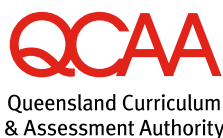


Physical Education General Senior Syllabus 2019 v1.2

Subject report 2020

February 2021

ISBN



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For all Queensland schools

ISBN

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Introduction

The demands of delivering new assessment requirements and processes were amplified by disruptions to senior schooling arising from the COVID-19 pandemic. This meant the new system was forced to adapt before it had been introduced — the number of summative internal assessments was reduced from three to two in all General subjects. Schools and the QCAA worked together to implement the new assessment processes and the 2020 Year 12 cohort received accurate and reliable subject results.

Queensland's innovative new senior assessment system combines the flexibility and authenticity of school-based assessment, developed and marked by classroom teachers, with the rigour and consistency of external assessment set and marked by QCAA-trained assessment writers and markers. The system does not privilege one form of assessment over another, and both teachers and QCAA assessors share the role of making high-stakes judgments about the achievement of students. Our commitment to rigorous external quality assurance guarantees the reliability of both internal and external assessment outcomes.

Using evidence of student learning to make judgments on student achievement is just one purpose of assessment. In a sophisticated assessment system, it is also used by teachers to inform pedagogy and by students to monitor and reflect on their progress.

This post-cycle report on the summative assessment program is not simply being produced as a matter of record. It is intended that it will play an active role in future assessment cycles by providing observations and findings in a way that is meaningful and helpful to support the teaching and learning process, provide future students with guidance to support their preparations for summative assessment, and promote transparency and accountability in the broader education community. Reflection and research are necessary for the new system to achieve stability and to continue to evolve. The annual subject report is a key medium for making it accessible to schools and others.

Background

Purpose

The annual subject report is an analysis of the previous year's full summative assessment cycle. This includes endorsement of summative internal assessment instruments, confirmation of internal assessment marks and external assessment.

The report provides an overview of the key outcomes of one full teaching, learning and assessment cycle for each subject, including:

- information about the application of the syllabus objectives through the design and marking of internal and external assessments
- information about the patterns of student achievement in each subject for the assessment cycle.

It also provides advice to schools to promote continuous improvement, including:

- identification of effective practices in the design and marking of valid, accessible and reliable assessments
- identification of areas for improvement and recommendations to enhance the design and marking of valid, accessible and reliable assessment instruments
- provision of tangible examples of best practice where relevant, possible and appropriate.

Audience and use

This report should be read by school leaders, subject leaders and teachers to inform teaching and learning and assessment preparation. The report is to be used by schools and teachers to assist in assessment design practice, in making assessment decisions and in preparing students for external assessment.

The report is publicly available to promote transparency and accountability. Students, parents, community members and other education stakeholders can learn about the assessment practices and outcomes for General subjects (including alternative sequences and Senior External Examination subjects, where relevant) and General (Extension) subjects.

Report preparation

The report includes analyses of data and other information from the processes of endorsement, confirmation and external assessment, and advice from the chief confirmer, chief endorser and chief marker, developed in consultation with and support from QCAA subject matter experts.

Subject data summary

Subject enrolments

- Number of schools offering the subject: 376.

Completion of units	Unit 1	Unit 2	Units 3 and 4
Number of students completed	5781	6064	6560

Note: Units 3 and 4 figure includes students who were not rated.

Units 1 and 2 results

Number of students	Satisfactory	Unsatisfactory	Not rated
Unit 1	5781	425	15
Unit 2	6064	429	14

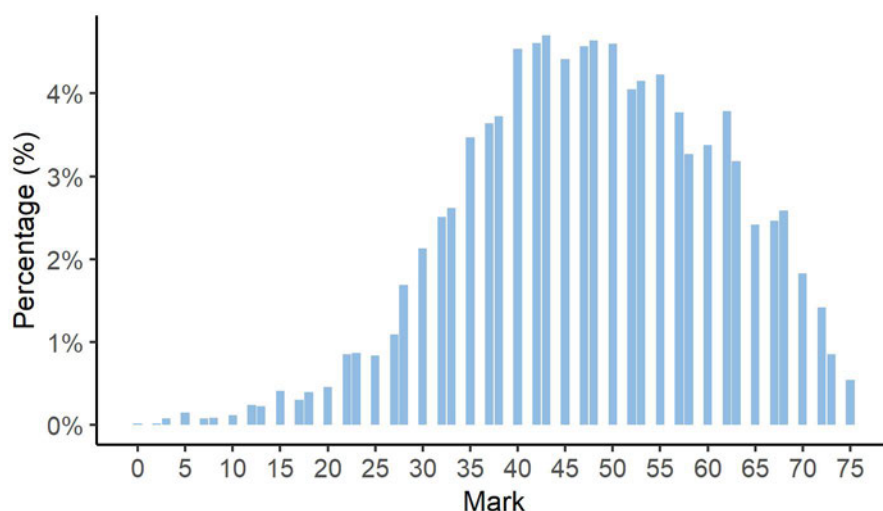
Units 3 and 4 internal assessment results

2020 COVID-19 adjustments

To support Queensland schools, teachers and students to manage learning and assessment during the evolving COVID-19 pandemic in 2020, the QCAA Board approved the removal of one internal assessment for students completing Units 3 and 4 in General and Applied subjects.

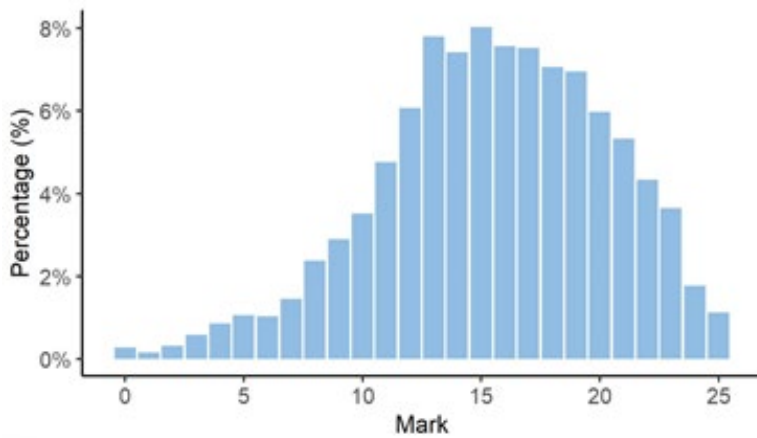
In General subjects, students completed two internal assessments and an external assessment. Schools made decisions based on QCAA advice and their school context. Therefore, across the state some instruments were completed by most schools, some completed by fewer schools and others completed by few or no schools. In the case of the latter, the data and information for these instruments has not been included.

