Physical Education 2019 v1.3

IA2 high-level annotated sample response

October 2023

Investigation — report 2 (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 synthesis 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 of 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 objectives

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

• accurate recognition and discerning explanation of concepts and principles relevant to a class, school or community physical activity context including
  – the ethical dilemma
  – ethics and values
  – integrity and fair play.
	3–4

• recognition and appropriate explanation of aspects of concepts or principles relevant to a class, school or community physical activity context including
  – the ethical dilemma
  – ethics or values
  – integrity or fair play.
	1–2

• does not satisfy any of the descriptors above.	0

Criterion: Analysing

Assessment objectives

4. analyse and synthesis 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

• insightful analysis and discerning synthesis of primary data and secondary data, relevant 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 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

• appropriate analysis and synthesis of primary data and secondary data, relevant to the ethics strategy, to ascertain relationships between
  – 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

• 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
• 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
• 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 • discerning justification of the development of the course of action in response to the ethical dilemma using evidence from primary data and secondary data.	6–7
• 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
• 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
• 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
• does not satisfy any of the descriptors above.	0

Criterion: Communicating

Assessment objectives

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

• discerning decision-making about and accurate use of
   – written and visual features to achieve a particular purpose
   – language suitable for a technical audience
   – referencing and report genre conventions.
	3

• appropriate decision-making about and use of
   – written and visual features to achieve a particular purpose
   – language suitable for a technical audience
   – referencing and report genre conventions.
	2

• variable and/or inappropriate use of
   – written or visual features
   – language
   – referencing and/or report genre conventions.
	1

• does not satisfy any of the descriptors above.	0

Task

Devise an ethics strategy to provide a course of action in response to one identified ethical dilemma in the local AXBC. Evaluate the effectiveness of the devised ethics strategy to optimise integrity and positive engagement for members within this community.

To complete this task students must:

- define the ethical dilemma and identify the class, school or community physical activity context to frame the investigation

- analyse using the ethical decision-making framework and synthesise primary data and secondary data to ascertain the most significant relationships between the

  – ethical dilemma

  – influence of local and national stakeholders on the ethics and values demonstrated in the class, school or community physical activity context

  – tensions that exist in relation to integrity and fair play

  – strategies that have been used in response to similar ethical dilemmas

- analyse and synthesise primary data and secondary data to devise an ethics strategy that provides a course of action in response to the ethical dilemma

- evaluate 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

- justify the development of the ethics strategy using evidence from primary data and secondary data

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

See IA2 sample assessment instrument: Investigation — report (20%) (available on the QCAA Portal).

Sample response

Criterion	Marks allocated	Provisional marks
Explaining Assessment objective 1	4	4
Analysing Assessment objective 4	6	6
Evaluating and Justifying Assessment objectives 5 and 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.

Ethics and Integrity

Physical Education IA2

Student:

Teacher:

Contents

Introduction

XYZ was developed for athletes to make exercise fun, whilst providing a platform to reach fitness goals through social and competitive environments. The associated app (XYZ) has been developed from a gaming construct, using this technology to create interactive virtual worlds and environments for thousands of athletes. Members of this community, be it local, national, or global, can engage in social/training or elite racing, including related World Championships events. It is only these higher end competitive events that are conducted in person, with distribution of endorsed equipment and increased verification protocols, with all other engagement occurring in the privacy of the athlete's personal environment.

