

Physical Education 2019 v1.2

IA2 high-level annotated sample response

November 2020

Investigation — report (20%)

This sample has been compiled by the QCAA to assist and support teachers to match evidence in student responses to the characteristics described in the instrument-specific marking guide (ISMG).

Assessment objectives

This assessment instrument is used to determine student achievement in the following objectives:

1. recognise and explain concepts and principles about ethics and integrity relevant to a class, school or community physical activity context
4. analyse and synthesise data to devise an ethics strategy about an ethical dilemma relevant to a class, school or community physical activity context
5. evaluate an ethics strategy relevant to a class, school or community physical activity context
6. justify an ethics strategy relevant to a class, school or community physical activity context
7. make decisions about and use language, conventions and mode-appropriate features to communicate information about a strategy to inform a technical audience.

Note: Objectives 2 and 3 are not assessed in this instrument.

Instrument-specific marking guide (ISMG)

Criterion: Explaining

Assessment objective

1. recognise and explain concepts and principles about ethics and integrity relevant to a class, school or community physical activity context

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> • accurate recognition and discerning explanation of concepts and principles relevant to a class, school or community physical activity context including <ul style="list-style-type: none"> – the ethical dilemma – ethics and values – integrity and fair play. 	3–4
<ul style="list-style-type: none"> • recognition and appropriate explanation of aspects of concepts or principles relevant to a class, school or community physical activity context including <ul style="list-style-type: none"> – the ethical dilemma – ethics or values – integrity or fair play. 	1–2
<ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	0

Criterion: Analysing

Assessment objectives

4. analyse and synthesise data to devise an ethics strategy about an ethical dilemma relevant to a class, school or community physical activity context

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> • insightful analysis and discerning synthesis of primary data and secondary data, relevant to the ethics strategy, to ascertain the most significant relationships between <ul style="list-style-type: none"> – the ethical dilemma – the influence of local and national stakeholders on the ethics and values demonstrated in the class, school or community physical activity context – the tensions that exist in relation to integrity and fair play – strategies that have been used in response to similar ethical dilemmas. 	5–6
<ul style="list-style-type: none"> • appropriate analysis and synthesis of primary data and secondary data, relevant to the ethics strategy, to ascertain relationships between <ul style="list-style-type: none"> – the ethical dilemma – the influence of local and national stakeholders on the ethics and values demonstrated in the class, school or community physical activity context – the tensions that exist in relation to integrity and fair play – strategies that have been used in response to similar ethical dilemmas. 	3–4
<ul style="list-style-type: none"> • superficial analysis and synthesis of primary data or secondary data, relevant to ethics, to ascertain a relationship between the ethical dilemma, integrity, fair play or the influence of stakeholders in the class, school or community physical activity context. 	1–2
<ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	0

Criterion: Evaluating and justifying

Assessment objectives

5. evaluate an ethics strategy relevant to a class, school or community physical activity context
6. justify an ethics strategy relevant to a class, school or community physical activity context

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> • <u>critical evaluation of the effectiveness of the ethics strategy to optimise integrity and positive engagement in the class, school or community physical activity context by appraising the potential outcome, implications and limitations of the course of action</u> • <u>discerning justification of the development of the course of action in response to the ethical dilemma using evidence from primary data and secondary data.</u> 	6–7
<ul style="list-style-type: none"> • considered evaluation of the effectiveness of the ethics strategy to optimise integrity and positive engagement in the class, school or community physical activity context by appraising the potential outcome, implications and limitations of the course of action • considered justification of the development of the course of action in response to the ethical dilemma, using evidence from primary data and secondary data. 	4–5
<ul style="list-style-type: none"> • feasible evaluation of the effectiveness of the ethics strategy to optimise positive engagement in the class, school or community physical activity context by appraising the potential outcome, implications or limitations of the course of action • feasible justification of the development of the course of action, using primary data or secondary data. 	2–3
<ul style="list-style-type: none"> • superficial evaluation of the effectiveness of aspects of the ethics strategy to optimise engagement in the class, school or community physical activity context • superficial justification of the development of an action about ethics 	1
<ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	0

Criterion: Communicating

Assessment objective

7. make decisions about and use language, conventions and mode-appropriate features to communicate information about a strategy to inform a technical audience

