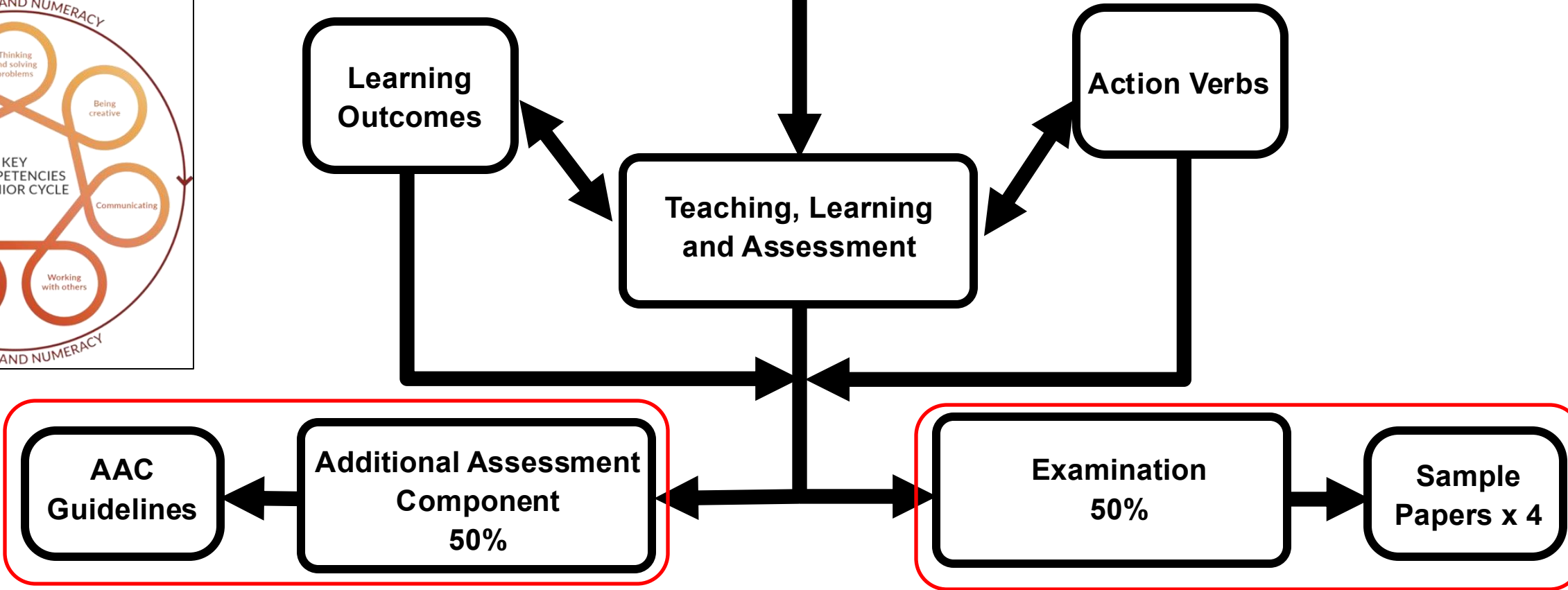


Figure 1: Key competencies in senior cycle, 2024, p.3. The components of competencies and their desired impact.

Figure 2: Key competencies in senior cycle, 2024, p.4. The Key Competencies in senior cycle.



Key Competencies



The key competencies come to life through the learning experiences and pedagogies teachers choose and through students' responses to them.

(Curriculum Specification for Leaving Certificate Physical Education, NCCA, 2025, p.8)

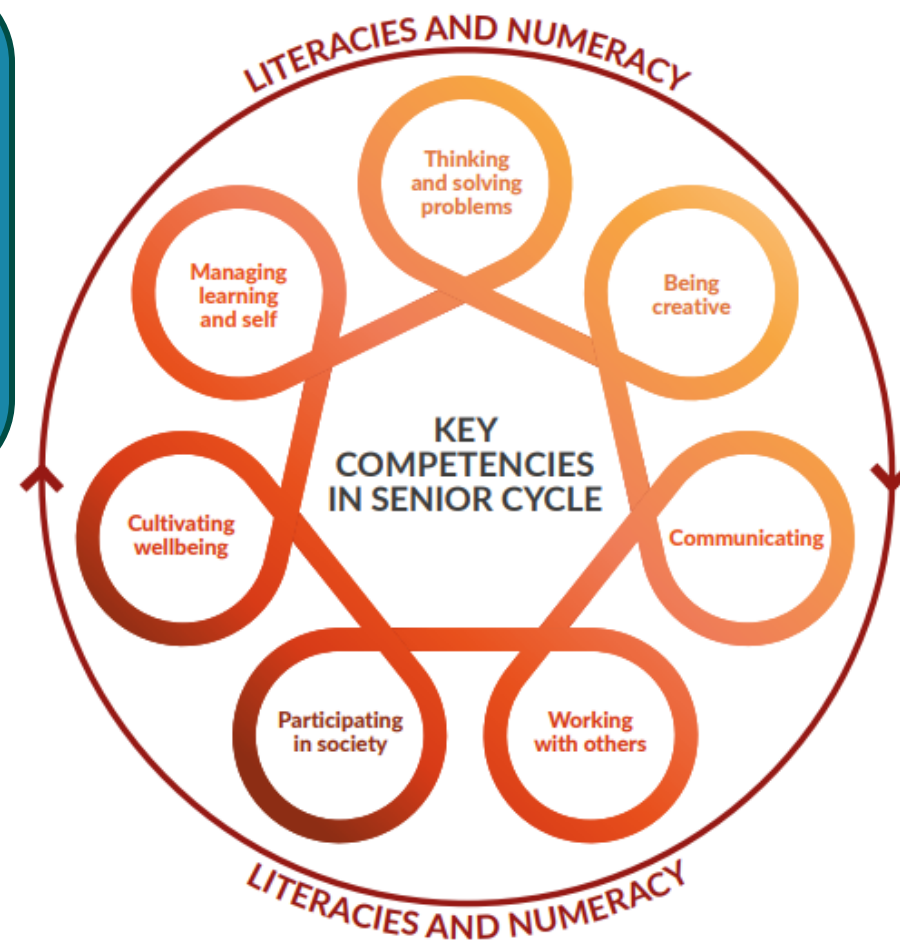
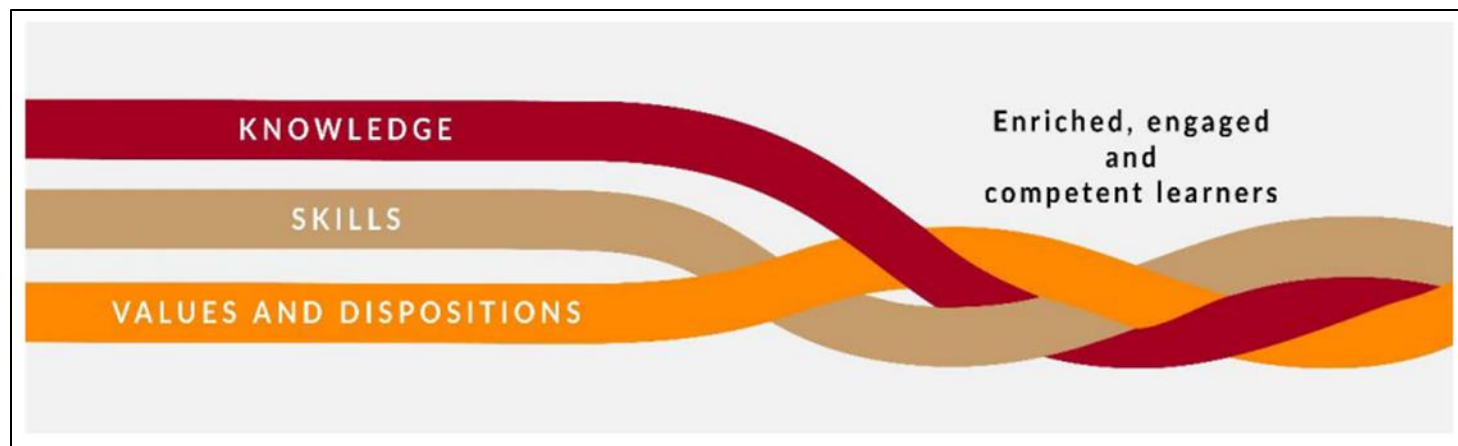


Figure 1: Physical Education Specification, 2025, p.7. The components of competencies and their desired impact.

Key Competencies

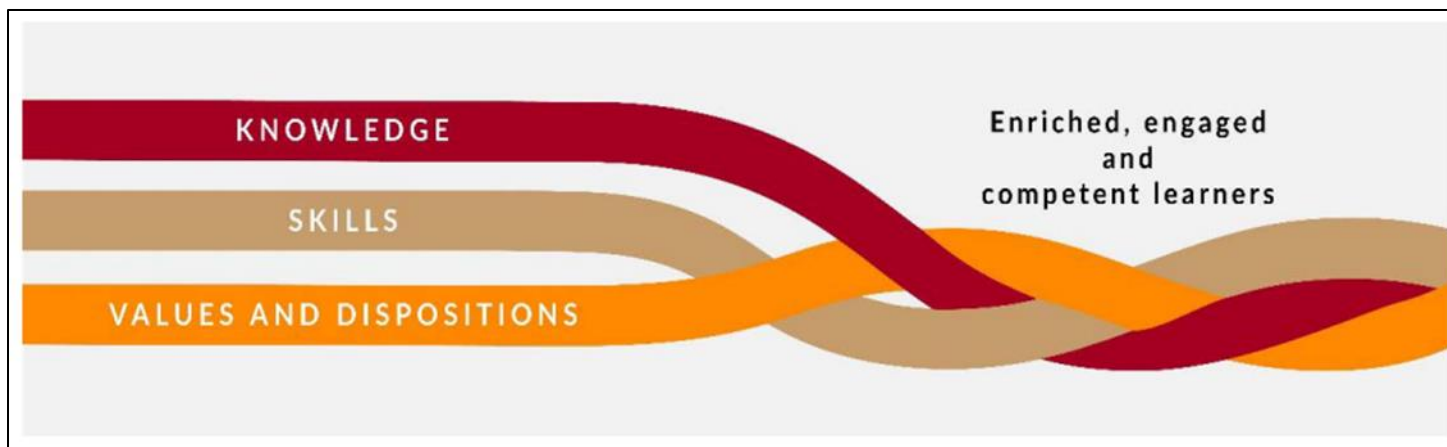


Figure 1: Physical Education Specification, 2025, p.7. The components of competencies and their desired impact.