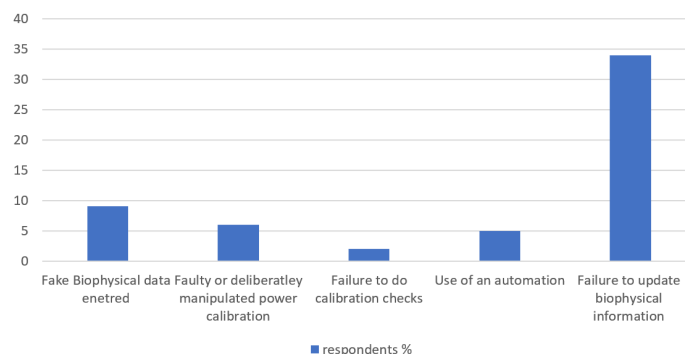|	
Explaining [3–4] **accurate recognition and discerning explanation of concepts and principles including** **- the ethical dilemma** **- ethics and values** **- integrity and fair play**	It is this competitive element, resulting in member benefits and bragging rights, amongst other athlete recognitions, that raises questions relating to the principles of ethics and integrity. This emerging platform for exercise through an at-home, unsupervised online medium, relies heavily on the value members place on their associated moral principles. The importance of athlete ethical consideration plays an immeasurable role in upholding the integrity and fair play of the platform, underpinned by the honesty and moral compass of each member/athlete, specifically regarding the competitive elements of this platform. The prolific expansion of this ecommunity has been problematic with members in the local ABC XYZ biking ecommunity (AXBC) raising concerns regarding elements of fair play that are at risk in this context, including respect for written and unwritten rules. Integrity within the community should be supported by appropriate ethical behaviour where morals and values are upheld, to promote and advocate for positive competitive engagement. Social/training engagement with no perceived external benefits are not the issue, it is when there are perceived external benefits such as the collection of points, selection into events/talent identification, unlocking of rewards/rankings, and competitions. In these environments of the platform data indicates changes in athlete ethical behaviour. Initial investigation into athlete practices relating to ethical behaviour, indicate that ethical practices are impacting AXBC member successes and extensively reducing participant enjoyment, trust and the perception of integrity across the XYZ platform. To enhance integrity and promote positive engagement and participation a strategy has been devised prompted by the following investigative question: 'Should XYZ enhance member educative and accountability controls in the pursuit of upholding ethical behaviour across the virtual platform?' **Discussion** In 2020, Bob Smith conducted a survey of over 1000 respondents including active members of the XYZ ecommunity, focusing on the perception of cheating behaviour within the competitive elements of the platform. Data indicated that 52% of respondents admitted to cheating one or more times, with roughly 9% indicating prolific cheating. The most common self-reported cheating practices are indicated in Figure 1.1, the most common of which related to the intentional manipulation of personal biophysical information specifically height and weight to influence power calibration. *Figure 1.1 Self-reported Cheating behaviours*

Interestingly, only 13% of respondents believed cheating on XYZ was common/very common in their network, while 60% felt cheating occurred generally on the platform (Figure 1.2). The platform does appear to be a key factor in influencing member ethical behaviour as only 1% of survey participants admitted to engaging in cheating behaviours at face to face events. This impacts the elements of fair play, specifically when considering member lack of respect for written and unwritten rules. Unethical behaviours included the use of ebikes, erroneous calibration to gain advantageous watts, manipulation of the gender settings, editing weight and height information, manipulation of the trainer or power/meters calibration or falsifying data to enter lower race categories. Such behaviours are also prevalent in the AXBC which has a negative impact on positive competitive engagement and generates a negative perception of the validity of successes, reducing the meaningful nature of successes within the competitive aspects of the platform.

Figure 1.2 Rates of Perceived Cheating

Perception of Cheating %
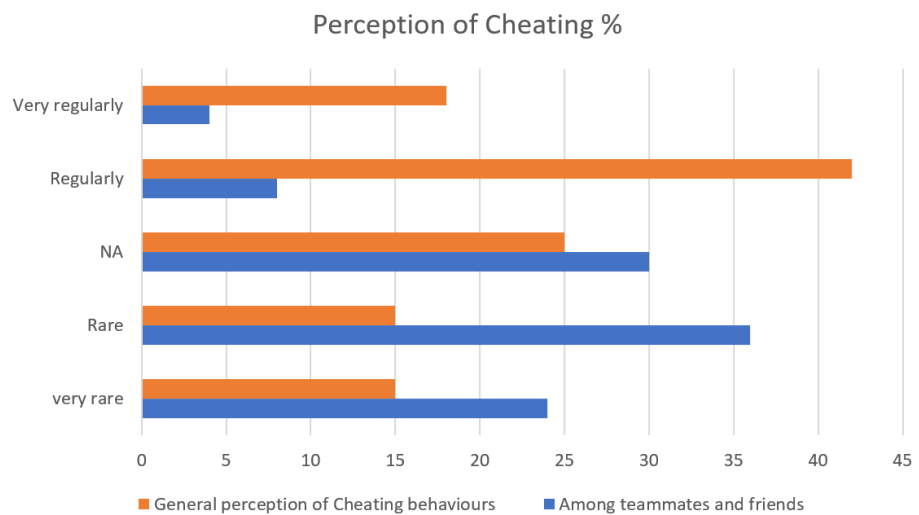
Within the AXBC, there is a consensus on a behavioural shift in athletes when there is perceived reward. Primary data collected indicated 9% of the AXBC believed cheating occurred in social and training rides, however this rose to 46% when considering competitive/rewards-based events, with 56% of participants indicating that they had witnessed or had been personally impacted by such behaviour. Data indicates athletes may be justifying their illegitimate practices under the perceived protection of prevalence, further demonstrating a failure to maintain ethical behaviour when no one is watching.