Total results for internal assessment

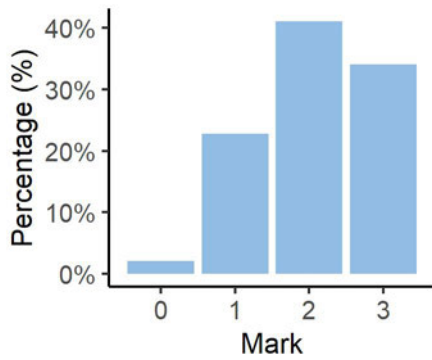


IA1 results

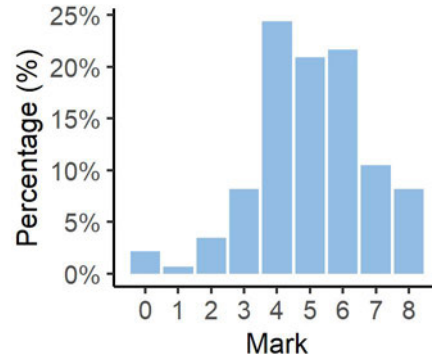
IA1 total



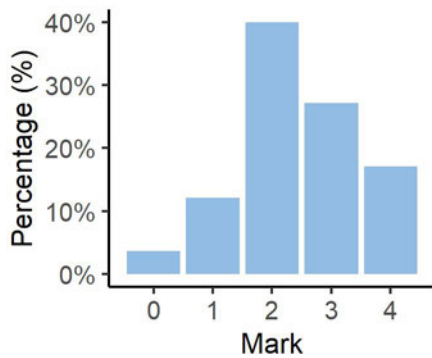
IA1 Criterion 1



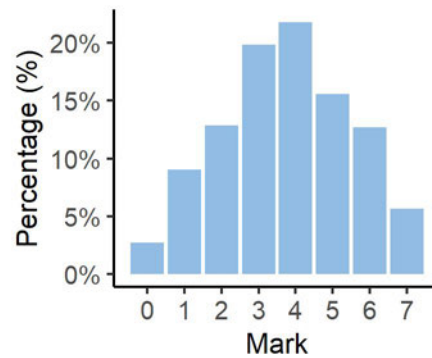
IA1 Criterion 2



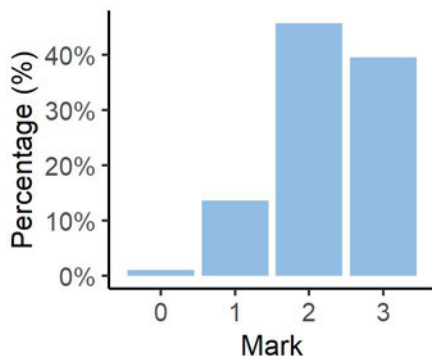
IA1 Criterion 3



IA1 Criterion 4

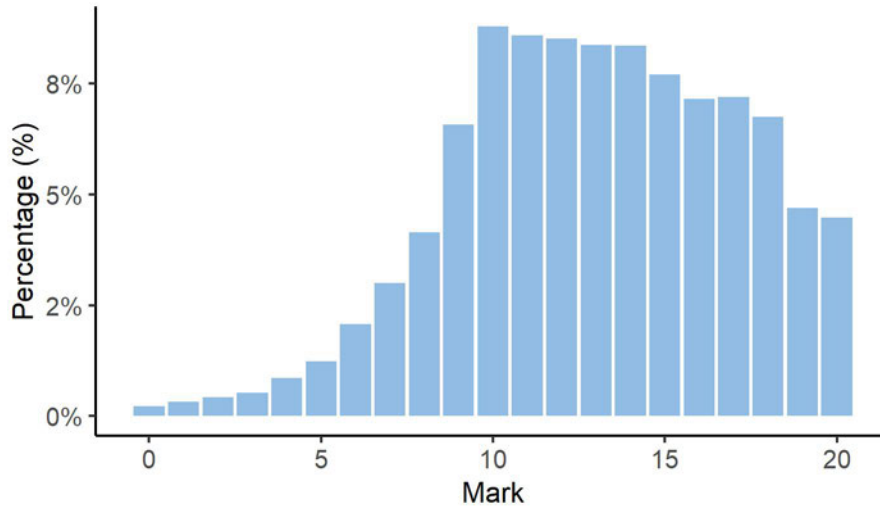


IA1 Criterion 5

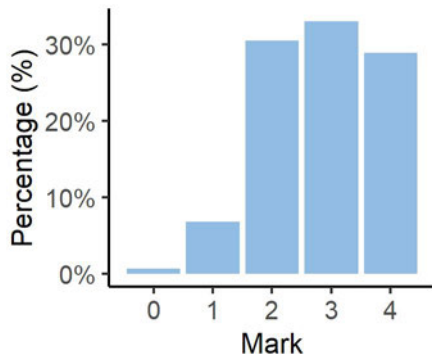


IA2 results

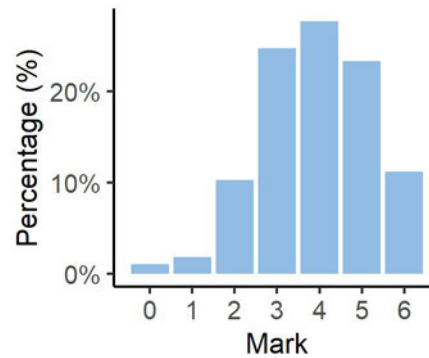
IA2 total



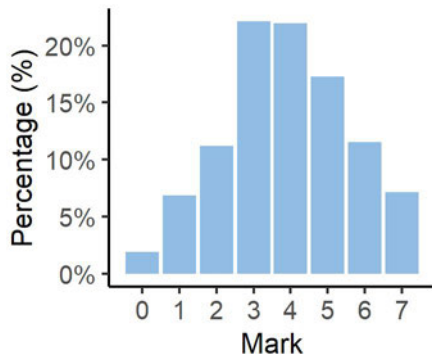
IA2 Criterion 1



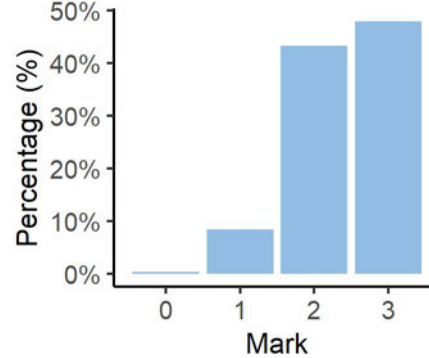
IA2 Criterion 2



IA2 Criterion 3



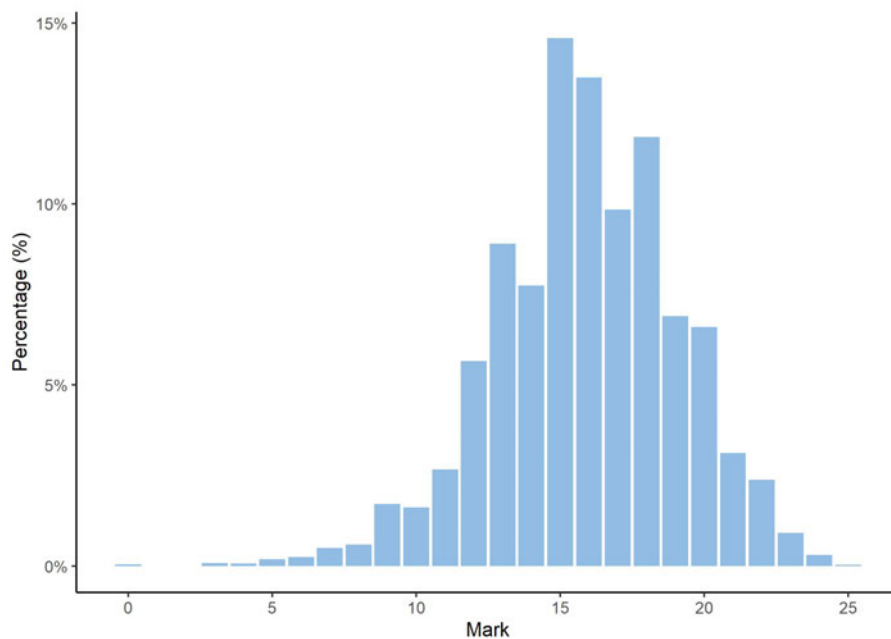
IA2 Criterion 4



IA3 results

Due to COVID-19 pandemic adjustments, there were insufficient student responses to this instrument to provide useful analytics.

External assessment results



Final standards allocation

The number of students awarded each standard across the state are as follows.

Standard	A	B	C	D	E
Number of students	1142	2185	2683	443	10

Grade boundaries

The grade boundaries are determined using a process to compare results on a numeric scale to the reporting standards.

Standard	A	B	C	D	E
Marks achieved	100–80	79–64	63–42	41–16	15–0

Internal assessment

The following information and advice pertain to the assessment design and assessment decisions for each IA in Units 3 and 4. These instruments have undergone quality assurance processes informed by the attributes of quality assessment (validity, accessibility and reliability).

Endorsement

Endorsement is the quality assurance process based on the attributes of validity and accessibility. These attributes are categorised further as priorities for assessment and each priority can be further broken down into assessment practices. Data presented in the assessment design sections identifies the reasons why IA instruments were not endorsed at Application 1, by the priority for assessments. An IA may have been identified more than once for a priority for assessment, e.g. it may have demonstrated a misalignment to both subject matter and to the assessment objective. Refer to the quality assurance tools for detailed information about the assessment practices for each assessment instrument.