- **Knowledge** can be described as *‘encompassing established facts, concepts, ideas and theories’, including ‘theoretical concepts and ideas as well as practical understanding based on the experience of having performed certain tasks’.*
- **Skills** can be described as *‘the ability and capacity to carry out processes and to be able to use one’s knowledge in a responsible way to achieve one’s goal’*
- **Values** can be described as *‘the beliefs that a person holds about what is desirable – for themselves and for society more generally’*
- **Dispositions** can be described as *‘the tendency for a person to act in a certain way in given circumstances’*

Key competencies in senior cycle, 2024, p.12. Glossary of terms



Strands of Study and Learning Outcomes

“ The **right-hand** column contains learning outcomes which describe the knowledge, skills, values and dispositions students should be able to demonstrate after a period of learning. The **left-hand** column outlines specific areas that students learn about. **Taken together**, these provide clarity and coherence with the other sections of the specification. ”

Physical Education Specification, 2025, p.10

Strand 1: Skill learning, participation and performance

Students learn about

- stages of skill learning including; beginner, intermediate, advanced
- factors including; feedback, practice and practice types including; whole, part, variable, fixed, massed, distributed, random
- principles including; variety, progressive, specific, measurable, achievable, realistic, time, exciting, challenging, recorded
- refine skill and techniques
- apply tactics/decision making
- classification of skills including; gross, fine, open, closed, discrete, serial, continuous, internally paced, externally paced
- characteristics including; kinaesthetic awareness, anticipation, consistency, accuracy in movement pattern/technique

Students should be able to

1. describe the stages of skill learning
2. investigate factors influencing skill learning
3. design effective schedules and practice sessions underpinned by principles for pursuit of performance in a selected area
4. evaluate the principles of effective practice
5. demonstrate sport skills, tactical awareness/decision making in varied physical activities
6. identify the characteristics of a skilled performance



Glossary of Action Verbs

- This glossary is designed to clarify the Action Verb.
- Each action verb is described in terms of what the learner should be able to do once they have achieved the learning outcome.
- The Action Verbs in the glossary will be aligned with the command words used in assessment.

Appendix 1: Glossary of action verbs

Action verb	Students should be able to
Acknowledge (sources)	expressly recognise sources of information
Analyse	study or examine something in detail, break down in order to bring out the essential elements or structure; identify parts and relationships, and to interpret information to reach conclusions
Apply	select and use information and/or knowledge and understanding to explain a given situation or real circumstances
Appraise	evaluate, judge or consider text or a piece of work
Appreciate	recognise the meaning, value or importance of
Assess	judge, evaluate or estimate the nature, ability, quality or value of something
Calculate	obtain a numerical answer showing the relevant stages in the working
Classify	group things based on common characteristics
Collaborate	work jointly with another or others on an activity or project
Compare	give an account of the similarities and (or) differences between two (or more) items or situations, referring to both (all) of them throughout
Create	bring something into existence; to cause something to happen as a result of one's actions
Critique	give an informed analysis and assessment of
Deduce	reach a conclusion from the information given
Demonstrate	prove or make clear by reasoning or evidence, illustrating with examples or practical application
Derive	arrive at a statement or formula through a process of logical deduction; manipulate a mathematical relationship to give a new equation or relationship
Describe	give a detailed account of the main points of the topic, using words, diagrams and/or images
Design	devise, create and/or realise according to a set of steps or a plan
Devise	plan, develop or create something by careful thought
Discuss	offer a considered, balanced review that includes a range of arguments, perspectives, factors or hypotheses, grounded in appropriate evidence
Evaluate (data/information)	collect and examine data to make judgments and appraisals; describe how evidence supports or does not support a conclusion in an inquiry or investigation; identify the limitations of data in conclusions; make judgments about the ideas, solutions or methods
Evaluate (ethical judgement)	collect and examine evidence to make judgments and appraisals; describe how evidence supports or does not support a judgement; identify the limitations of evidence in conclusions; make judgments about the ideas, solutions or methods
Examine	look closely at arguments, data, information and/or stories in order to uncover origins, assumptions, perspectives, trends and/or relationships
Explain	give a detailed account supported by reasons or causes
Facilitate	guide a dialogue so that it stays on course and reaches the agreed-upon goals
Identify	recognise patterns, facts, or details; provide an answer from a number of possibilities; recognise and state briefly a distinguishing fact or feature
Illustrate	use examples to describe something



Strand 1: Skill learning, participation and performance	
Students learn about	Students should be able to
<ul style="list-style-type: none">• stages of skill learning including; beginner, intermediate, advanced• factors including; feedback, practice and practice types including; whole, part, variable, fixed, massed, distributed, random• principles including; variety, progressive, specific, measurable, achievable, realistic, time, exciting, challenging, recorded • refine skill and techniques• apply tactics/decision making• classification of skills including; gross, fine, open, closed, discrete, serial, continuous, internally paced, externally paced• characteristics including; kinaesthetic awareness, anticipation, consistency, accuracy in movement pattern/technique	<ol style="list-style-type: none">1. describe the stages of skill learning2. investigate factors influencing skill learning3. design effective schedules and practice sessions underpinned by principles for pursuit of performance in a selected area4. evaluate the principles of effective practice5. demonstrate sport skills, tactical awareness/decision making in varied physical activities 6. identify the characteristics of a skilled performance

Figure 9: Physical Education Specification, 2025, p15.



Action Verbs and Command Words

Learning outcomes in the specification are not distinguished between higher and ordinary level.

The learning outcome action verb details the highest level achievable by student.

Command words are used for examination purposes in the examination papers. They will reflect the level the student is sitting.



Action Verbs and Command Words

Command word used in Sample Paper	Alignment to Action Verbs from Glossary
Match	Classify / Recognise (data/information)
State	Identify or List
Complete	Identify, Apply, or Calculate
Place (on continuum)	Classify
Give a reason	Justify
Rationalise	Justify / Explain
True / False	Assessment mechanic, not a command verb



Assessment in Leaving Certificate Physical Education

Assessment component	Weighting	Level
Physical Education Project	50%	Common Brief
Written examination	50%	Higher and Ordinary level

Table 2: Overview of assessment for certification

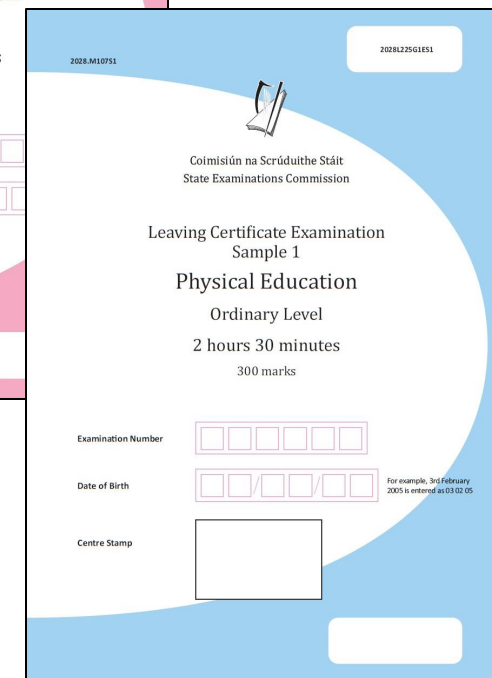
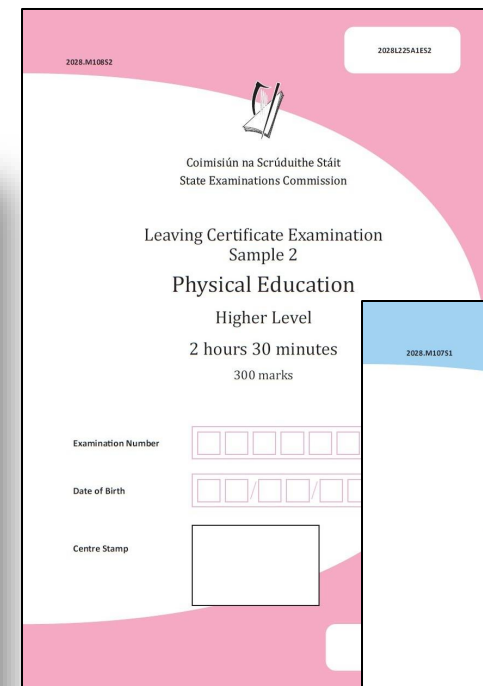
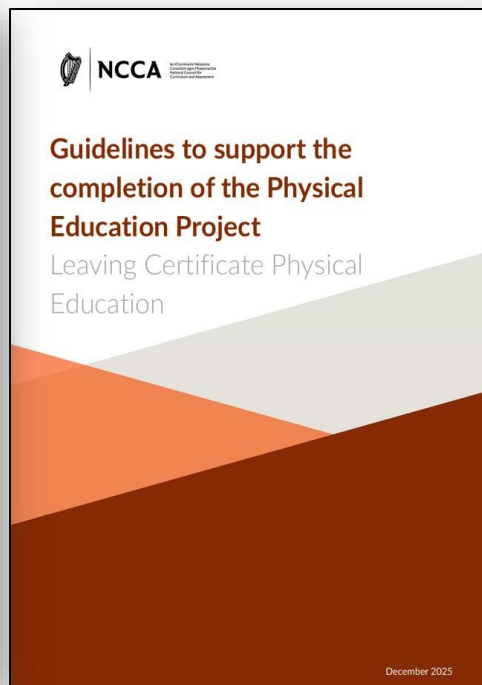


Figure 6: Physical Education Specification, 2024, p.31. Overview of assessment for certification



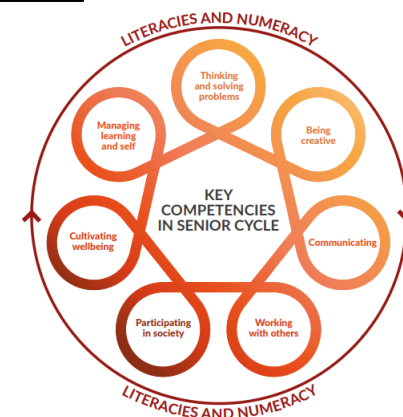
Written Examination (50%)

Written examination

The written examination will consist of a range of question types. The senior cycle key competencies (Figure 2) are embedded in the learning outcomes and will be assessed in the context of the learning outcomes. The written examination paper will include a selection of questions that will assess, appropriate to each level:

- the learning described in the specification
- application of learning through physical activity engagement.

Physical Education Specification, 2025, p.24



Physical Education Specification, 2025, p.8

Accessing Assessment Information



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Sample Papers

- 2 Ordinary Level
- 2 Higher Level



Coimisiún na Scrúduithe Stáit
State Examinations Commission
Corr na Madadh, Baile Átha Luain, Co. na hIarmhí
Cormacády, Athlone, Co. Westmeath

Circulars Search
enter circular no or keyword

Our Role
The State Examinations Commission is responsible for the development, accreditation and certification of the second-level examinations of the 1st Cycle and the Leaving Certificate. The State Examinations Commission is a departmental public body under the aegis of the Department of Education.

Public Consultation on the Reasonable Accommodations at Certificate Examinations (RACE) scheme

Examination Entries 2026

Examination Entry Fees Payment/Exemption Portal

Senior Cycle Redevelopment

Examinations 2026

GAEILGE

Senior Cycle Redevelopment Programme

Tranche **Tranche 2** Tranche 3 Tranche 4 Tranche 5

Revised subjects for introduction in schools in September 2026 onwards

Sample examination papers for tranche 2 subjects are now available and can be accessed by clicking on the relevant subject in the table below.

Further information on the Senior Cycle Redevelopment Programme is available on the Department of Education website here.