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> • <u>discerning decision-making about and accurate use of</u> <ul style="list-style-type: none"> – <u>written and visual features to achieve a particular purpose</u> – <u>language suitable for a technical audience</u> – referencing and report genre conventions. 	3
<ul style="list-style-type: none"> • <u>appropriate decision-making about and use of</u> <ul style="list-style-type: none"> – written and visual features to achieve a particular purpose – language suitable for a technical audience – <u>referencing and report genre conventions.</u> 	2
<ul style="list-style-type: none"> • variable and/or inappropriate use of <ul style="list-style-type: none"> – written or visual features – language – referencing and/or report genre conventions. 	1
<ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	0

Task

Context
In this unit, you have engaged in integrated learning experiences to explore ethics and integrity concepts in a class physical activity context. To enhance positive engagement in physical activity, you have explored how ethical values influence fair play and integrity, and how ethics strategies can be used in response to ethical dilemmas.
Task
Devise an ethics strategy to provide a course of action in response to one identified ethical dilemma in the interschool sport program. Evaluate the effectiveness of the devised ethics strategy to optimise integrity and positive engagement for students in interschool sport.

Sample response

Criterion	Marks allocated	Result
Explaining Assessment objective 1	4	4
Analysing Assessment objective 4	6	6
Evaluating and justifying Assessment objectives 5, 6	7	7
Communicating Assessment objective 7	3	3
Total	20	20

The annotations show the match to the instrument-specific marking guide (ISMG) performance-level descriptors.

Explaining [3–4]

accurate recognition and discerning explanation of concepts and principles relevant to a class, school or community physical activity context including

- the ethical dilemma

Introduction

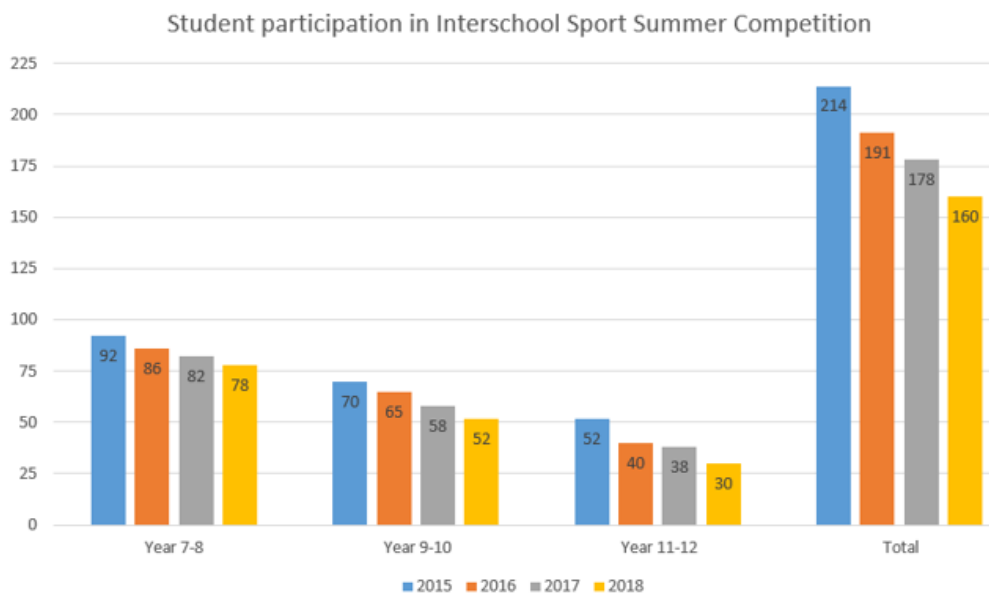
Recent data gathered on student engagement in interschool sport at Edinglassie State College (ESC) has shown a significant decline in the number of students engaged in interschool sport. Through my school survey, many students indicated a lack of interest in interschool sport because they felt there was too much emphasis on performance and victory, over enjoyment. The data also suggested that there was significant anxiety amongst students about not getting picked or having too much pressure on them to perform well. In many cases, students reported instances where they were sidelined for the majority of games, or whole games and felt under-valued as a team member.

While researching the school’s interschool policy handbook, I found there was no specific mandate for the intention of the interschool sport program. Coaches, students, and administrators did not have clear direction around the purpose of interschool sport. Is interschool sport about participation and positive engagement, or is the goal to be competitive and achieve excellence and victory? When asked, most coaches didn’t know. I have decided to define my ethical dilemma using the following question.

‘Should an interschool sport policy exist at ESC that ensures equal time on the field for all students to prioritise fun and positive engagement over the pursuit of victory?’