Total number of items endorsed in Application 1

Number of items submitted each event	IA1	IA2	IA3
Total number of instruments	381	381	381
Percentage endorsed in Application 1	31	58	17

Confirmation

Confirmation is the quality assurance process based on the attribute of reliability. Teachers make judgments about the evidence in students' responses using the instrument-specific marking guide (ISMG) to indicate the alignment of students' work with performance-level descriptors and determine a mark for each criterion. These are provisional criterion marks. The QCAA makes the final decision about student results through the confirmation processes. Data presented in the assessment decisions section identifies the level of agreement between provisional and final results.

Number of samples reviewed at initial, supplementary and extraordinary review

IA	Number of schools	Number of samples requested	Supplementary samples requested	Extraordinary review	School review	Percentage agreement with provisional
1	376	2025	466	93	31	98.08
2	376	2117	352	35	10	98.47

Internal assessment 1 (IA1)

Project — folio (25%)

This instrument focuses on devising a personal tactical strategy, analysing data and evaluation of the effectiveness of the strategy and personalised performance of body and movement concepts, specialised movement sequences and movement strategies, in the context of one selected 'Invasion' or 'Net and Court' physical activity.

Assessment design

Validity

Validity in assessment design considers the extent to which an assessment item accurately measures what it is intended to measure and that the evidence of student learning collected from an assessment can be legitimately used for the purpose specified in the syllabus.

Reasons for non-endorsement by priority of assessment — validity practices

Validity priority	Number of times priority was identified in decisions*
Alignment	184
Authentication	22
Authenticity	54
Item construction	60
Scope and scale	22

*Total number of submissions: 381. Each priority might contain up to four assessment practices.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that featured:

- an appropriate level of scope and scale, e.g. the folio task focuses on one movement strategy as specified in the syllabus conditions, rather than several movement strategies or principles of play (syllabus Section 4.5.1 and Section 6.1)
- task design allowing students the opportunity to develop unique student responses, e.g. student-centred choice in (syllabus-prescribed) physical activity — position and tactical focus
- authentication strategies that reflected the QCAA guidelines for assuring student authorship
- scaffolding that provided clear instructions about the process students could use to engage with the response requirements, without leading students to a pre-determined response or repeating cognitions from the task description.

Practices to strengthen

It is recommended that assessment instruments:

- address all objectives within the folio and supporting evidence. Concise directives are required to make clear what is required in the development of a strategy within the folio and the needs relating to the evaluation and justification of personal performance. The separate role of the supporting evidence must also be made clear in addressing assessment Objectives 2 and 3 only

- align to physical activity contexts in line with the syllabus-prescribed categories, e.g. ensure the appropriate use of physical activity contexts from the prescribed categories and subject matter (Net and court or Invasion, Section 6.1)
- direct students to use a recognised system of referencing (school decision) when acknowledging sources (see syllabus Section 4.5.1 for the requirements of a multimodal presentation)
- align to the assessment item specifications and language conventions in the syllabus
- provide transparency in the required sequencing of information, using the specifications outlined in syllabus Section 4.5.1
- align to the assessment design in delivering students the opportunity to devise a personal tactical strategy and evaluate the effectiveness using primary and secondary data
- provide item information and clear instructions informing students about the process required to complete the response, e.g. 'to complete this task you must' section showing the required cognitive progressions.

Accessibility

Accessibility in assessment design ensures that no student or group of students is disadvantaged in their capacity to access an assessment.

Reasons for non-endorsement by priority of assessment — accessibility practices

Accessibility priority	Number of times priority was identified in decisions*
Transparency	22
Language	35
Layout	10
Bias avoidance	1

*Total number of submissions: 381. Each priority might contain up to four assessment practices.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that featured:

- bias avoidance provided through clear links between the prescribed content in the syllabus, item specifications and the assessment instrument ISMG
- the use of subject-specific information directing students to the required subject matter
- effective layout elements that delivered clear instructions using the syllabus-prescribed conventions to clarify what is required in meeting the evaluation and justification cognitions.

Practices to strengthen

It is recommended that assessment instruments:

- reinforce the importance of the cognitions as organisational directions in the sequencing of information within the task
- use item specifications and syllabus specified language and terminology to make clear the required sequencing of information (Section 4.5.1).

Assessment decisions

Reliability

Reliability is a judgment about the measurements of assessment. It refers to the extent to which the results of assessments are consistent, replicable and free from error.

Agreement trends between provisional and final results

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional
1	Explaining	98.78	0.9	0.32
2	Demonstrating and Applying	97.17	2.54	0.29
3	Analysing	98.96	0.9	0.14
4	Evaluating and Justifying	96.93	2.95	0.12
5	Communicating	98.53	0.42	1.05

Effective practices

Accuracy and consistency of the application of the ISMG for this IA was most effective when:

- for the Communicating criterion, language and terminology were aimed at a technical audience and focused on achieving a particular purpose, supported by accurate use of referencing and folio conventions
- the qualifier *discerning* was matched to responses in the recognition and explanation of task, learner and environmental constraints and the principles of decision-making
- the submission of supporting (2–3 min of video) evidence was a separate MP4 file (as per confirmation submission information) that
 - clearly and appropriately identified the student and the video provided evidence of the student performing in one position (as relevant) within multiple principles of play
 - did not contain commentary or distracting or inappropriate comments from behind the camera
 - was within an authentic performance environment (contextualised), as per syllabus requirements, and was not merely a demonstration of movement sequences or strategies in isolation.

Samples of effective practices

The following are excerpts from a response that illustrates the characteristics for the criteria at the performance level indicated. The sample may provide evidence of more than one criterion. The

characteristics highlighted may not be the only time the characteristics have occurred throughout the response.

Explaining (3 marks)
accurate recognition and discerning explanation of

- task, learner and environmental constraints and principles of decision-making about one movement strategy
- two body and movement concepts, including quality of movement and one other, about the specialised movement sequences and movement strategies.

Note: The spoken mode delivered in conjunction with the supporting slides clearly provided accurate and discerning delivery addressing the required subject matter within this criterion.

TASK CONSTRAINTS

- Task Constraints: "constraints related to outside of the body, a specific task or skill." (McGraw-Hill, 2011).
 - My task constraints: the role of a setter- needing to position myself appropriately to receive the ball above head height and setting in the correct position for the hitter to receive the ball in an optimal position.
 - As a cognitive learner, I struggle to perform this process.

LEARNER CONSTRAINTS

- Learner Constraints: characteristics specifically related to the athlete and their abilities. (McGraw-Hill, 2011).
 - My Learner constraints: my height, which will obviously improve my ability in performing a front court set without being required to execute a jump set.
 - However my lack of confidence and game knowledge will negatively impact my ability to achieve a set at an optimal level.

ENVIRONMENTAL CONSTRAINTS

- Environmental Constraints: "are the characteristics in the environment that change the level of difficulty of a task" (Doig, 2017).
 - My environmental constraints: the net height, which may either assist or inconvenience the result of my set in relation to my height. The skill of my team mates receiving the ball after my set.

- task, learner and environmental constraints and principles of decision-making about one movement strategy.

DECISION MAKING

- Plays a vital role in an athlete's performance.
- Steps of decision making:
 - Reading the play
 - Recognising affordances
 - Responding with movement
 - Reacting to the specific details of the environment
 - Recovering following the movement
- The 'No Go Land' drill implemented these steps, improving my skills as a setter.



Communicating (3 marks)

discerning decision-making about and accurate use of

- written or spoken and visual features to achieve a particular purpose
- language suitable for a technical audience
- referencing and folio genre conventions.

TACTICAL AWARENESS

- Tactical Awareness: "the ability to know your role and have positional awareness...possessing the ability to make good decisions." (Flaherty, 2018)
- Tactical awareness is a vital aspect in an athlete's performance in volleyball, along with concepts such as quality of movement, spatial awareness, body awareness and relationships or connections with objects and teammates.
- Decision making: "fundamental element of any sport, especially open, fast, dynamic team sports such as volleyball" (Kaya, 2014).