Any feedback on the content of these sample materials may be submitted by e-mail to scr@examinations.ie

FAQ document on Senior Cycle Sample Materials is available here

Circular S49/26 Senior Cycle Redevelopment – Sample Examination Papers is available here

Final Schedule of Examination and Completion Dates for 2027 here

Tranche 2		
Accounting *	Construction Technology	Engineering
English *	Geography	Life, Community and Work
Physical Education		

* will not be given effect earlier than September 2027

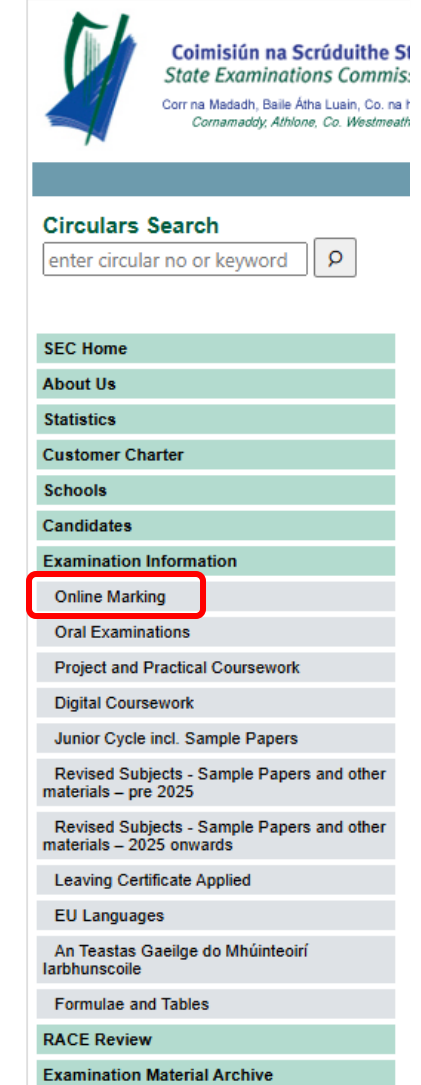
Modified sample papers can be found [HERE](#)

Figure 7: State Examination Commission. Examination Information

Focus on Online Marking

- Must use black or blue pen
- Answers are to be written in spaces provided in the examination booklet
- There is additional space for extra work. All extra work must be labelled with question number and part
- The examination booklet will be scanned – writing outside the boxes may not be visible to examiner

For more information:
www.examinations.ie



The screenshot shows the official website of the State Examinations Commission (SEC). At the top right is the Oide logo. Below it is the SEC logo and the text: 'Coimisiún na Scrúduithe Stáit / State Examinations Commission / Corr na Madadh, Baile Átha Luain, Co. na h-Iúir / Cornamaddy, Athlone, Co. Westmeath'. A search bar labeled 'Circulars Search' is present. A vertical menu on the right lists various sections: SEC Home, About Us, Statistics, Customer Charter, Schools, Candidates, Examination Information, Online Marking (highlighted with a red box), Oral Examinations, Project and Practical Coursework, Digital Coursework, Junior Cycle incl. Sample Papers, Revised Subjects - Sample Papers and other materials - pre 2025, Revised Subjects - Sample Papers and other materials - 2025 onwards, Leaving Certificate Applied, EU Languages, An Teastas Gaeilge do Mhúinteoirí Iarbhunscoile, Formulae and Tables, RACE Review, and Examination Material Archive.



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Part 2


Structure of the Examination Papers



Subject Specific Instructions

2028.M10751

2028L225G1E51



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate Examination
Sample 1
Physical Education
Ordinary Level
2 hours 30 minutes
300 marks


Examination Number

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

Centre Stamp

2028.M10852

2028L225A1E52



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate Examination
Sample 2
Physical Education
Higher Level
2 hours 30 minutes
300 marks

Examination Number

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

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Instructions

There are two Sections in this paper:

Section A 150 marks
Answer both questions in this section.
Question 1 – Answer all parts. 100 marks
Question 2 – Answer 2(a) or 2(b). 50 marks

Section B 150 marks
Answer any three of the four questions in this section.
Question 3 – Answer all parts. 50 marks
Question 4 – Answer all parts. 50 marks
Question 5 – Answer all parts. 50 marks
Question 6 – Answer all parts. 50 marks

Write your Examination Number and your Date of Birth in the boxes on the front cover.
Write your answers in the spaces provided in this booklet. You may not need to use all of the space provided. There is space for extra work at the end of the booklet. Label any such extra work clearly with the question number and part.

Write your answers in blue or black pen.
You may use pencil, including coloured pencil, for diagrams only.

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

Leaving Certificate – Sample 1 2
Physical Education – Ordinary Level



Subject Specific Instructions

There are two Sections in this paper:

Section A

150 marks

Answer **both** questions in this section.

Question 1 – Answer all parts.

100 marks

Question 2 – Answer 2(a) or 2(b).

50 marks

150 marks

100 marks

50 marks

150 marks

Section B

150 marks

Answer any **three** of the four questions in this section.

Question 3 – Answer all parts.

50 marks

Question 4 – Answer all parts.

50 marks

Question 5 – Answer all parts.

50 marks

Question 6 – Answer all parts.

50 marks

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

Write your answers in the spaces provided in this booklet. You may not need to use all of the space provided. There is space for extra work at the end of the booklet. Label any such extra work clearly with the question number and part.

Write your answers in blue or black pen.

You may use pencil, including coloured pencil, for diagrams only.

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

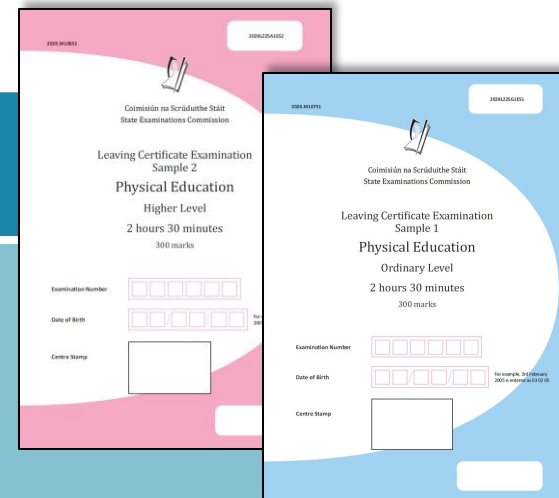
This examination booklet will be scanned and your work will be presented to an examiner on screen. Anything that you write outside of the answer areas may not be seen by the examiner.



Written Examination (50%)

Higher & Ordinary Level Structure

- 2 hours 30 minutes
- There are **two** sections (Totalling 300 marks)



Section A (150 marks)

Q1 – Answer all parts of the question (100 marks)

Q2 – Answer part a or b (50 marks)

Section B (150 marks)

Answer **three out of four** questions
- Questions 3 to 6
Each question is worth 50 marks



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Sample Paper Layout



2028.M10751

2028L225G1E51



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State Examinations Commission

Leaving Certificate Examination
Sample 1
Physical Education
Ordinary Level
2 hours 30 minutes
300 marks

Examination Number

Date of Birth / For example, 3rd February 2005 is entered as 03 02 05

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Differentiation in learning



Ordinary level	Higher level
<ul style="list-style-type: none">Students engage with a broad range of knowledge, primarily concrete in nature, with some engagement in the application of key concepts.	<ul style="list-style-type: none">Students engage with a broad range of knowledge, including deeper engagement with key concepts and abstract thinking, with significant depth in some areas.
<ul style="list-style-type: none">Students demonstrate understanding and application of key ideas across all areas of study.	<ul style="list-style-type: none">Students demonstrate deeper understanding and more effective application of key ideas across all areas of study.
<ul style="list-style-type: none">Students develop and use a moderate range of skills to explore, perform, analyse and reflect on learning.	<ul style="list-style-type: none">Students develop and use a broad range of skills, including higher-order thinking skills, to explore, perform, analyse and critically reflect on learning.
<ul style="list-style-type: none">Students gather and use information to support understanding and communicate findings clearly.	<ul style="list-style-type: none">Students gather, interpret, and synthesise information to support understanding and communicate findings effectively and with insight.

Table 1: Design of learning outcomes for ordinary and higher levels

Figure 8: *Physical Education Specification, 2025, p11.* Design of learning outcomes for ordinary and higher levels.

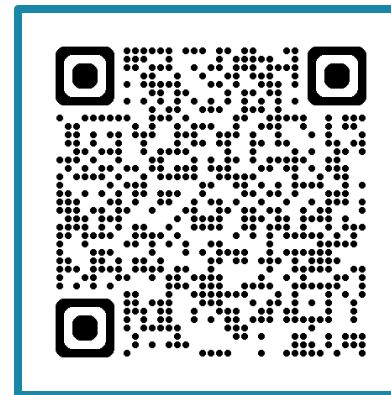


Learning Outcome Discovery


Open HL Sample Paper 2

- Look for a question that you consider assesses LO 5 from Strand 1
- Let us know which one you found in the chat

Strand 1: learning outcomes	
Students learn about	Students should be able to
<ul style="list-style-type: none">• refine skill and techniques• apply tactics/decision making• classification of skills including: gross, fine, open, closed, discrete, serial, continuous, internally paced, externally paced	<p>5. demonstrate sport skills, tactical awareness/decision making in varied physical activities</p>



2028.M10852 2028L225A1E52


Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate Examination
Sample 2
Physical Education
Higher Level
2 hours 30 minutes
300 marks

Examination Number

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

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Compulsory Questions

Section A Question 1

2028.M107S1 2028L225G1E51


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Leaving Certificate Examination
Sample 1
Physical Education
Ordinary Level
2 hours 30 minutes
300 marks

Examination Number

Date of Birth / For 200

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Leaving Certificate Examination
Sample 2
Physical Education
Higher Level
2 hours 30 minutes
300 marks

Examination Number

Date of Birth / For example, 3rd February 2005 is entered as 03.02.05

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Compulsory Questions: Question 1

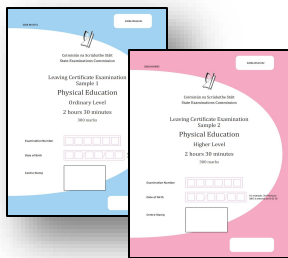
Question 1 – Answer all parts.

100 marks

100
marks

Answer
all parts

Short
answers



Exploring Learning Outcomes: Strand 1, Learning Outcome 8



Strand 1: learning outcomes

Students learn about

- the application of Newton's laws of motion: 1st Law of inertia, 2nd law of acceleration, 3rd law of action/reaction
- skill analysis checklists, key coaching points, video analysis software and model performers
- economy of movement
- creative application of skill

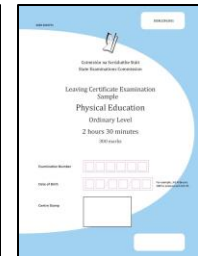
Students should be able to

8. analyse the performance of skills including a critical analysis for improvement

OL Sample 1: Q1 (f)

(f) Place a tick (✓) in the correct box to identify which statement best describes Newton's First Law of Motion in action.

A football stops moving when a player catches it	<input type="checkbox"/>
Good reactions make sprinters more successful	<input type="checkbox"/>
Cycling down a hill increases your speed	<input type="checkbox"/>



Exploring Learning Outcomes: Strand 1, Learning Outcome 8



HL Sample 2: Q1 (c)

(c) Use the table below to correctly **match** each of the **three** sporting applications provided to **one** of Newton's Laws of Motion and rationalise each choice.

Action	Name of law	Rationale
A swimmer pushing off the wall after a tumble turn		
A rugby ball falling off the kicking tee due to the wind		
A tennis player swinging with more force to increase the acceleration of the ball		

Strand 1: learning outcomes

Students learn about

- the application of Newton's laws of motion: 1st Law of inertia, 2nd law of acceleration, 3rd law of action/reaction
- skill analysis checklists, key coaching points, video analysis software and model performers
- economy of movement
- creative application of skill

Students should be able to

- analyse the performance of skills including a critical analysis for improvement



Exploring Learning Outcomes: Strand 2, Learning Outcome 9



(d)



Figure 2. Arm movements while performing a chest pass.