Discussion

Data was gathered on interschool sport numbers over the last 4 years at ESC to analyse the decline in student engagement in interschool sport. The data is shown in Figure 1 below.



		interschool participation					
year	enrolment	year 7-8	year 9-10	year 11-12	Total	%	
2015	1206	92	70	52	214	17.74	
2016	1178	86	65	40	191	16.21	
2017	1134	82	58	38	178	15.70	
2018	1119	78	52	30	160	14.30	

Figure 1. Interschool sport numbers have been in steady decline over the last 4 years. In 2015,

Communicating [3]

discerning decision-making about and accurate use of

- written and visual features to achieve a particular purpose
- language suitable for a technical audience

Explaining [3–4]

accurate recognition and discerning explanation of concepts and principles relevant to a class, school or community physical activity context including

- ethics and values

Analysing [5–6]

insightful analysis and discerning synthesis of primary data and secondary data, relevant to the ethics strategy, to ascertain the most significant relationships between

- the ethical dilemma
- the influence of local and national stakeholders on the ethics and values demonstrated in the class, school and community physical activity context

nearly 18% of students participated in interschool sport compared to 14% in 2018. The data gathered was for the summer interschool season only. The information demonstrated that students generally become less engaged in interschool sport as they get older. The number of students who participate in interschool sport in years 11 and 12 was, on average, less than 50% of the number of students who participated in year 7-8, despite having the same number of sports on offer. This indicates that students are less engaged in interschool sport now than they have been in the past and that students generally become less engaged the older they get.

In order to understand these trends, 96 students involved in interschool sport and 100 students not involved in interschool sport were surveyed. Students included both male and female students from years 7 to 12. The survey was designed to help understand students' motivation for engaging or not engaging in the interschool sport program.



Figure 2.

The survey indicated that for students engaged in interschool sport, the desire to win was the least important motivating factor. The majority of students indicated that they played interschool sport mainly for enjoyment and to play with friends. The data showed that students desire to win was slightly higher amongst year 11 and 12 students who seemed to value winning almost as much as playing with their friends.

Of the students who were not engaged in interschool sport, many in the younger grades indicated that they felt interschool sport was too competitive or that expectations on performance were too high. Just over 15% of students indicated that they felt there was an unfair allocation of playing time for all players, which is a significant ethical dilemma in the interschool program.

It is clear from the data gathered, that a significant hurdle in optimising engagement in the interschool sport program at ESC was the lack of emphasis on enjoyment, equal time and social benefits. It was clear from student feedback that in many cases, an emphasis on performance and victory was turning students away from participating in the interschool sport program, resulting in a decline in numbers from junior to senior.

Edinglassie State College is a member school of the Eastern Eagles School Sports District. This organisation is responsible for the interschool sport program at a district level. The district has a comprehensive sports directory that outlines the district's key responsibilities and objectives. Despite having pages of rules and policies about running interschool sport, the document fails to mention anything about optimising positive engagement in sport for students and prioritising enjoyment and fun. I found this particularly disappointing, given that students at ESC indicated that this is their main motivator for playing. Figure 3 below, shows the only mention of the district's aims with regards to promoting interschool sport. The statement (highlighted) fails to outline the way in which interschool sport is promoted or for what purpose i.e. fun and enjoyment.

EASTERN EAGLES INTERSCHOOL SPORT CONSTITUTION

1. NAME

1.1	The body shall be known as the Eastern Eagles School Sport Committee & hereinafter referred to as "The Committee".
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2. AIMS

2.1	The aim of the Committee shall be to promote interschool sport for students enrolled at Secondary Schools, aged 12-18+ years.
2.2	Eastern Eagles Sport District will be responsible for representative pathways for secondary school students.