BODY AND MOVEMENT CONCEPTS

- Spatial Awareness: "A well thought-out awareness of things in the space around us. It also deals with the awareness of our body's position in space." (Otimo, 2012).
 - When setting, the athlete must position themselves underneath the ball's flight path in time to be able to decide strategically to which hitter, they will set the ball to for the preferred outcome within the game.
 - 'No Go Land' drill employed to learn how to utilise space (looking for gaps, obeying game perimeters, filling gaps, reacting quickly and observing my opponent's behaviour and movements.)
- Relationships
 - Focusing on my interaction with teammates, opponents and objects such as the ball
 - Working against my opponent to counteract their movements, working with my teammate in order to defend our boundary and how to interact effectively with the ball to score.
- The quality of my movement was also enhanced (accuracy, timing and outcomes) through this drill, with the acquired skills assisting me in analysing the opposition in volleyball to decide which hitter I will set the ball to and in which place I will situate the ball, allowing the hitters to score, making the ball fall in the gaps on the opposition's side of the court.



- referencing and folio genre conventions.

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Practices to strengthen

To further ensure accuracy and consistency of the application of the ISMG in this IA, it is recommended that:

- when *evaluating*, teachers provide opportunities for students to evaluate personal performance within the folio 9–11 minutes. Some submissions had evidence of ‘evaluation of performance’ in the supporting 2–3 minutes of demonstrating and applying evidence. It is imperative that the 9–11 minute folio provides evidence of only Objectives 1, 4, 5, 6 and 7, and the supporting evidence (separate file) of 2–3 minutes only provides evidence of Objectives 2 and 3. Teachers need to ensure that students have a greater understanding of the relevance of, and process in, delivering the evaluation of personal performance in informing the tactical strategy design, implementation and justification
- for the Analysing criterion, teachers direct students to ensure the analysis is comprised of both primary and secondary data — what this looks like, purpose and importance — as it was clear that often students relied on only primary or only secondary data. Often this was a limiting factor in applying the ISMG
- subject matter relating to ‘principles of decision-making’ is specifically referenced in student submissions. This subject matter, in the syllabus, relates to ‘Read, Respond, React, Recover’ and yet this was often addressed in a superficial or general manner or missing from student responses altogether. This subject matter was also often included in a ‘definition’ manner rather than applied to personal performance or the effectiveness of the tactical strategy and as such, not meeting the needs of the performance-level descriptors in the Explaining and Analysing criteria
- teachers make clear that the evidence in the recognise and explain cognitions must establish a link to the prescribed physical activity context (physical activity and/or position)
- teachers make clear that only subject matter that is relevant to Unit 3 should be evident in the 9–11min folio and ensure that subject matter from Units 1 and 2 is not used
- teachers provide students with a clear understanding of the definitions of a *strategy*, tactical awareness and *tactical strategies* found in the syllabus glossary, to strengthen understanding and deliver clarity for students in addressing the assessment requirements

- teachers make clear the need for relationships between criteria to be evident, e.g. without first achieving a high level in explaining, analysis and synthesis, it is unlikely for a response to achieve a high level in evaluation and justification.

Internal assessment 2 (IA2)

Investigation — report (20%)

Students are required to research an ethical dilemma through the collection, analysis and synthesis of primary data and secondary data. The investigation uses research or investigative practices to assess a range of cognitions in a class, school or community physical activity context. Students devise an ethics strategy and analyse and synthesise data relating to this dilemma in the process of evaluating the effectiveness of the strategy in optimising engagement in the identified physical activity context.

Assessment design

Validity

Validity in assessment design considers the extent to which an assessment item accurately measures what it is intended to measure and that the evidence of student learning collected from an assessment can be legitimately used for the purpose specified in the syllabus.

Reasons for non-endorsement by priority of assessment — validity practices

Validity priority	Number of times priority was identified in decisions*
Alignment	96
Authentication	8
Authenticity	42
Item construction	42
Scope and scale	9

*Total number of submissions: 381. Each priority might contain up to four assessment practices.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that featured:

- authentication, supported through the provision of an appropriate class, school or community contextualisation, focusing on the ethical dilemma and providing meaningful connection to the framework of the assessment instrument
- authentication strategies that allowed the opportunity for unique student responses
- an appropriate level of scope and scale within syllabus-prescribed contexts.

Practices to strengthen

It is recommended that assessment instruments:

- provide alignment through a meaningful, realistic and appropriately challenging context that allows students to respond within a class, school or community physical activity context, e.g. a specific context which is localised and therefore ensures personal engagement
- improve authentication in item construction in directing students to use a recognised system of referencing when acknowledging sources
- contain item information that provides clear instructions, informing students about the process required to complete the required cognitive progressions

- provide scaffolding that does not repeat or redefine information already provided or direct students towards responding in a predetermined fashion.

Accessibility

Accessibility in assessment design ensures that no student or group of students is disadvantaged in their capacity to access an assessment.

Reasons for non-endorsement by priority of assessment — accessibility practices

Accessibility priority	Number of times priority was identified in decisions*
Transparency	4
Language	9
Layout	3
Bias avoidance	1

*Total number of submissions: 381. Each priority might contain up to four assessment practices.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that featured:

- transparency of the links between the prescribed subject matter in the syllabus, the assessment item specifications and the provided ISMG
- instructions making clear the focus of the evaluation and justification cognitions and a clear and logical progression to assist the sequencing of information
- a framed context accessible by all students
- use of language and syllabus terminology in line with the syllabus specifications and assessment objectives, ensuring bias avoidance.

Practices to strengthen

It is recommended that assessment instruments:

- use the language from the subject matter, transferred into an educational setting, reflecting alignment to the assessment objectives and delivering a personal and contextualised learning experience within an appropriately challenging class, school or community physical activity context (syllabus Section 4.5.2, Description).

Assessment decisions

Reliability

Reliability is a judgment about the measurements of assessment. It refers to the extent to which the results of assessments are consistent, replicable and free from error.

Agreement trends between provisional and final results

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional
1	Explaining	98.6	1.15	0.24
2	Analysing	98.57	1.23	0.2
3	Evaluating and Justifying	97.17	2.74	0.09
4	Communicating	99.53	0.09	0.38

Effective practices

Accuracy and consistency of the application of the ISMG for this IA was most effective when:

- explicit evidence of the cognition and required subject matter matched clearly to the characteristics of the ISMG
- responses consistently and accurately recognised and explained ethics and values, including clear specification of an ethical dilemma within the prescribed context.

Samples of effective practices

The following is an excerpt from a response that illustrates the characteristics for the criteria at the performance level indicated. The sample may provide evidence of more than one criterion. The characteristics highlighted may not be the only time the characteristics have occurred throughout the response.

Explaining (4 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.

Note: The student clearly recognises the ethical dilemma, considers ethics and values and uses the ethical decision-making model to make clear the process of coming to an ethical decision.

Introduction

The purpose of this task, is to address an ethical dilemma produced by the use of scholarships in the [redacted] competition and develop an ethics strategy by using the Ethical Decision-Making Framework. An ethical dilemma is a problem in the decision-making process between two possible options, neither of which is absolutely acceptable from an ethical perspective (Social Worker, 2014). This dilemma will be analysed with respect to my own personal ethics and values, in order to develop the most suitable and ethically correct strategy. Ethics are a person's moral principles and beliefs that governs how they act in different situations and how they lead their lives. Values are what *you* believe is good, desirable, or worthwhile, they are the motive behind purposeful action. Incorporating ethics and values is of paramount importance when assessing an ethical dilemma. The Ethical Decision-Making Framework, Figure 1, is simple, practical framework, used by a number of agencies and sporting bodies, to be used as a guide when making decisions as ethical dilemmas. This framework consists of four separate stages as can be seen below. The ethical dilemma that will be discussed is how scholarships affect the ethics and integrity of the [redacted] sporting system. Integrity is a quality of being honest and having strong moral principles, and for the [redacted], this should mean equal treatment for all involved within their community, also known as fair play. This is considered an ethical dilemma because it meets all conditions required of one. I will be the 'agent', I will be required to develop an ethical strategy in order to find the most suitable course of action for this dilemma. There is also multiple paths to choose from with no path that satisfies every stakeholder's beliefs.