(i) Name the **two** joint actions at the elbow when performing the chest pass.

1.

2.

(ii) Name **one** muscle in the arm.

OL Sample 2: Q1 (d)



Students learn about

- relevant muscle groups and bones, joint actions of the body
- functions of the muscular and skeletal systems with specific reference to movement
- biomechanical context including the use of planes and axes in anatomical movement

Students should be able to

- 9. recognise the role of the muscular and skeletal systems in human movement

Exploring Learning Outcomes: Strand 2, Learning Outcome 9



(h) (i) Label the muscles and bones at the anatomical locations A, B, C and D indicated in Figure 2 below:

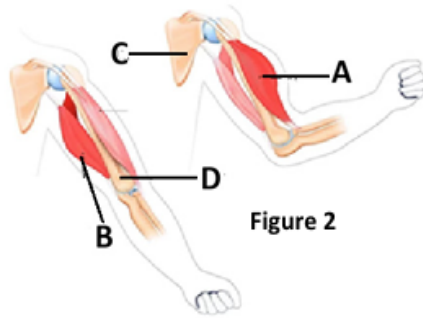


Figure 2

Location	Name of muscle or bone
Muscle at A	
Muscle at B	
Bone at C	
Bone at D	

(ii) State two anatomical movements at the elbow joint.

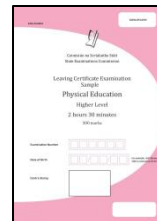
1.
2.

Students learn about

- relevant muscle groups and bones, joint actions of the body
- functions of the muscular and skeletal systems with specific reference to movement
- biomechanical context including the use of planes and axes in anatomical movement

Students should be able to

9. recognise the role of the muscular and skeletal systems in human movement



HL Sample 1: Q1 (h)



Exploring Learning Outcomes: Strand 1, Learning Outcome 10

Strand 1: learning outcomes

Students learn about

Students should be able to

function and role of cardiovascular and respiratory systems

measuring and monitoring responses including; heart rate, breathing, and body temperature

10. investigate the body's response to physical activity participation

(k) State two functions of the cardiovascular system.

1.

2.

OL Sample Paper 1: Q1 (k)



(j) Read each statement about the cardiovascular and respiratory systems' response to exercise. Indicate whether each statement is True or False by placing a tick (✓) in the relevant box.

	True	False
Breathing rate increases to meet the higher oxygen demand.		
Blood flow to the skin increases to help regulate body temperature.		
Blood vessels in working muscles constrict to reduce blood flow.		
The cardiovascular system helps remove carbon dioxide from muscles.		
The exchange of oxygen and carbon dioxide occurs more rapidly during exercise.		
Blood flow decreases to the muscles to prevent overheating.		

HL Sample Paper 2 Q1: (j)





Exploring Learning Outcomes: Strand 1, Learning Outcome 10

Strand 1: learning outcomes

Students learn about

Students should be able to

- function and role of cardiovascular and respiratory systems
- measuring and monitoring responses including; heart rate, breathing, and body temperature

10. investigate the body's response to physical activity participation

(ii) Identify where each of the actions described above occur by inserting the letters A and B in the correct box in Figure 1.

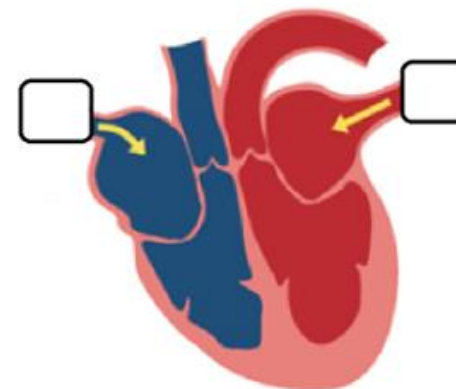


Figure 1

(a) (i) Complete the following sentences in relation to the cardiovascular system:

A - Deoxygenated blood from the body enters the heart through the _____ atrium.

B - Oxygenated blood returns from the lungs to the heart through the _____ atrium.

HL Sample Paper 1: Q.1 (a) (ii)

HL Sample Paper 1: Q.1 (a) (i)





Exploring Learning Outcomes: Strand 3, Learning Outcome 2

Students learn about	Students should be able to
<ul style="list-style-type: none">structures, tactics and compositional elements including; to outperform opponents, control situations or be creative	<ol style="list-style-type: none">apply structures, tactics and compositional elements in a range of physical activities

(g) Identify **one** tactic that can be used in a physical activity **and** **outline** how this tactic can help an athlete to 'outperform opponents'.

Physical activity:

OL Sample 2: Q1 (g)





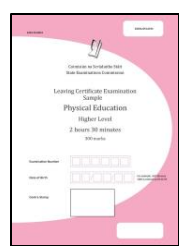
Exploring Learning Outcomes: Strand 3, Learning Outcome 2

Students learn about	Students should be able to
<ul style="list-style-type: none">structures, tactics and compositional elements including; to outperform opponents, control situations or be creative	<ol style="list-style-type: none">2. apply structures, tactics and compositional elements in a range of physical activities

(k) Outline one tactic that could be used to 'outperform opponents' in a physical activity of your choice.

Physical activity:

HL Sample 1: Q1 (k)



Exploring Learning Outcomes: Strand 1, Learning Outcome 9



Students learn about

- creation and participation in a group performance
- aesthetic and artistic criteria of different physical activities
- methods for analysing choreography

Students should be able to

9. appraise and compare aesthetic and artistic criteria in movement

HL Sample 1: Q1 (I)

(I) Identify one method of analysing choreography and explain why you would use it.





Oide


Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Compulsory Questions

Section A Question 2

2028.M107S1 2028L225G1E51


Coimisiún na Scrúduithe Stáit
State Examinations Commission


Leaving Certificate Examination
Sample 1
Physical Education
Ordinary Level
2 hours 30 minutes
300 marks

Examination Number

Date of Birth / For 200

Centre Stamp

2028.M108S2 2028L225A1E52


Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate Examination
Sample 2
Physical Education
Higher Level
2 hours 30 minutes
300 marks

Examination Number

Date of Birth / For example, 3rd February 2005 is entered as 03.02.05

Centre Stamp

Compulsory Questions: Question 2



Oide

Question 2 – Answer 2(a) **or** 2(b).

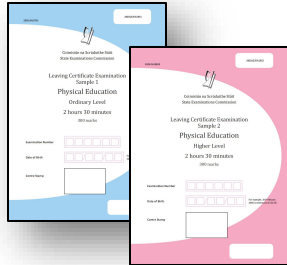
50 marks

50 marks

Answer
part A or
part B

Extended
answer
question

Must
indicate
which
part



You may use this space for roughwork/planning for Question 2:

OL Sample 2:Q.2
HL Sample 1 Q.2
HL Sample 2 Q.2

Tick (✓) **one** box to indicate which question part you are answering.

2(a)

2(b)

Exploring Learning Outcomes: Question 2



OL Sample 2

Students learn about Students should be able to **Strand 1 pg. 14**

- factors including; feedback, practice and practice types including; whole, part, variable, fixed, massed, distributed
2. investigate factors influencing skill learning

Students learn about Students should be able to **Strand 2 pg. 16**

- the benefits and drawbacks of a range of strategies to enhance psychological factors including; goal setting; self-talk; thought stopping; visualisation; relaxation; performance routines
 - different types of feedback and their importance including; intrinsic, extrinsic, knowledge of results, knowledge of performance, concurrent, terminal, positive, and negative
5. evaluate strategies to enhance psychological factors before, during and after participation including types of feedback

Students learn about Students should be able to **Strand 3 pg. 19**

- effect of media coverage on participation levels in physical activity; including different gender groups
 - influence of media portrayal of body image on participation levels
8. appreciate the role of the media and sponsorship on physical activity and sport

Students learn about Students should be able to **Strand 3 pg. 19**

- gender stereotyping
 - adapted physical activity
10. evaluate strategies related to physical activity promotion

Exploring Learning Outcomes: Question 2



OL Sample 2

(a)

(50 marks)



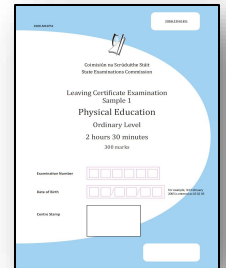
Éirigh Gníomhach in Éirinn
Get Ireland Active

Figure 3

OL Sample 2: Q.2a

The addition of adapted physical activity in sporting contexts can be used as a strategy to promote participation.

Discuss using examples, how **one** promotional strategy of your choice **and** adapted physical activity could positively impact participation in physical activity.



Students learn about

- effect of media coverage on participation levels in physical activity; including different gender groups
- influence of media portrayal of body image on participation levels

Students should be able to

8. appreciate the role of the media and sponsorship on physical activity and sport

Strand 3 pg. 19

Students learn about

- gender stereotyping
- adapted physical activity

Students should be able to

10. evaluate strategies related to physical activity promotion

Strand 3 pg. 19

Exploring Learning Outcomes: Question 2



OL Sample 2

(b)

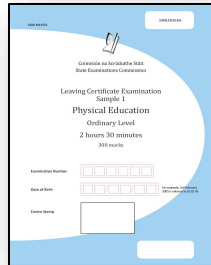
(50 marks)

Examine, using practical examples, how **two** different types of feedback and **two** different types of practice can influence skill learning.

You may wish to use the types of feedback and practice listed below:

Types of Feedback			Types of Practice		
Extrinsic	Positive	Intrinsic	Variable	Distributed	Fixed

OL Sample 2: Q.2b



Students learn about

Students should be able to

Strand 1 pg. 14

- factors including; feedback, practice and practice types including; whole, part, variable, fixed, massed, distributed, random

2. investigate factors influencing skill learning

Students learn about

Students should be able to

Strand 2 pg. 16

- the benefits and drawbacks of a range of strategies to enhance psychological factors including; goal setting; self-talk; thought stopping; visualisation; relaxation; performance routines
- different types of feedback and their importance including; intrinsic, extrinsic, knowledge of results, knowledge of performance, concurrent, terminal, positive, and negative

5. evaluate strategies to enhance psychological factors before, during and after participation including types of feedback



Strand 2, Learning Outcome 11

(b)

(50 marks)

HL Sample 2: Q.2 (b)

Analyse the provision for high performance sport in Ireland with reference to player development programmes **and** pathways to high performance in relation to **one** sport.

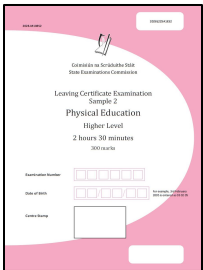


Figure 2 shows an example of a Long-Term Athlete Development (LTAD) Model.

Strand 2 pg. 17

Students learn about

- pathways to high performance physical activity
- player development programmes in underage sport
- the role of bodies including; Sport Ireland, individual sport National Governing Bodies at local, national and international level

Students should be able to

11. analyse the provision and support for high performance sport in Ireland

Exploring Learning Outcomes: Question 2



Strand 2, Learning Outcome 6

Students learn about

- using and applying data from testing of psychological factors including; confidence, concentration, motivation, anxiety, and suitable strategies for the identified psychological factors.