Figure 3. Eastern Eagles District Sport Directory (2018)

School Sport Australia is responsible for the development and promotion of school-based sport in Australia. The association's constitution states:

"The purposes of the Association are to coordinate and conduct a broad range of school sporting programs for all students commensurate with their age and ability in an educational environment by identifying and addressing equity standards in the participation of students and officials in school sport" (School Sport Australia Constitution, 2018)

Although the statement above addresses equity, in doing so, School Sport Australia is ensuring an ethical policy for school sport. Further to this, the Association, provides codes of conduct outlining expected values and appropriate conduct of stakeholders. This document makes several references to students playing for enjoyment rather than victory. The document outlines the following points among others:

- player's code of conduct
 - play for enjoyment
 - learn to value honest effort, and improvement
- team manager's code of conduct
 - create opportunities to develop individual skills
 - give all students a chance to participate in games
- spectator's code of conduct
 - remember students play for enjoyment
 - support team play
- administrators' and officials' code of conduct
 - ensure that equal opportunities for participation in sports are available for all students
 - emphasise fun and enjoyment
 - remember that students play for enjoyment

Figure 4. School Sport Australia 'Codes of Conduct' (2016)

Even at a national level, there is significant emphasis for all stakeholders, on students playing for enjoyment, and equitable time on field. These values are not reflected in the interschool sport program at Eastern Eagles District or the ESC interschool program. In fact, the opposite often occurs, particularly in sports excellence programs where the emphasis from coaches is on victory and district premierships. In some instances, players were sat out for entire games. There is currently no policy or code of conduct document at the college or in the district that prevents this from happening.

To investigate a range of ethical dilemmas in a class physical activity context, two competitions were run in PE which focused on individual engagement during each competition. The futsal competition involved 4 teams, in a round robin format. Teams were allocated officiating and coaching duties and there was a premiership involved where the

Analysing [5–6]

insightful analysis and discerning synthesis of primary data and secondary data, relevant to the ethics strategy, to ascertain the most significant relationships between

- the influence of local and national stakeholders on the ethics and values demonstrated in the class, school and community physical activity context
- strategies that have been used in response to similar ethical dilemmas

Explaining [3–4]

accurate recognition and discerning explanation of concepts and principles relevant to a class, school or community physical activity context including

- integrity and fair play

Analysing [5-6]

insightful analysis and discerning synthesis of primary data and secondary data, relevant to the ethics strategy, to ascertain the most significant relationships between

- the tensions that exist in relation to integrity and fair play

Evaluating and justifying [6-7]

- critical evaluation of the effectiveness of the ethics strategy to optimise integrity and positive engagement in the class, school or community physical activity context by appraising the potential outcome, implications and limitations of the course of action

winning team received tuckshop vouchers as an incentive. Teams were evenly selected and there were no specific rules related to time on court, subbing or an emphasis on enjoyment.

The second competition was Netball with 4 teams playing in a round-robin format again. This time, as a class we agreed on a few rules regarding the competition. The rules were as follows:

- everyone plays in every position
- everyone has equal time on the court
- no referees
- no scoring

During each competition, students were required to keep a logbook to reflect on their level of engagement during each lesson. Analysing the reflections in my logbook, I found that during the futsal competition, I spent a lot more time on the court than others. Our team won the competition and this sense of achievement felt good. However, I found the refereeing frustrating at times, as the duty teams sometimes lost control of the games. There was some arguing with referees and some students sat out for whole games. In some cases, these students lost interest in playing for their teams. Due to this, some of our games were won easily (10-2 and 7-0). Several students noted in their logbooks that, these games became quite boring and they lost interest quickly. I don't feel that my engagement was overly positive during this competition, despite winning the final. Several students indicated in their reflections that they did not enjoy this competition and low engagement was evident.

Many students were sceptical about the Netball competition with no referee and no scoring. I was surprised to find that enjoyment was very high during this competition. Not being very good at netball, I appreciated the emphasis on fun and the opportunity to play in all positions. I didn't feel pressure from better players to perform and this made for a very enjoyable competition. Students engagement was very high across the class, and no one seemed to care too much about who was winning or losing. All in all, the non-competitive netball competition was far more successful in promoting fun, fair play and enjoyment than the futsal competition, despite having no referee. Although I am a soccer player and my team won the futsal competition, I definitely enjoyed the netball competition more, and felt that engagement and enjoyment from all students in my class was far more positive.

In order to optimise positive engagement in interschool sport at ESC, a code of conduct document, implemented at a district level is imperative. Enacting a code of conduct will provide a course of action that will ensure a more positive experience in interschool sport for all students in the district. This strategy would have similar results to the class netball competition and help ensure positive engagement amongst students and integrity amongst coaches and officials.

My proposed code of conduct and addition to the district sport directory are shown below. The additions I've made to the constitution provide guidance for the district to promote fair play and optimise integrity, specifically that of coaches. This gives the district a clear mandate about desired outcomes in interschool sport for students at all member schools, including ESC. The implication of the word 'inclusion' means that the intention of interschool sport is to ensure engagement for as many students as possible with equitable time on the field for all.