Figure 1: Ethical Decision-Making Framework.



Analysing (6 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.

A stakeholder is a person or group with an interest or concern in something and without it, the organisation would cease to exist. When developing an ethical strategy, it is integral to account for their ethics and values, and to ensure integrity and fair play is provided for each person or group.

There are four main stakeholders when it comes to the [redacted], the first being the owners, whose priority is to have the [redacted] to be a well-known, high quality sports competition. They want every school to be able to compete at the highest level, while also maintaining high competitiveness so as to not just have a sport dominated by one school. This means that they value fair play and integrity extremely highly. The next stakeholder is the schools in the [redacted] competition, however, they do not all have the same ethics and values. Some schools are not concerned about their results in each sport, instead, are focussed on providing students with a quality education. Other schools, while they do provide a quality education, prioritise their results in all aspects of the [redacted] competition over anything else. Alternatively, some schools are content with only being competitive in a few sports, placing all their interest in these. This shows a ranging beliefs on what the schools value. Another stakeholder is the students, they want to win trophies, whether in a competitive league or not, while also receiving a quality education from the schools. The final stakeholder is the parents of the students, they do encourage the [redacted] competition, however, their main priority is for the children to be provided a superior education from other schools while also wanting their [redacted] to play in a fair and integral competition.

Discussion

Primary Data

The primary data for this task was gathered by a face-to-face survey, Table 1, conducted on 56 grade 11 and 12 students at [redacted]. This was done [redacted] is one of the stakeholder schools within the [redacted], therefore, the students are also stakeholders. Additionally, a number of questions, Table 2, were developed for [redacted]. The questions asked, focussed specifically on how the integrity and fair play of the [redacted] competition is impacted by scholarships. Additionally, these stakeholders' values and ethics were identified.

Table 1: Student Survey

QUESTIONS	YES	NO
Do you support sports scholarships?	56	0
Should schools have caps on sports scholarships?	24	32
Should schools be forced to give scholarships to improve/support their sports programs?	2	54
Should schools be made to spread scholarships over all sports?	28	28
Do you think it is fair how schools give different amounts and types of scholarships?	37	19
Do scholarships have too much impact on which schools win [redacted] competitions?	41	15

Table 2: [REDACTED]

What is the scholarship plan/ethos of [REDACTED]?
What is the [REDACTED] sport policy for the use of sporting scholarships?
Which schools give the most scholarships?
Is there a significant difference in scholarship amounts given between [REDACTED] schools?
Does the number and amount of scholarships given translate to winning more 1sts competitions?
How hard is it for [REDACTED] to compete with other [REDACTED] schools to recruit quality athletes?
Should there be a cap on sporting scholarships in [REDACTED] schools?
When did scholarships first start to occur and was there a big advantage to the first schools who used them?

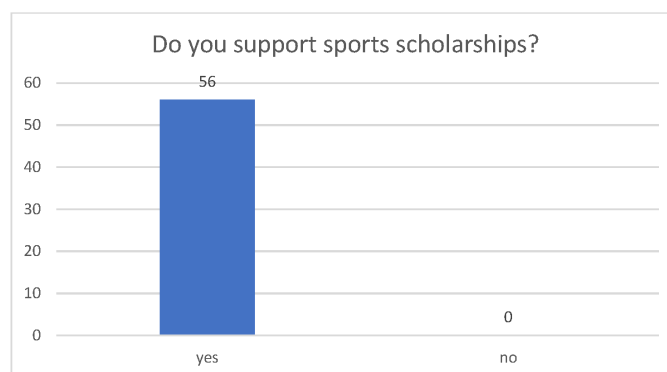
Secondary Data

Providing scholarships to students is not something unique to the [REDACTED] and its schools, instead, is a widely used practice around the world. By examining the contrasting scholarship schemes at different colleges and schools, a better perception of the pros and cons, and impact on the integrity and fair play of the community, can be comprehended. When used correctly scholarships are a tool for good, they can provide less privileged students a chance to receive a better education, that they otherwise would not be able to afford (prosandcons, 2018). This promotes a system that produces integrity in a positive manner, due to the fact that it does not exclude anybody. No matter the wealth class, or cultural background, everyone is treated equally. Additionally, scholarships provides students a chance to participate in higher quality training with other athletes of a similar skill level. This stops the student's development from stalling, and guarantees improvement, while also maintaining a certain level of fair play required, by guaranteeing a well-rounded competition.

Although scholarships do a world of good, they are not perfect. For instance, some schools may be so focussed on increasing their sporting prestige and dominance, that the other students may suffer along with the integrity of the educational process (Global Policy Journal, 2013). This is because the students offered a scholarship may not care about anything but their sport, this means that the education and school experience of other students is affected. By bringing in new students, the culture and ideals of the school are disregarded, because they have not been developed with the same knowledge, as students that have been at the school for a number of years. This does not indicate strong moral principles or values, instead integrity and fair play is disregarded for the sake of reputation.

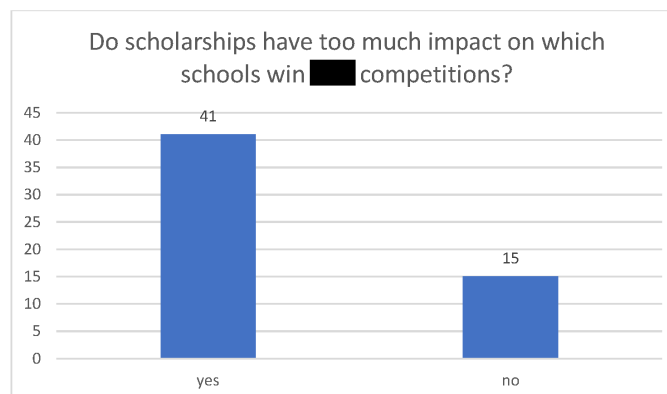
Analysing and Synthesising Data

Graph 1: One of the questions asked in the survey.



This data in Graph 1 clearly shows that schools providing scholarships is widely supported by the student stakeholders in the [redacted]. Meaning that they believe that the benefits of scholarships outweighs that of the issues that accompany it. This idea is backed up by [redacted] who says that [redacted] to give [redacted] local students and country students (boarders) the opportunity to come to a quality school which they may not otherwise have had. Scholarships are often means-tested to ensure they go to those who otherwise could not afford it." These results show that scholarships are an integral part of the [redacted] competition, and that eliminating them entirely would cause more harm than good. Additionally, smaller schools are able to bring in students to help compete against bigger schools with more people in a smaller geographical area. This improves the equality and fairness of the competition, while also being beneficial for large schools as they are able to guarantee better athletes. This is also good for parents too, who may not have been able to afford a private school education without the assistance of a scholarship.

Graph 2: One of the questions asked in the survey.



Evaluating and justifying (7 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.

Graph 2, displays that the student stakeholders believe that scholarships provide too much of an influence on the competition and the winning school. This can be as a result of the difference in size of schools; bigger schools with a large waiting list don't need to worry about offering scholarships for numbers. Instead, they can focus on bringing in quality athletes to whatever sport they are weak, providing that extra bit of strength to go with the home-grown students in their teams. mentioned when asked about the impact of scholarships on the, "Scholarships don't always account for this (winning the competition), quite often it's the home-grown students who have been together a while, and/or those who buy into the school culture and ethos, who are successful." Smaller schools do not have this same luxury, they can bring in a large number of scholarships, however, they must search for all-rounders, while still trying to keep up the academic standard of the school. This means that if they do not have a number of quality athletes in one sport, then it will be extremely difficult to compete with the bigger schools who are able to fixate on that sport. This illustrates a tension to the integrity and fair play of the larger schools. Should they reduce their scholarship offers? Or do they use this unethical situation to their advantage? This inequity presented to larger schools affects the integrity and fairness of the competition and the respective ethics and values.