Students should be able to

P. 17

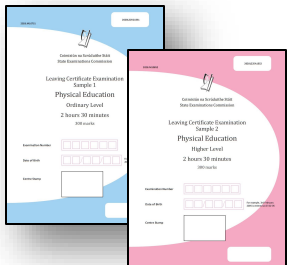
6. investigate the use of personal action plans underpinned by psychological principles to support a positive psychological disposition before, during, and after physical activity

Action verb

Investigate

Students should be able to

observe, study or examine in detail in order to establish facts, and reach new insights and/or conclusions



OL Sample 1: Q.2 (a) and HL Sample 2: Q.2 (a)

Exploring Learning Outcomes: Question 2



OL Sample 1: Q.2 (a)

Strand 2, Learning Outcome 6

(a) (50 marks)

Psychological strategies can be effective tools in enhancing performance.

- (i) **Explain** how the psychological factors: anxiety, concentration, **and** motivation can affect preparation for competition in a selected physical activity.
- (ii) **Describe** how **one** psychological strategy can be used to improve psychological preparation for competition in relation to **each** of the following factors: anxiety, concentration, motivation. Use a different strategy for each factor.



Figure 4 Marcus Rashford

Psychological strategies:

- Goal setting
- Visualisation
- Self-talk
- Reflection

Strand 2 pg. 17

Students learn about

- using and applying data from testing of psychological factors including; confidence, concentration, motivation, anxiety, and suitable strategies for the identified psychological factors.

Students should be able to

- 6. **investigate** the use of personal action plans underpinned by psychological principles to support a positive psychological disposition before, during, and after physical activity

Exploring Learning Outcomes: Question 2

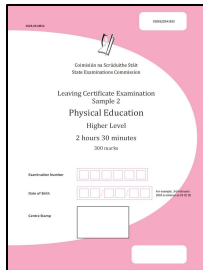


Strand 2, Learning Outcome 6

(a)

(50 marks)

HL Sample 2: Q.2 (a)



Ellie is 15 years old and a promising athlete. She is on the high-performance pathway, training over 20 hours per week. She is a determined character and hugely committed to her sport. Ellie gets very nervous in the days before competition. This results in vomiting, tears, and poor sleep. It often impacts her performance causing more anxiety and frustration. She wants to enhance her psychological disposition.

Based on the information provided about Ellie, **evaluate** three strategies that she could use to enhance her psychological preparedness for competition.

In your answer refer to how each strategy works, including the benefits **and** drawbacks of each strategy, for a stated physical activity. Your answer must refer to **one** stated physical activity.

Students learn about

- using and applying data from testing of psychological factors including; confidence, concentration, motivation, anxiety, and suitable strategies for the identified psychological factors.

Students should be able to

6. **investigate** the use of personal action plans underpinned by psychological principles to support a positive psychological disposition before, during, and after physical activity

Strand 2 pg. 17




Oide

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers

Section B

2028.M107S1 2028L225G1ES1


Coimisiún na Scrúduithe Stáit
State Examinations Commission


Leaving Certificate Examination
Sample 1
Physical Education
Ordinary Level
2 hours 30 minutes
300 marks

Examination Number

Date of Birth For 200

Centre Stamp

2028.M108S2 2028L225A1ES2


Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate Examination
Sample 2
Physical Education
Higher Level
2 hours 30 minutes
300 marks

Examination Number

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

Centre Stamp

Section B: Questions 3 - 6



Answer any **three** of the four questions in this section.

Question 3 – Answer all parts.

50 marks

Question 4 – Answer all parts.

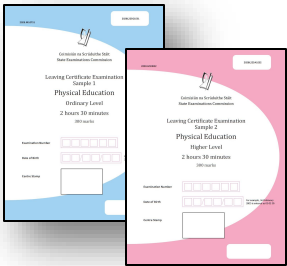
50 marks

Question 5 – Answer all parts.

50 marks

Question 6 – Answer all parts.

50 marks



150
marks

50 marks
per
question

Answer
all parts

Range of
question
types

Exploring Learning Outcomes: Strand 1, Learning Outcome 10



Students learn about

- function and role of cardiovascular and respiratory systems
- measuring and monitoring responses including: heart rate, breathing, and body temperature

Students should be able to

10. investigate the body's response to physical activity participation

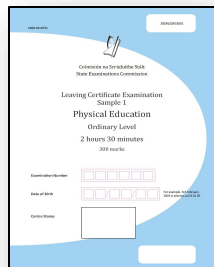
Action verb

Investigate

Students should be able to

observe, study or examine in detail in order to establish facts, and reach new insights and/or conclusions

OL Sample 2: Q.3





Exploring Learning Outcomes: Strand 1, Learning Outcome 10

Question 3

(50 marks)



Figure 4

Students learn about

- function and role of cardiovascular and respiratory systems
- measuring and monitoring responses including: heart rate, breathing, and body temperature

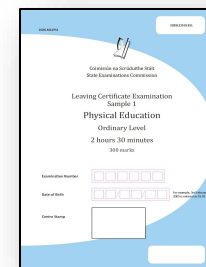
Students should be able to

10. **investigate** the body's response to physical activity participation

(a) List **two** functions of the cardiovascular system and **two** functions of the respiratory system.

	Cardiovascular system	Respiratory system
1.		
2.		

OL Sample 2: Q.3



Exploring Learning Outcomes: Strand 1, Learning Outcome 10



(b) (i) Identify a method used to measure heart rate and a method used to measure body temperature.

Heart rate:
Body temperature:

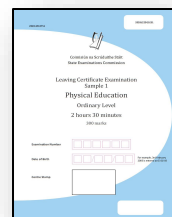
(ii) Outline how your heart rate and breathing change during exercise.

Heart rate:
Breathing:

(iii) Describe how one training method can improve the respiratory systems' response to exercise.

Training method:

OL Sample 2: Q.3





Exploring Learning Outcomes: Strand 1, Learning Outcome 10

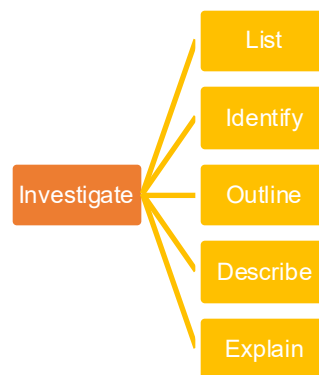
(c) Explain, using **two** examples, how the cardiovascular and respiratory systems work together when exercising.

Students learn about

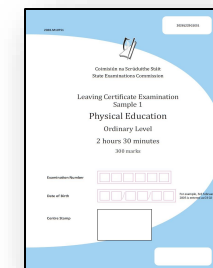
- function and role of cardiovascular and respiratory systems
- measuring and monitoring responses including: heart rate, breathing, and body temperature

Students should be able to

10 investigate the body's response to physical activity participation



OL Sample 2: Q.3



Exploring Learning Outcomes: Strand 1, Learning Outcome 8



Students learn about

- the application of Newton's laws of motion: 1st Law of inertia, 2nd law of acceleration, 3rd law of action/reaction
- skill analysis checklists, key coaching points, video analysis software and model performers
- economy of movement
- creative application of skill

Students should be able to

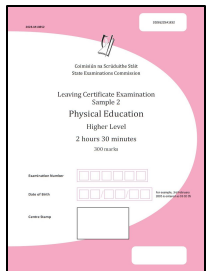
8. analyse the performance of skills including a critical analysis for improvement

Action verb

Analyse

Students should be able to

study or examine something in detail, break down in order to bring out the essential elements or structure; identify parts and relationships, and to interpret information to reach conclusions



HL Sample 1: Q.6



Question 6

(50 marks)



Figure 5. A variety of skills being performed.

(a) Identify the key coaching points that are used to ensure successful learning of a chosen skill from one sport.

Sport:
Skill:

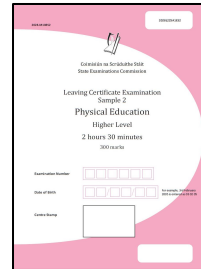
Students learn about

- the application of Newton's laws of motion: 1st Law of inertia, 2nd law of acceleration, 3rd law of action/reaction
- skill analysis checklists, key coaching points, video analysis software and model performers
- economy of movement
- creative application of skill

Students should be able to

- 8. analyse the performance of skills including a critical analysis for improvement

HL Sample 1: Q.6



Question 6

(50 marks)



Figure 5. A variety of skills being performed.

(a) Identify the key coaching points that are used to ensure successful learning of a chosen skill from one sport.

Sport:
Skill:

Exploring Learning Outcomes: Strand 1, Learning Outcome 8



(b) Describe how the skill identified in part (a) can be performed to ensure economy of movement when executed in a challenging performance setting.

(c) Describe how the skill identified in part (a) could be refined to allow for creative application of skill during performance.

(b) Describe how the skill identified in part (a) can be performed to ensure economy of movement when executed in a challenging performance setting.

(c) Describe how the skill identified in part (a) could be refined to allow for creative application of skill during performance.

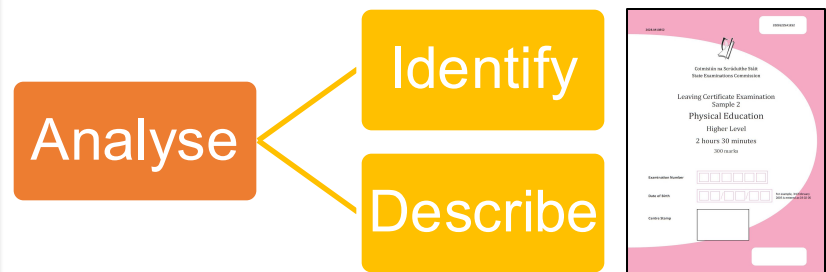
Students learn about

- the application of Newton's laws of motion: 1st Law of inertia, 2nd law of acceleration, 3rd law of action/reaction
- skill analysis checklists, key coaching points, video analysis software and model performers
- economy of movement
- creative application of skill

Students should be able to

8. analyse the performance of skills including a critical analysis for improvement

HL Sample 1: Q.6



Exploring Learning Outcomes: Strand 3, Learning Outcome 4



Oide

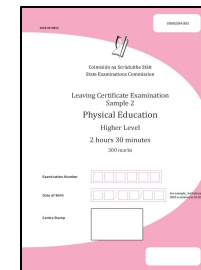
Students learn about

- physical, personal and technical knowledge of a physical activity
- considerations necessary to guide a performer in the pursuit of optimum performance
- strategies to guide a performer's effective use of ongoing reflection about practice and performance

Students should be able to

4. explore the role of coaches/choreographers

HL Sample 1: Q.6



(d) Explain, using examples, how a coach's use of communication assists performers in their pursuit of optimal performance.

--

(d) Explain, using examples, how a coach's use of communication assists performers in their pursuit of optimal performance.

--



Students learn about

- creation and participation in a group performance
- aesthetic and artistic criteria of different physical activities
- methods for analysing choreography

Students should be able to

9. appraise and compare aesthetic and artistic criteria in movement

OL Sample 1: Q.4 (b and c) and HL Sample 2: Q.3 (c)





Students learn about

- creation and participation in a group performance
- aesthetic and artistic criteria of different physical activities
- methods for analysing choreography

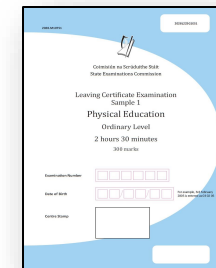
Students should be able to

9. appraise and compare aesthetic and artistic criteria in movement

(b) Identify and describe one method of analysing choreography.

