

Physical Education 2019 v1.2

IA2: Sample assessment instrument

Investigation — report (20%)

This sample has been compiled by the QCAA to assist and support teachers in planning and developing assessment instruments for individual school settings.

Student name

Student number

Teacher

Issued

Due date

Marking summary

Criterion	Marks allocated	Provisional marks
Explaining	4	
Analysing	6	
Evaluating and justifying	7	
Communicating	3	
Overall	20	

Conditions

Technique	Investigation — report
Unit	Unit 3: Tactical awareness, ethics and integrity and physical activity
Topic/s	Topic 2: Ethics and integrity
Duration	5 hours
Mode/length	Written: 1500–2000 words
Individual/group	Individual
Other	The reference list, title page and table of contents are not included in the word count.
Resources	Physical activity subject matter (see syllabus Section 6)

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.

To complete this task, you must:

- define the ethical dilemma in relation to the interschool sport program to frame the investigation
- using the ethical decision-making framework, analyse 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 interschool sport
 - 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 one ethics strategy that provides a course of action in response to one ethical dilemma in the interschool sport program
- evaluate the effectiveness of the ethics strategy to optimise integrity and positive engagement in the interschool sport program by appraising the potential outcome, implications and limitations
- justify the development of the ethics strategy using evidence from primary data and secondary data.

Checkpoints

- Term 2 Week 7: Draft submitted
- Term 2 Week 9: Assessment submitted

Authentication strategies

- The teacher will provide class time for task completion.
- Students will each produce a unique response by using unique data about personal performance.
- Students will provide one draft at the checkpoint and teacher feedback will be provided as annotations.
- Students will use plagiarism-detection software at submission of the response.
- Students must acknowledge all sources.
- Students must submit a declaration of authenticity.
- The teacher will ensure class cross-marking occurs.

Scaffolding

The response will include the following genre and referencing conventions and language features:

- report headings — title page, table of contents, introduction, discussion, conclusion and reference list
- referencing conventions — ethical scholarship through the use of in-text citations and a reference list using a recognised system of referencing
- language features — terminology and vocabulary, conventional spelling, punctuation and grammar.

Instrument-specific marking guide (IA2): Investigation — report (20%)

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 objective

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 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">• 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
<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">discerning decision-making about and accurate use of<ul style="list-style-type: none">written and visual features to achieve a particular purposelanguage suitable for a technical audiencereferencing and report genre conventions.	3
<ul style="list-style-type: none">appropriate decision-making about and use of<ul style="list-style-type: none">written and visual features to achieve a particular purposelanguage suitable for a technical audiencereferencing and report genre conventions.	2
<ul style="list-style-type: none">appropriate decision-making about and use of<ul style="list-style-type: none">written and visual features to achieve a particular purposelanguage suitable for a technical audiencereferencing and report genre conventions.	2
<ul style="list-style-type: none">variable and/or inappropriate use of<ul style="list-style-type: none">written or visual featureslanguagereferencing and/or report genre conventions.	1
<ul style="list-style-type: none">does not satisfy any of the descriptors above.	0



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