This data gathered regarding the state of scholarships in the competition, shows similarities to the American College system. This is because, in the American College system, the bigger schools, mainly privately owned, are dominating competitions leaving smaller schools unable to compete for titles. This can be seen in the NCAA division 1 soccer results over the past five years, with only one public university winning (NCAA, 2020). This does not emulate high integrity values or fair play with this scholarship system, instead it represents an operation that rewards higher social classes by diminishing any notion of ethically correct morals and values. By having certain schools constantly winning, their prestige builds, making it even more difficult to compete against, resulting in the smaller schools falling further behind. For the, this causes a tension between the owners and the schools, by taking advantage of their prestige and location, the bigger schools are able to stack a sport up with scholarship students, leaving the competition unbalanced. For me, scholarships are positive and can be extremely beneficial, but only when used with integrity and ethics, which at the moment, they are not.

Ethical Strategy

To solve this issue, I have developed and evaluated an ethical strategy, which is step three and four of the Ethical Decision Making Framework (Figure 1). The strategy in mention, is that the sporting scholarship scheme will be adjusted so that schools must now provide a certain number of scholarships across all sporting codes that are part of the competition. Previously, schools would exploit the system by only providing scholarships to athletes in a singular sport, one that is considered more 'important' by the school than others. This showcases an unfairness, with respect to the fact that other schools may not be fostering the same opinions on the importance of the sport, resulting in an uneven competition, as can be seen in Graph 2. Additionally, a lack of integrity is displayed, in regards to the fact students that compete in what is considered a less 'important' sport do not have the same access to an equitable competition. This ethical strategy should abolish this unfairness and lack of integrity, by reducing the schools' ability to unbalance a sport and by forcing them to provide more opportunities to students no matter the sport. Therefore, optimising integrity and positive engagement in physical activity by not just making the competition all about winning. The strategy will work like this; for example, each school must provide at least 10 scholarships per year, with 2 of those scholarships for football, another 2 for rugby, etc. By forcing schools to provide scholarships and evenly distribute them, more opportunities are provided for

**Communicating
(3 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.

Note: The use of written and visual features is evident throughout the response, consistent use of language for a technical audience and adherence to referencing and the required genre conventions.

disadvantaged students, and the quality and fairness of each sport is enhanced. A potential limitation for this ethical strategy is that some schools may recruit better students in certain sports, which may limit the fairness of the competition, however, this is practically unavoidable and does not impact the ethics of the situation as they are still upholding their integrity by providing greater opportunities for the community.

Conclusion

“The aim of the Great Public Schools’ Association of Queensland has been to provide exceptional opportunities for participation, to encourage the pursuit of excellence and to nurture a spirit of fellowship, through its extensive sports and activities program.” [REDACTED]. By requiring schools to provide scholarships across all sports, the goal for exceptional opportunities in participation is satisfied, which addresses the needs for the parents and student stakeholders. Furthermore, by allowing smaller schools a chance to compete against the bigger schools, a spirit of fellowship is shown, resulting in greater ethics and integrity in general for the [REDACTED]. This meets the requirements for the owners, in providing quality and competitive sports. For some school stakeholders, this change is not ideal as it eliminates their advantage against other schools, however, this increase in ethics and integrity outweighs this issue. This is because, “Sport needs to be safe, it needs to be fair, it needs to be honest, respectful and have integrity. Without these things sport can lose its relevance and meaning.” (PlaybytheRules, 2020).

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Practices to strengthen

To further ensure accuracy and consistency of the application of the ISMG in this IA, it is recommended that:

- for the Explaining criterion, teachers inform students to devise an ethics strategy to address an ethical dilemma and not an equity strategy to address an equity or access dilemma
- responses contain a *discerning* explanation of integrity and fair play. Teachers should ensure students develop a deeper understanding of the concepts and the tensions that exist in relation to integrity and fair play. Across the state, student samples did not show an accurate understanding of these concepts. IA2 requires a student to evaluate the effectiveness of the ethics strategy to optimise integrity and positive engagement — this was superficial in nature across student samples
- when specifying a context, teachers ensure that students are not led towards an ethical dilemma that makes it difficult to analyse data sets, in ascertaining the relationships and tensions that exist relating to integrity and fair play. Some framed contexts led to responses about fairness in accessing community facilities for a specific physical activity. This impacted the evidence available to be matched to the ISMG using ethics and integrity subject matter

- teachers ensure scaffolding does not lead students to deliver consistent or pre-determined responses throughout the class. In addition, when using class-provided data sets, teachers need to ensure they are not limiting the range of responses within a cohort and creating an academic integrity issue. Limit task scaffolding, instead providing frameworks to support students to unpack the concepts independently and gather and synthesise meaning from data independently to ensure unique student responses
- teachers make clear the need for relationships between criteria to be evident, e.g. without first achieving a high level in explaining, analysis and synthesis, it is unlikely for a response to achieve a high level in evaluation and justification.

Internal assessment 3 (IA3)

Project — folio (30%)

This instrument focuses on devising a personal training strategy, analysing data and evaluation of the effectiveness of the training strategy and personal performance of body and movement concepts, specialised movement sequences and movement strategies.

Assessment design

Validity

Validity in assessment design considers the extent to which an assessment item accurately measures what it is intended to measure and that the evidence of student learning collected from an assessment can be legitimately used for the purpose specified in the syllabus.

Reasons for non-endorsement by priority of assessment — validity practices

Validity priority	Number of times priority was identified in decisions*
Alignment	273
Authentication	24
Authenticity	38
Item construction	55
Scope and scale	12

*Total number of submissions 381. Each priority might contain up to four assessment practices.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that featured:

- the opportunity for unique student responses. The context related to the subject matter for energy, fitness and training and provided a clear overview (scope and scale) and framework for the assessment task
- authentication strategies that reflected the QCAA guidelines for assuring student authorship.

Practices to strengthen

It is recommended that assessment instruments:

- address all objectives within the folio and supporting evidence. Concise directives are required to make clear what is required in the development of a strategy within the folio and the needs relating to the evaluation and justification of personal performance. The separate role of the supporting evidence must also be made clear in addressing assessment Objectives 2 and 3 only
- direct students to justify the effectiveness of personal performance of specialised movement sequences and two movement strategies by applying two body and movement concepts — quality of movement and one other — to appraise the outcomes, implications and limitations
- provide instruction to devise a competition phase training strategy (syllabus Section 5.4.1)
- use physical activity contexts in line with the syllabus-prescribed categories, e.g. ensure the appropriate use of physical activity contexts from the prescribed categories (Net and court or Invasion, syllabus Section 6.1)

- provide scaffolding that provides clear instructions about the processes they could use to complete the response (cognitive progressions and sequencing or information) or the presentation requirements, but should not lead students to a pre-determined response or repeat cognitions from the task description
- aim at an appropriate level of scope and scale, e.g. the folio task focuses upon one movement strategy as specified in the syllabus conditions, rather than several movement strategies or principles of play (syllabus Section 5.4.1).

Accessibility

Accessibility in assessment design ensures that no student or group of students is disadvantaged in their capacity to access an assessment.

Reasons for non-endorsement by priority of assessment — accessibility practices

Accessibility priority	Number of times priority was identified in decisions*
Transparency	20
Language	51
Layout	22
Bias avoidance	3

*Total number of submissions: 381. Each priority might contain up to four assessment practices.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that featured:

- transparency, provided through the clear links between the prescribed content in the syllabus, item specifications and the ISMG
- transparency in the required conventions, free for spelling errors and grammatically correct
- clear instructions using the syllabus-prescribed specifications to support bias avoidance in meeting the evaluation and justification cognitions, and using subject-specific information directing students to the required subject matter.

Practices to strengthen

It is recommended that assessment instruments:

- ensure syllabus-prescribed language conventions are embedded into the task so that it is clear how students are expected to respond. The importance of the cognitions needs to be reinforced as organisational directions to the sequencing of information within the task.
- use the format of the item specifications and syllabus specified language and terminology to assist in providing an effective layout to support the transparency of the task.