Method:

OL Sample 1: Q.4 (b)



Exploring Learning Outcomes: Strand 1, Learning Outcome 9



Figure 6



Figure 7

Compare the group performance in **Figure 6** to the group performance in **Figure 7** in terms of participation and aesthetic/artistic criteria of performance.

Participation:

Aesthetic/artistic criteria:

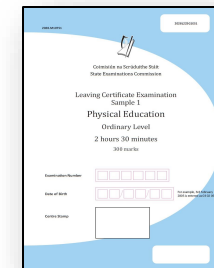
Students learn about

- creation and participation in a group performance
- aesthetic and artistic criteria of different physical activities
- methods for analysing choreography

Students should be able to

9. appraise and compare aesthetic and artistic criteria in movement

OL Sample 1: Q.4 (c)





(c) In your physical education class, you were involved in creating and performing an artistic/aesthetic group performance.

Describe your engagement with **three** different artistic/aesthetic criteria of performance while involved in creating this group performance.



Figure 3

Students learn about

- creation and participation in a group performance
- aesthetic and artistic criteria of different physical activities
- methods for analysing choreography

Students should be able to

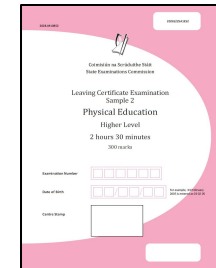
9. appraise and compare aesthetic and artistic criteria in movement

(c) In your physical education class, you were involved in creating and performing an artistic/aesthetic group performance. Describe your engagement with **three** different artistic/aesthetic criteria of performance while involved in creating this group performance.



Figure 3

HL Sample 2: Q.3 (c)





Students learn about

- performance related nutritional needs – macronutrients, micronutrients and hydration
- timing of nutrition to optimise performance and recovery
- nutritional plans for performance
- sports supplements – the role, benefits, and challenges of sports supplements including; caffeine, creatine, nitrate, beta-alanine, sodium bicarbonate for improving performance

Students should be able to

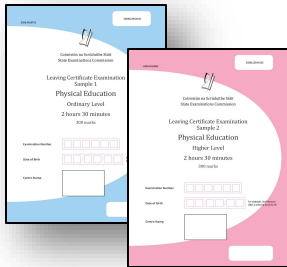
7. **examine** the role of nutrition in supporting physical performance

Action verb

Examine

Students should be able to

look closely at arguments, data, information and/or stories in order to uncover origins, assumptions, perspectives, trends and/or relationships



OL Sample 2: Q.4 and HL Sample 1: Q.3



Question 4

(50 marks)



Figure 5

(a) List two signs or symptoms of dehydration.

1.
2.

(b) Outline why hydration is important before and after exercise.

Before:
After:

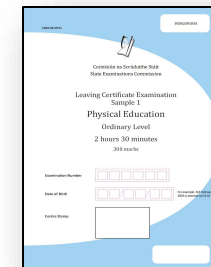
Students learn about

- performance related nutritional needs – macronutrients, micronutrients and hydration
- timing of nutrition to optimise performance and recovery
- nutritional plans for performance
- sports supplements – the role, benefits, and challenges of sports supplements including: caffeine, creatine, nitrate, beta-alanine, sodium bicarbonate for improving performance

Students should be able to

7. examine the role of nutrition in supporting physical performance

OL Sample 2: Q.4





(c)



Figure 6

A 500ml serving of chocolate milk contains approximately 65% carbs, 20% fat, 15% protein and 50mg of magnesium.

Explain why each of the following nutrients contained in chocolate milk are important for post exercise nutrition.

Protein	
Carbohydrate	
Magnesium	

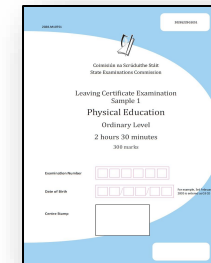
Students learn about

- performance related nutritional needs – macronutrients, micronutrients and hydration
- timing of nutrition to optimise performance and recovery
- nutritional plans for performance
- sports supplements – the role, benefits, and challenges of sports supplements including; caffeine, creatine, nitrate, beta-alanine, sodium bicarbonate for improving performance

Students should be able to

7. examine the role of nutrition in supporting physical performance

OL Sample 2: Q.4





(d) Identify food recommendations for an endurance athlete who will compete in a two-hour event and the timing you would suggest for consumption of the chosen foods. Justify your choice of foods and suggested timing.

Food recommendations:
Justification:
Timing:
Justification:

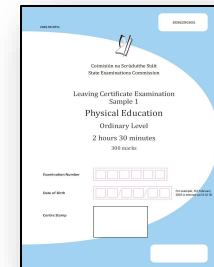
Students learn about

- performance related nutritional needs – macronutrients, micronutrients and hydration
- timing of nutrition to optimise performance and recovery
- nutritional plans for performance
- sports supplements – the role, benefits, and challenges of sports supplements including; caffeine, creatine, nitrate, beta-alanine, sodium bicarbonate for improving performance

Students should be able to

7. examine the role of nutrition in supporting physical performance

OL Sample 2: Q.4





Question 3

(50 marks)



Figure 3

(a) Identify **one** macronutrient and **two** micronutrients and **explain** their roles in supporting sports performance.

Macronutrient:
Micronutrient 1:
Micronutrient 2:

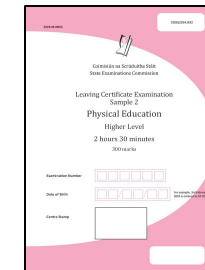
Students learn about

- performance related nutritional needs – macronutrients, micronutrients and hydration
- timing of nutrition to optimise performance and recovery
- nutritional plans for performance
- sports supplements – the role, benefits, and challenges of sports supplements including; caffeine, creatine, nitrate, beta-alanine, sodium bicarbonate for improving performance

Students should be able to

7. **examine** the role of nutrition in supporting physical performance

HL Sample 1: Q.3



Exploring Learning Outcomes: Strand 2, Learning Outcome 7



(b) (i) Identify **three** symptoms of dehydration.

1.
2.
3.

(ii) Explain why staying hydrated is important for sports performance.

(iii) Outline a competition day hydration plan for an athlete in a selected sport.

Sport:

Students learn about

- performance related nutritional needs – macronutrients, micronutrients and hydration
- timing of nutrition to optimise performance and recovery
- nutritional plans for performance
- sports supplements – the role, benefits, and challenges of sports supplements including: caffeine, creatine, nitrate, beta-alanine, sodium bicarbonate for improving performance

Students should be able to

7. **examine** the role of nutrition in supporting physical performance

(b) (i) Identify **three** symptoms of dehydration.

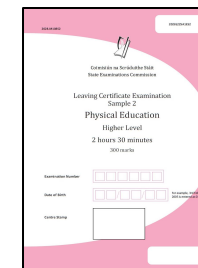
1.
2.
3.

(ii) Explain why staying hydrated is important for sports performance.

(iii) Outline a competition day hydration plan for an athlete in a selected sport.

Sport:

HL Sample 1: Q.3



Exploring Learning Outcomes: Strand 2, Learning Outcome 7



(c) (i) Outline a nutritional snack guide for before **and** after exercise that could help optimise recovery for a selected physical activity. Rationalise both the timing and the snack choices.

Physical activity:		
Before exercise		
Timing	Snack	Rationale for timing and snack choice
After exercise		
Timing	Snack	Rationale for timing and snack choice

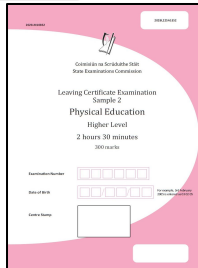
Students learn about

- performance related nutritional needs – macronutrients, micronutrients and hydration
- timing of nutrition to optimise performance and recovery
- nutritional plans for performance
- sports supplements – the role, benefits, and challenges of sports supplements including; caffeine, creatine, nitrate, beta-alanine, sodium bicarbonate for improving performance

Students should be able to

- 7. examine the role of nutrition in supporting physical performance

HL Sample 1: Q.3



(ii) Outline a post competition meal for an athlete in a different physical activity.

Physical activity:



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Part 3

Scope of Assessment




Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Differentiation of Assessment

2028.M10751 2028L225G1E51


Coimisiún na Scrúduithe Stáit
State Examinations Commission


Leaving Certificate Examination
Sample 1
Physical Education
Ordinary Level
2 hours 30 minutes
300 marks

Examination Number

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

Centre Stamp

2028L225A1E52


Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate Examination
Sample 2
Physical Education
Higher Level
2 hours 30 minutes
300 marks

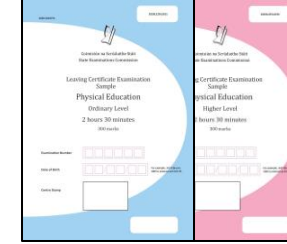
Examination Number

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

Centre Stamp



Differentiation of Assessment



Oide

Strand 2: learning outcomes

Students learn about

- components of health-related fitness and performance related fitness
- relevance of fitness components to a range of different physical activities
- appropriate testing of health and performance related fitness
- validity and reliability for fitness tests conducted
- training methods including: continuous, interval, fartlek, circuit, resistance, plyometrics, and stretching

Students should be able to

1. **apply** the components of fitness in terms of physical activity performance

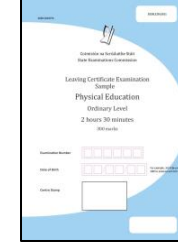
Physical Education Specification, 2025, p.16

Action verb	Students should be able to
Apply	select and use information and/or knowledge and understanding to explain a given situation or real circumstances

Physical Education Specification, 2025, p.26

We will now explore how a single **learning outcome** may be assessed differently across the different sections of the papers and from higher to ordinary level.

Differentiation of Assessment



Oide

(b) 'Power is a Performance Related Fitness component'.

Is this statement True or False? Place a tick (✓) in the correct box to indicate your answer.

True	<input type="checkbox"/>
False	<input type="checkbox"/>

Ordinary Level Sample Paper 2, Section A – Q.1 (b)

(i) For each component of fitness in the table below identify **one** suitable fitness test and **one** method of training that could be used to improve performance in that component of fitness.