EASTERN EAGLES INTERSCHOOL SPORT CONSTITUTION

1. NAME

1.1	The body shall be known as the Eastern Eagles School Sport Committee & hereinafter referred to as "The Committee".
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2. AIMS

2.1	The aim of the Committee shall be to promote fair play, sportsmanship and inclusion in interschool sport competitions to maximise positive engagement for students enrolled at Secondary Schools, aged 12-18+ years. The Committee shall also provide expectations to govern behaviours and expected conduct to ensure integrity amongst participants, coaches and all stakeholders.
2.2	Eastern Eagles Sport District will be responsible for representative pathways for secondary school students.

Figure 5. Proposed change to constitution

Evaluating and justifying [6-7]

- discerning justification of the development of the course of action in response to the ethical dilemma using evidence from primary data and secondary data

I decided to keep the code of conduct short and applicable to all stakeholders so that it would be accessible and easy to remember (see below). Section 9.4 is very explicit around expectations of coaches in terms of subbing policy. The statement ensures that the code of conduct links back to my initial question framing this ethical dilemma. 'Should an interschool sport policy exist at ESC that ensures equal time on the field for all students to prioritise fun and positive engagement over the pursuit of victory?' The outcome of the new code of conduct is that students will know they will not be sat out of entire games during the interschool sport season. Having the policy to refer to also means that coaches, students and parents can be directed to a single statement if behaviours breach this policy. This new code of conduct will have a significant implication on the way interschool sport is played and places more emphasis on engagement over victory. The only limitation of such a policy is that it is only effective in optimising engagement and integrity if schools, coaches and all stakeholders are explicitly aware of its existence and adhere to it. As a part of this course of action, I would suggest to the district at their next AGM, that they ensure schools provide the code of conduct to coaches as a separate document when taking on coaching positions.

EASTERN EAGLES INTERSCHOOL SPORT CODE OF CONDUCT

9. CODE OF CONDUCT – PLAYERS, COACHES, OFFICIALS, PARENTS, SPECTATORS

9.1	All stakeholders will respect the rights of others and treat others in a manner that they would want to be treated
9.2	Encourage and recognise sportsmanship at any and every opportunity
9.3	Demonstrate behaviour that provides a safe and supportive sporting and learning environment
9.4	All players need and deserve opportunity to engage in every game, including finals if played
9.5	All stakeholders should prioritise enjoyment over winning
9.6	Value, encourage and reward honest effort, improvement and development of skills

Figure 6. proposed code of conduct

**Communicating
[3]**

appropriate
decision-making
about and use of

- referencing and
report genre
conventions

Conclusion

The development of a code of conduct at a district level helps ensure integrity at all schools in the interschool sport program. As long as all schools are following the same code of conduct to ensure ethical behaviour, then engagement and fun can still be a priority of interschool sport while still maintaining a level of competition between schools. This approach was shown to have a positive influence on enjoyment and engagement in our class netball competition run during this term. Taking the feedback from student reflections on their engagement in this competition helps support my proposed strategy for the Eastern Eagles District Sport. This will provide positive steps towards increasing student engagement in interschool sport at ESC and encourage coaches to focus on fun. Paul Kennedy from the ABC supports this approach by discussing the benefits of a coach focussed on fun rather than winning and the effect this has on engagement. *'Fun Coach is as competitive as anyone but rejects urges to focus on winning; he gives all his players equal time, in all positions, no matter the score.'* (Kennedy 2016) School Sport Australia has a statement on their website that sums up the organisation's values. 'As an organisation, we seek to INSPIRE, INCLUDE, INNOVATE and to act with INTEGRITY.' (School Sport Australia, 2018). I deliberately included the word 'inclusion' in my change to the district sport constitution as part of my ethical strategy to reflect the values of School Sport Australia.

Reference list

- Eastern Eagles District School Sport Directory (2018)
School Sport Australia 'Codes of Conduct' (2016)
Kennedy, P 2016, Want to keep kids in sport? Then make it fun, ABC.
<http://www.abc.net.au/news/2016-05-13/kennedy-want-to-keep-kids-in-sport-then-make-it-fun/7408710>
School Sport Australia Website (2018) www.schoolsportaustralia.edu.au/wp-content/uploads/2018/06/School-Sport-Australia-Constitution-19-April-2018.pdf