Assessment decisions

Due to COVID-19 pandemic adjustments, there were insufficient student responses to this instrument to provide useful analytics.

External assessment

Examination — combination response (25%)

Assessment design

Assessment specifications and conditions

The examination requires students to respond to unseen questions about subject matter from Unit 4: Topic 1. This examination was a single assessment instrument with multiple parts, including:

- Section 1 (10 marks) — 10 multiple-choice questions
- Section 2 (28 marks) — 2 short-response questions
- Section 3 (24 marks) — 1 extended-response question.

Conditions

- Time: 2 hours plus 15 minutes perusal time.
- Length: 800–1000 words in total, including
 - short paragraph response items of 150–250 words per item
 - an extended response to stimulus of 400 words or more.

The assessment instrument consisted of one examination paper with three sections.

Questions were derived from the context of Unit 4 Topic 1, Energy, Fitness and training and physical activity.

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

1. recognise and explain energy, fitness and training concepts and principles about movement
4. analyse and synthesise data to devise strategies about energy, fitness and training
5. evaluate training strategies about movement
6. justify training strategies about movement
7. make decisions about and use mode-appropriate features, language and conventions to communicate meaning to inform a technical audience.

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

Stimulus used for multiple-choice, short-response and extended-response questions contained data (quantitative) in the form of tables, graphs and/or graphical representations of movement. Students were required to analyse and synthesise data in stimulus to synthesis meaning, devise a training strategy, modify or maintain a training strategy, and/or evaluate and justify decisions related to energy, fitness, training and physical activity.

Stimulus was created by subject matter experts and focused on the purposeful collection of authentic student responses demonstrating the required depth of knowledge and understanding for the Unit 4 subject matter.

Assessment decisions

Overall, students responded well to the following assessment aspects:

- recognising and explaining energy, fitness and training concepts and principles about movement
- demonstrating knowledge and understanding through integrated learning that aligned with syllabus-prescribed categories of physical activity (Invasion, Net and court and Performance)
- justifying devised training strategies about movement using mode-appropriate features, language and conventions, to communicate meaning to inform a technical audience.

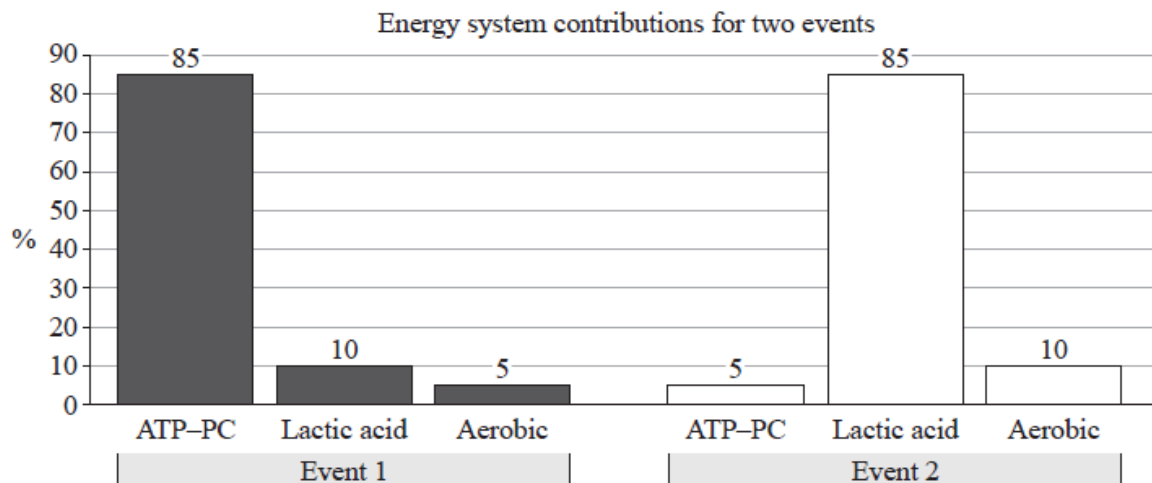
Effective practices

The following samples were selected to illustrate highly effective student responses in some of the assessment objectives of the syllabus.

Multiple-choice item response

QUESTION 8

The graph shows the energy system contributions for two sporting events.



Which event pairing is best represented by the data?

	Event 1	Event 2
(A)	400 m sprint event	100 m sprint event
(B)	100 m sprint event	800 m running event
(C)	200 m sprint event	1500 m running event
(D)	110 m hurdle event	5000 m running event

Validity argument:

Syllabus alignment:

- recognise and explain which energy systems are used in physical activity. Energy systems include:
 - ATP-PC — provides energy anaerobically, without oxygen, for high intensity, short duration exercise
 - lactic acid — provides energy anaerobically, without oxygen, for high intensity, moderate duration exercise, where ATP is resynthesised using muscle glycogen as the fuel, with resulting lactate formation
 - aerobic — provides energy aerobically, with oxygen, for sub-maximal intensity, longer duration exercise

Key: B

The event pairing indicated in option B has direct and exclusive connection to the stimulus.

Event 1 (100m sprint) makes evident the primary contribution from the ATP-PC whilst acknowledging superficial contributions to the interplay across the remaining energy systems.

Event 2 (800m running) makes evident the primary contribution from the lactic acid system and references aspects of interplay resulting from the remaining energy systems.

Distractors:

A – Event 1 – Implausible due to event duration – this event would primarily require interplay from both the ATP-PC and Lactic Acid systems. Event 2 - Implausible due to event duration – this event would primarily require ATP-PC contributions.

C – Event 1 – Plausibility exists due to duration. Event 2 - Implausible due to event duration – this event would primarily require interplay between the Lactic acid and Aerobic energy systems.

D – Event 1 – Plausibility exists due to duration. Event 2 - Implausible due to event duration – this event would primarily require contribution from the Aerobic energy system.

Short response

Item11

This question required students to explain how training intensity would change over the course of each of the four training phases, and refer to how training zones and percentage of maximum heart rate (MHR) contribute to optimising performance at competition

Effective student responses:

- demonstrated a discerning explanation of how the changes in the training zones optimise competitive performance
- demonstrated a discerning explanation of how the changes in the percentage of maximum heart rate (MHR) optimise competitive performance.

Student sample of effective responses

This excerpt has been included to demonstrate the required cognitive application prescribed by the question. Specifically:

- recognition and explanation of the four training phases as prescribed in the syllabus subject matter

- discerning explanation, across the response, of the link between interrelated subject matter contexts that demonstrate knowledge and understanding of how manipulation of the intensities of MHR within each training phases optimises competitive performance
- effective decisions about and use of mode-appropriate features, language and conventions to communicate meaning to inform a technical audience.

**High-level response
(8 Marks)**

This response demonstrates a discerning explanation of how the changes in the training zones optimise competitive performance. (4 Marks)

This response demonstrates a discerning explanation of how the changes in the percentage of maximum heart rate (MHR) optimise competitive performance. (4 Marks)

Training intensities change over the course of the four training phases of preparatory phase, pre-competition phase, competition phase and transition phase. Intensities change in order to target specific energy systems, fitness components and goals an individual has for their physical activity or sport. Within the preparatory phase, the intensity is relatively low ~~at~~ around ~~approximately~~ with the percentage of maximum heart rate below 80%. The intensity is generally low in the preparatory phase because the phase ^{aims to} target the aerobic system and the fitness components of

aerobic capacity and muscular endurance to increase VO_2 max and the training zones near the anaerobic threshold. The intensity of training then increases from the preparatory phase to the pre-competition phase and the volume of work decreases in order to prepare the body for competition. The pre-competition phase targets the lactic acid and ATP-PC system whilst maintaining the aerobic capacity ~~produced~~ ^{built} from the preparatory phase, the percentage maximum heart rate in the pre-competition phase is approximately 80-95% MHR. The pre-competition ^{phase} aims to taper and peak an individual for their competition phase; higher intensities replicate game situations. The ~~intensity~~ intensity then further increases from the pre-competition phase to the competition phase to ~~to~~ optimise performance. The competition phase intensity is approximately 95% and above MHR, and is within the ATP-PC system. The competition phase aims to consolidate skills the sport ~~needs~~ requires. The last phase is the transition phase, in which the intensity ~~increases~~ ^{decreases} to below 80% MHR, ^(usually 50% MHR) and aims to let the individual recover from the demands of the competition phase.