Component of fitness	Test	Method of training
Flexibility		
Balance		
Coordination		

Ordinary Level Sample Paper 2, Section A – Q.1 (i)

Strand 2: learning outcomes

Students learn about

- components of health-related fitness and performance related fitness
- relevance of fitness components to a range of different physical activities
- appropriate testing of health and performance related fitness
- validity and reliability for fitness tests conducted
- training methods including; continuous, interval, fartlek, circuit, resistance, plyometrics, and stretching

Students should be able to

- apply the components of fitness in terms of physical activity performance

Physical Education Specification, 2025, p.16

Action verb

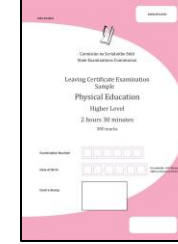
Identify

Students should be able to

recognise patterns, facts, or details; provide an answer from a number of possibilities; recognise and state briefly a distinguishing fact or feature

Physical Education Specification, 2025, p.26

Differentiation of Assessment



Oide

(m) Complete the following table, **identifying** one training method, from the list below, suitable for each component of fitness and provide a rationale for your choice.

circuit training plyometrics
static stretching unilateral resistance training

Component of Fitness	Training Method	Rationale
Power		
Flexibility		
Coordination		
Balance		

Higher Level Sample Paper 1, Section A – Q.1 (m)

Strand 2: learning outcomes

Students learn about

- components of health-related fitness and performance related fitness
- relevance of fitness components to a range of different physical activities
- appropriate testing of health and performance related fitness
- validity and reliability for fitness tests conducted
- training methods including; continuous, interval, fartlek, circuit, resistance, plyometrics, and stretching

Students should be able to

1. **apply** the components of fitness in terms of physical activity performance

Physical Education Specification, 2025, p.16

Action verb

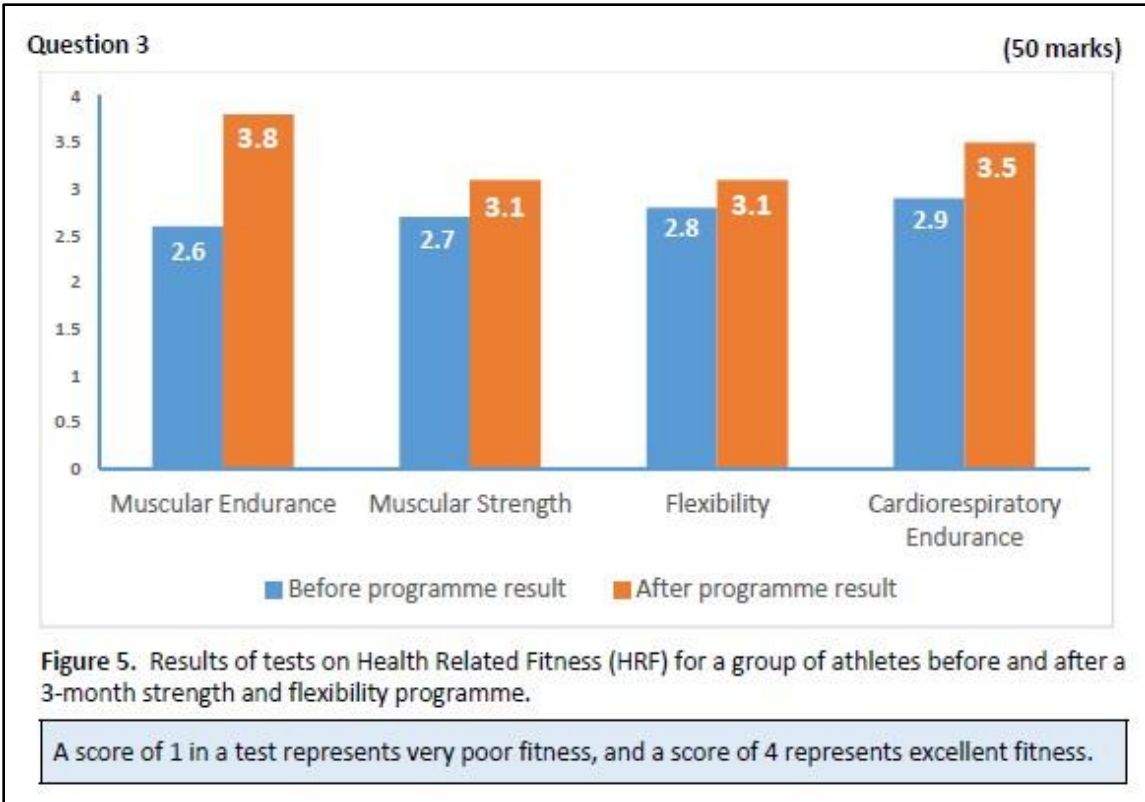
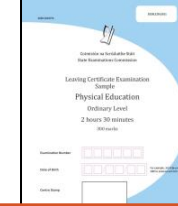
Identify

Students should be able to

recognise patterns, facts, or details; provide an answer from a number of possibilities; recognise and state briefly a distinguishing fact or feature

Physical Education Specification, 2025, p.26

Differentiation of Assessment



Ordinary Level Sample Paper 1, Section B – Q.3

Action verb	Students should be able to
Describe	give a detailed account of the main points of the topic, using words, diagrams and/or images
Identify	recognise patterns, facts, or details; provide an answer from a number of possibilities; recognise and state briefly a distinguishing fact or feature

Physical Education Specification, 2025, p.26

Strand 2: learning outcomes

Students learn about	Students should be able to
<ul style="list-style-type: none"> components of health-related fitness and performance related fitness relevance of fitness components to a range of different physical activities appropriate testing of health and performance related fitness validity and reliability for fitness tests conducted training methods including; continuous, interval, fartlek, circuit, resistance, plyometrics, and stretching 	<ol style="list-style-type: none"> apply the components of fitness in terms of physical activity performance

Physical Education Specification, 2025, p.16

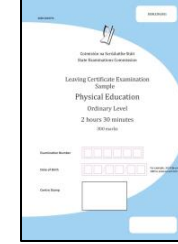
(a) (i) According to Figure 5, which Health Related Fitness (HRF) component improved the most in the 3-month period?

(ii) Identify and describe one component of Performance Related Fitness (PRF).

PRF component:

Ordinary Level Sample Paper 1, Section B – Q.3 (a)

Differentiation of Assessment



Oide

(b) Outline, using examples, the difference between muscular endurance and muscular strength.

Ordinary Level Sample Paper 1, Section B – Q.3 (b)

Strand 2: learning outcomes

Students learn about

- components of health-related fitness and performance related fitness
- relevance of fitness components to a range of different physical activities
- appropriate testing of health and performance related fitness
- validity and reliability for fitness tests conducted
- training methods including; continuous, interval, fartlek, circuit, resistance, plyometrics, and stretching

Students should be able to

1. apply the components of fitness in terms of physical activity performance

Physical Education Specification, 2025, p. 16

Action verb

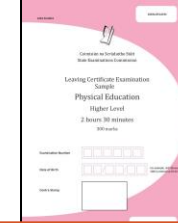
Outline

Students should be able to

give the main points, restricting to essential pieces of information

Physical Education Specification, 2025, p. 27

Differentiation of Assessment



Understanding how the body adapts to training is essential for improving performance and maintaining health.

(a) Study **Figure 5**, one graph represents the relationship between heart rate and time during interval training and the other graph represents the relationship between heart rate and time during continuous training.

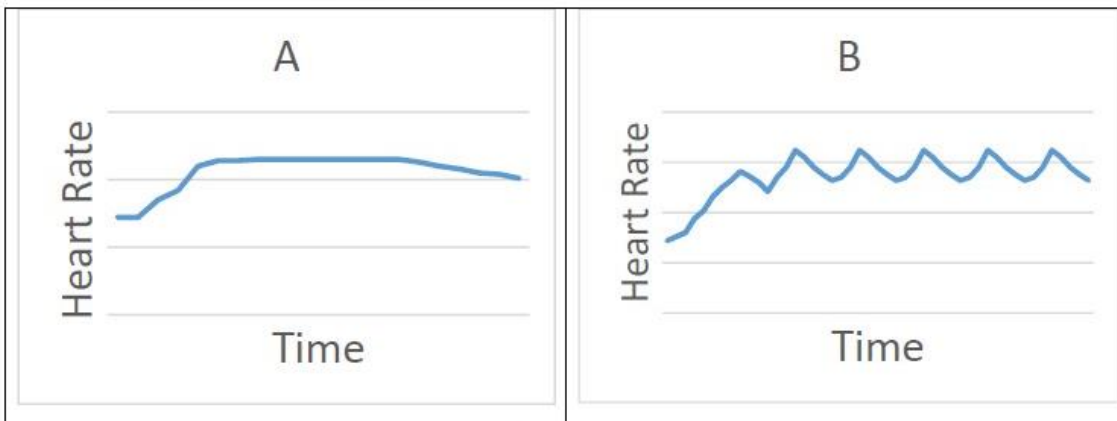


Figure 5

Higher Level Sample Paper 2, Section B – Q.6 (a) i) & ii)

Action verb	Students should be able to
Explain	give a detailed account supported by reasons or causes
Identify	recognise patterns, facts, or details; provide an answer from a number of possibilities; recognise and state briefly a distinguishing fact or feature

Physical Education Specification, 2025, p.26

Strand 2: learning outcomes

Students learn about

- components of health-related fitness and performance related fitness
- relevance of fitness components to a range of different physical activities
- appropriate testing of health and performance related fitness
- validity and reliability for fitness tests conducted
- training methods including; continuous, interval, fartlek, circuit, resistance, plyometrics, and stretching

Students should be able to

1. **apply** the components of fitness in terms of physical activity performance

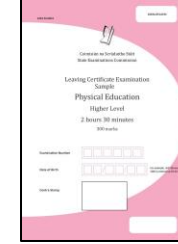
Physical Education Specification, 2025, p.16

(i) **Identify** which graph represents interval training and which graph represents continuous training.

	Graph A or Graph B
Interval training	
Continuous training	

(ii) **Explain** the difference between interval training and continuous training, referring to **Figure 5**.

Differentiation of Assessment



Oide

(b) Define the components of fitness 'cardiorespiratory endurance' and 'speed'.

Cardiorespiratory endurance:
Speed:

Higher Level Sample Paper 2, Section B – Q.6 (b)

Action verb	Students should be able to
Define	give the precise meaning of a word, phrase, concept or physical quantity

Strand 2: learning outcomes

Students learn about

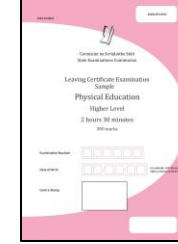
- components of health-related fitness and performance related fitness
- relevance of fitness components to a range of different physical activities
- appropriate testing of health and performance related fitness
- validity and reliability for fitness tests conducted
- training methods including; continuous, interval, fartlek, circuit, resistance, plyometrics, and stretching

Students should be able to

- apply the components of fitness in terms of physical activity performance

Physical Education Specification, 2025, p.16

Differentiation of Assessment



Oide

Question 4



(50 marks)

Figure 4

(a) Reliability and validity must be considered when fitness testing.

Explain how you would ensure reliability in conducting an identified fitness test for a selected health related component of fitness.

Health related component of fitness:

Fitness test:

Higher Level Sample Paper 2, Section B – Q.4 (a)

Strand 2: learning outcomes

Students learn about

- components of health-related fitness and performance related fitness
- relevance of fitness components to a range of different physical activities
- appropriate testing of health and performance related fitness
- validity and reliability for fitness tests conducted
- training methods including; continuous, interval, fartlek, circuit, resistance, plyometrics, and stretching

Students should be able to

1. **apply** the components of fitness in terms of physical activity performance

Physical Education Specification, 2025, p.16

Action verb

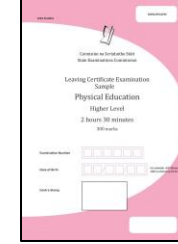
Explain

Students should be able to

give a detailed account supported by reasons or causes

Physical Education Specification, 2025, p.26

Differentiation of Assessment



Oide

Parts (b), (c) and (d) must be answered with reference to the same named physical activity.

Name one physical activity.

(b) Name three physical fitness components that contribute to successful performance in the named physical activity.

Explain the contribution of each of these fitness components in terms of performance in the named activity.