Primary data from the AXBC supported significant impacts affecting participation and positive engagement (Figure 1.3).

Figure 1.3 Effect of perception on participation and positive engagement
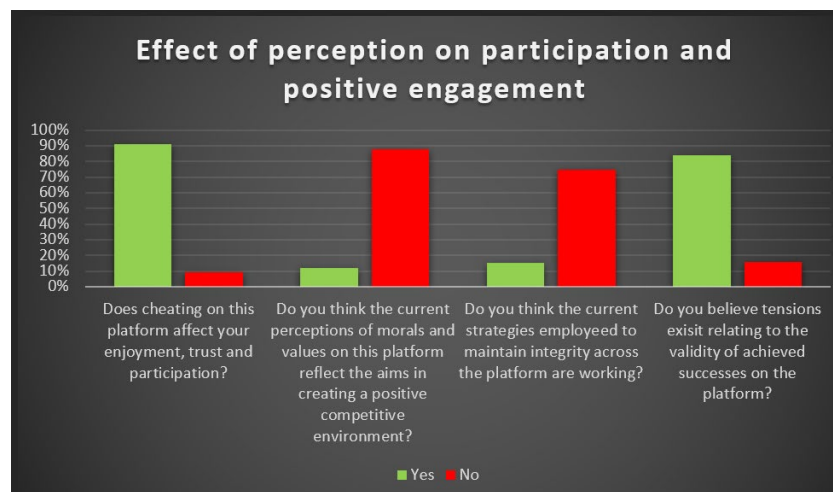
In a broader perspective, XYZ have outlined Rules and Regulations to identify clear objectives relating to integrity and fair play, specifying that the manipulation and falsification of data should not occur. These Rules and Regulations are derived from the governing bodies, Auscycle (National) and the Union Cycliste Internationale (UCI – International). The key statement that governs all ethical behavioural expectations specifically mentions morals and values should support the integrity and fair play experienced across the platform. Although consequences are mentioned in the sanctions sections of these documents, little detail is provided around the education of members in upholding the values of this code of conduct.

Tensions exist due to a misalignment in values between stakeholders, those who are disregarding the Rules and Regulations to cheat, and those who are upholding their personal values and integrity. Behaviour should reflect the 'Code of Conduct' represented by many competitive sports across the community, however despite the influence and behavioural expectations of local and national stakeholders, cheating remains.

Comparably, Jogger an internet service tracking physical exercise, allows athletes to engage in social exercise in meeting their own personal goals, in addition to rewards, vouchers and medals for more competitive elements. Jogger has seen ethical behaviour consistent with that of XYZ, including the use of cars, ebikes and scooters. This organisation has similarly established policy and procedure to prevent violations of their community standards. In response to these issues arising, other organisations within this same sphere, have continued to follow a very similar structure to control ethical behaviours within their platforms. However, it is clear there remains significant hurdles in combating ethical practices potentially due to a lack of education around ethical behaviour.

Existing strategies that have been used in response to this ethical dilemma within the XYZ community include the development and implementation of automated cheating detectors, triggered by the analysis of excessive changes to performances. Additional practices and policy include the use of dual recording, weigh in and height verification videos to mitigate the manipulation of biometric information, live streamed power