Component 1:

Component 2:

Strand 2: learning outcomes

Students learn about

- components of health-related fitness and performance related fitness
- relevance of fitness components to a range of different physical activities
- appropriate testing of health and performance related fitness
- validity and reliability for fitness tests conducted
- training methods including; continuous, interval, fartlek, circuit, resistance, plyometrics, and stretching

Students should be able to

1. apply the components of fitness in terms of physical activity performance

Physical Education Specification, 2025, p.16

Action verb

Explain

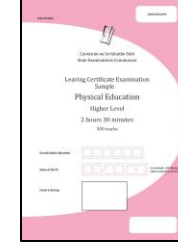
Students should be able to

give a detailed account supported by reasons or causes

Physical Education Specification, 2025, p.26

Higher Level Sample Paper 2, Section B – Q.4 (b)

Differentiation of Assessment



Oide

(c) Complete the following table, **comparing two** named energy systems that are predominant at different times when performing in the named physical activity.

	Energy System 1	Energy System 2
Named energy system:		
Approximate duration:		
Approximate intensity:		
Main fuel source:		
One waste product:		
When the system is used during performance:		

Higher Level Sample Paper 2, Section B – Q.4 (c)

Strand 2: learning outcomes

Students learn about

- ATP-PC (alactic) system; anaerobic lactic system; aerobic system (oxidative system)
- duration, intensity, fuel source, by products and type of physical activity

Students should be able to

8. **analyse** the role and relative contribution of the human body energy systems during performance

Physical Education Specification, 2025, p.17

Action verb

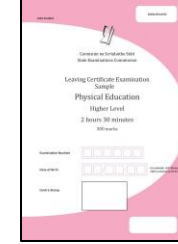
Compare

Students should be able to

give an account of the similarities and (or) differences between two (or more) items or situations, referring to both (all) of them throughout

Physical Education Specification, 2025, p.26

Differentiation of Assessment



Oide

(d) **Explain** how training changes the relative contribution of one of these two energy systems in the named physical activity. You must refer to one of the energy systems named in part (c).

Energy system:

Higher Level Sample Paper 2, Section B – Q.4 (d)

Strand 2: learning outcomes

Students learn about

- components of health-related fitness and performance related fitness
- relevance of fitness components to a range of different physical activities
- appropriate testing of health and performance related fitness
- validity and reliability for fitness tests conducted
- training methods including; continuous, interval, fartlek, circuit, resistance, plyometrics, and stretching

Students should be able to

1. **apply** the components of fitness in terms of physical activity performance

Physical Education Specification, 2025, p.16

Strand 2: learning outcomes

Students learn about

- ATP-PC (alactic) system; anaerobic lactic system; aerobic system (oxidative system)
- duration, intensity, fuel source, by products and type of physical activity

Students should be able to

8. **analyse** the role and relative contribution of the human body energy systems during performance

Physical Education Specification, 2025, p.17

Action verb

Explain

Students should be able to

give a detailed account supported by reasons or causes

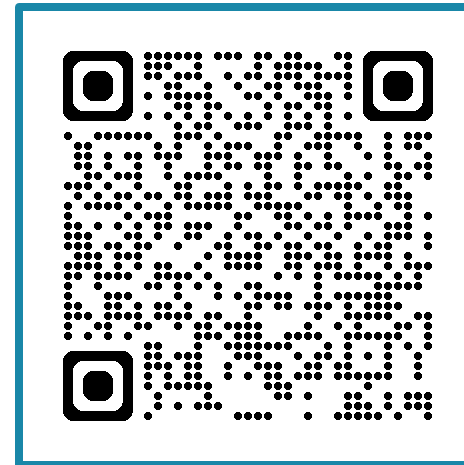
Physical Education Specification, 2025, p.26




Learning Outcome Discovery

Open the Specification

- Find which Learning Outcomes you think Higher Level Sample Paper 2, Q.5 is assessing
- Let us know which one you found in the chat



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State Examinations Commission

Leaving Certificate Examination
Sample 2
Physical Education
Higher Level
2 hours 30 minutes
300 marks

Examination Number

Date of Birth For example, 3rd February 2005 is entered as 03/02/05

Centre Stamp



Today, we have ...

- Appreciated the central significance of the specification
- Considered the structure of the Ordinary Level and Higher Level sample examination papers
- Recognised the significant role of action verbs in the specification and how they are aligned to command words used in examination questions
- Explored how the sample examination papers assess the learning outcomes in a non-linear, integrated manner across the strands.
- Identified the various ways and methods Learning Outcomes can be assessed.

Today's Key Messages



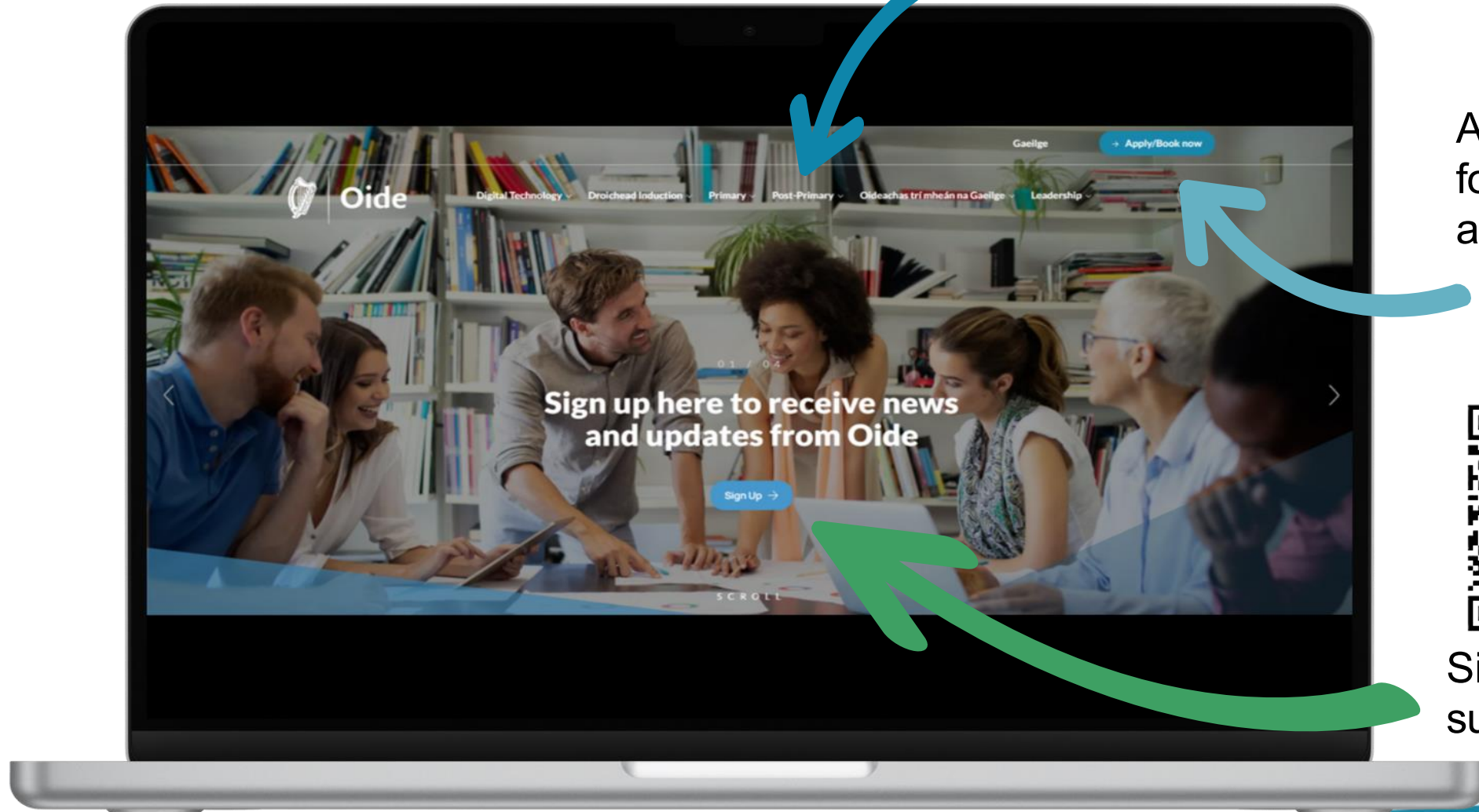
- The specification is central to teaching, learning and assessment
- The learning described in the specification is relevant to both Ordinary and Higher level
- All learning described in the specification *can be* assessed by the final written exam
- Action verbs describe what the learner should be able to do once the learning outcome is achieved, they are aligned to command words used in examination questions
- A differentiated approach is taken to what is assessed in Ordinary Level and Higher Level examination papers.

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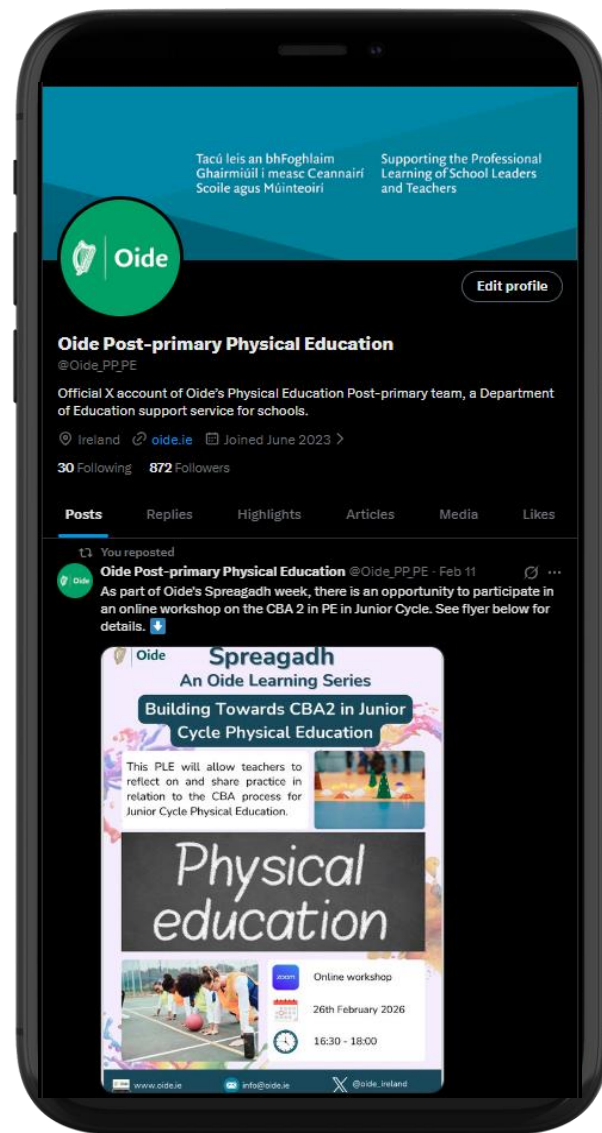


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Supporting the Professional Learning of School Leaders and Teachers



Evaluation

Physical Education- SEC sample
paper - Webinar





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Q & A

Final Message



REVIEW

Refer to the Learning Outcomes, particularly the 'Students Learn About' column.



Recognise

The specification is designed to support a non-linear, integrated approach to teaching, learning and assessment.



READ

When reviewing examination papers, consider both the specification requirements and the integrated, non-linear structure of the course.





Thank you