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 discerning justification of the development of the course of action in response to the ethical dilemma using evidence from primary data and secondary data.	tests and the establishment of the XYZchecker (XDA) to check accuracy and data analysis to underpin associated sanctions for unethical behaviour. The proposed ethical strategy in response to the ethical dilemma is founded on the principle of mandatory competency educative modules (MCEM). In this context, the requirement for all registered athletes on the platform to complete an 'Ethics module' prior to signing up and then continued engagement with such modules throughout the platform use, (every 12 months for social riders) in addition to the requirement of a "Ethics in Competition' module as a mandatory requirement prior to registration in any competitive or rewards-based events, thus ensuring consistency and regularity in the messaging on ethical expectations. Interviews conducted with AXBC indicated that 72% of respondents believed that an MCEM relating to ethical behaviour, supported by the completion of multiple-choice questions to check for understanding, would result in a positive behavioural change in athletes. The modules would ensure that Ethical behaviour is regularly considered and drive a significant reduction in the unintentional 'cheaters' whilst challenging the values and integrity of those who may consider intentional acts. The general structure of the module would be as follows (Figure 1.7): *Figure 1.7 Blueprint of the proposed Ethics modules*

Module Structure (estimated completion time 10-15 minutes)
Topic 1. What is Ethical Behaviour, Integrity and fair play?
Topic 2. What does Ethical Behaviour look like in the XYZ community?
Topic 3. How can unethical behaviour affect the engagement and enjoyment of others on the platform?
Topic 4. How can I ensure that my behaviours and those of other users advocate for positive engagement on the XYZ platform?
Topic 5. What are the penalties for engaging in unethical behaviours?
Assessment: Short Multiple-choice section to check for understanding. (Question styles may include recall and definitions in addition to scenario based questions to check for understanding of the concepts)
Note: Topics and assessment will be competition specific in 'Ethics in Competition' module

Existing studies into the effectiveness of MCEM indicate enhanced learning and increased confidence with 65% of respondents identifying increased trust and accountability relating to the associated concepts and principles. Previous strategies such as this have encountered predictability in the checking for understanding assessment. To increase the validity, reliability and integrity of module completion, there should be a bank of questions, allowing random allocation to each test subject and reducing repetition and predictability, upholding engagement.

An outcome of this course of action is the regular education and consideration of ethics in practice. This will have a favourable impact on personal accountability relating to ethical behaviour, reminding members of the ethical standards required to support positive competitive engagement. The strategy, underpinned by the modules, will increase understanding of the impact of unethical behaviours, confronting members with the impacts of their behavioural choices on other members. This allows the platform to challenge the importance members place on values and morals and improves the perceived integrity within the platform. An additional outcome includes increased participant awareness and identification of unethical practices within the competitive/reward environments, to better make use of established policies and sanctions. These outcomes would result in data driven increases in the perceived

levels of trust and honesty in platform achievements, rankings, and results. This would have a direct result in aligning to the goals of the organisation in 'losing with dignity and enjoy winning with honour (XYZ)' reflective of positive engagement and fair play.

Limitations may include the establishment of a course of action that requires integrity and ethical behaviour in its completion. Consideration of this may require policy to be written on the follow up and related consequences of non-completion or failure of the check for understanding elements of the proposed ethical strategy. This will assist in ensuring the aspirational expectations of member completion. An additional limitation relates to acceptance that zero cheating across the platform is, in fact unattainable. A more realistic goal for the proposed ethical strategy would be to reduce the number of incidences, increase awareness and generate a culture within the AXBC and greater ecommunity of high morals, values and integrity of practice.

An implication of the proposed ethical strategy may include unforeseen push back from members regarding the regularity of completion, which in turn may result in an unintended reduction in competitive event registrations. A further implication is an indirect positive shift in the perception and culture of integrity within the platform. This in turn may lead more broadly to a greater acceptance and trust across eplatform communities and related competitive elements.

Conclusion

The proposed strategy and inclusion of an educative 'Ethics module' in addition to the requirement of a "Ethics in Competition' module as a mandatory requirement prior to registration in any competitive/rewards-based events, will greatly benefit the members of the AXBC and more broadly the XYZ ecommunity. It brings to the forefront the importance and impact of unethical behaviour for oneself in the form of sanctions and penalties and for others, in the form of impacts to engagement, trust, enjoyment and positive competitive participation. MCEMs will advocate for ethical and respectful member behaviour. This strategy will assist the AXBC to value and accept competitive performances, supporting and positively influencing a change in the perception of values, integrity, and fair play, enhancing a culture of positive engagement and participation, underpinned by trust and honesty.

References

This response does not contain a reference list due to the fictitious nature of names, businesses, places, events, and incidents that are found within. A student response would require a reference list and in text references indicative of a recognised system of referencing.

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
- referencing and report genre conventions.**