Item12

This question required students to:

- Identify the component of fitness targeted by the mesocycle in Stimulus 1 in the stimulus book. Explain how four indicators from the stimulus support your identification.
- Evaluate how training principles and energy systems are used to support the improvement of this component of fitness across the four-week training progression in Stimulus 1. Justify your response using the stimulus.

Stimulus 1

The training progression outlined in the table is repeated on 2 non-consecutive days each week during a 4-week pre-competition mesocycle. The activities are completed in the order presented within the session plan.

Note: Back squat is a squat where the barbell is placed across the shoulders at the back of the neck.

Note: 1RM = 1 repetition maximum, a measure of the maximum weight a person can lift in 1 repetition.

	Activity	Work	Rest within activity
Work	10 minutes skipping	Focus on constant movement	No rest within activity. No rest before next activity.
Work	3 sets of mobility circuit: • 10 air squats • 20 sit-ups • 10 lunges each leg • 10 push-ups	Focus on constant movement	No rest between sets.
Rest	1 minute rest before next activity.		
Work	3 sets of barbell (no weights) circuit: • 8 lunges each leg • 8 back squats	Focus on constant movement	No rest between sets.
Rest	2 minutes rest before next activity.		
Work	Back squats (weighted) from rack: 4 minutes exercise-specific warm-up, then 3 sets	Week 1: 12–15 repetitions at 60% 1RM Week 2: 12–15 repetitions at 60% 1RM Week 3: 10–12 repetitions at 70% 1RM Week 4: 10–12 repetitions at 70% 1RM	Rest 60 seconds between sets.
Rest	4 minutes rest before next activity.		
Work	Box jumps: 5 sets	Week 1: 3 repetitions Week 2: 5 repetitions Week 3: 7 repetitions Week 4: 10 repetitions	No rest between repetitions. 90 seconds rest between sets.
Rest	4 minutes rest before next activity.		

Effective student responses:

- identified that muscular endurance is the component of fitness targeted in the stimulus mesocycle and explained 4 indicators (from the stimulus) that support the identified component of fitness
- provided a discerning justification of how the training principles support the improvement of the component of fitness
- provided a discerning justification of how the energy system supports the improvement of the component of fitness
- provided a critical evaluation of the effectiveness of the mesocycle and uses comprehensive evidence from the stimulus to support evaluative statements.

Student sample of effective responses

This excerpt has been included to demonstrate:

- for 12a)
 - the correct recognition of the fitness component subject matter and subsequent accurate identification of muscular endurance as the targeted component of fitness within the provided stimulus mesocycle
 - the correct recognition and explanation of the specified quantitative number of indicators from within the provided stimulus to support the identification of the targeted component of fitness
 - effective referencing and elaboration of identified indicators from within the stimulus which may have included intensity parameters, choice of training methods, evidence of sustained muscle group focus, repetition application, duration and work/rest ratios
 - effective decisions about and use of mode-appropriate features, language and conventions to communicate meaning to inform a technical audience
- for 12b)
 - the correct recognition and explanation of the required training principles and energy system subject matter
 - discerning justification of how the training principles support the improvement of the identified fitness component, demonstrating understanding of how energy systems contribute within this process
 - provision of evaluative statements referring to the effectiveness of the mesocycle with comprehensive use of evidence from within the stimulus to support all evaluative statements
 - effective decisions about and use of mode-appropriate features, language and conventions to communicate meaning to inform a technical audience.

High-level response (5 marks)

This response:

- identifies that muscular endurance is the component of fitness targeted in the mesocycle
- explains 4 indicators that support the identified component of fitness

The component of fitness targeted in Stimulus 1 training program is muscular endurance. This is indicated by the durations of activities. Each activity lasts for minutes at a time, with 10 minutes of skipping definitely requiring endurance for the repetitive movement in the muscles. The work rest ratios ^{within each} of each activity are high, with an average of ~~1:1~~ until athlete becomes too fatigued and must increase rest time (as seen ^{90 seconds} ~~rest~~ between final ^{sets} ~~sets~~). The rest between individual activities is also an indicator. As the session progresses, the rest before next activities increases from 1-4 mins, which means the athlete ~~is~~ has begun to fatigue too much and requires greater rest between activities, similar to the w:r ratios within the activities. Finally, the load indicates the fitness component targeted. The load remains low, with high repetitions, beginning with body weight ^{exercises} ~~actions~~, then to bar with no weight, then increasing to 60%/70% of 1RM, then finally more bodyweight exercises. The reps with load are 10-12 or 12-15, utilising muscular endurance.

**High-level response
15 marks**

This response

- provides a discerning justification of how the training principles support the improvement of the component of fitness (5 marks)
- provides a discerning justification of how the energy system supports the improvement of the component of fitness (5 marks)

This response

- provides a critical evaluation of the effectiveness of the mesocycle and uses comprehensive evidence from the stimulus to support evaluative statements (5 marks)

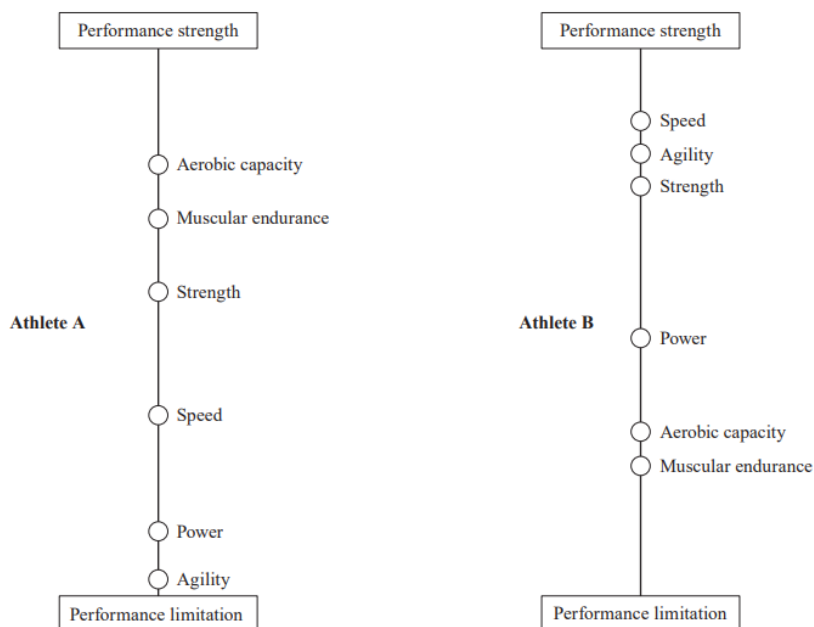
Training principles and energy systems assist the improvement of muscular endurance across the four week training progression. Progressive overload is utilised in the back squat activity, with week 1+2 at 60% of 1RM, transition into week 3+4 at 70% 1RM. Although the reps decrease to 10-12 from 12-15, this increase in weight demands endurance for each of the 3 sets. Intensity is shown also to increase overtime, with box jumps (5 sets) moving gradually from 3-10 reps over 4 weeks per set. This increases intensity as the athlete must work harder to create explosive efforts, while fatiguing in their muscles. Variety throughout the session allows the athlete not to become bored with their training, maintaining motivation to increase their muscular endurance and complete each session successfully. Variety is evident through the vast differences between activities, their movements and what muscle groups are utilised. The two dominant energy used are lactic acid and aerobic, supporting muscular endurance. As the athlete works more frequently in lactic, dominantly at beginning of sets, ~~the~~ their body will be more accustomed to expelling ~~the~~ blood lactate and their muscles will feel less fatigued. This means they ~~can~~ ^{can} perform at higher intensity while this energy system is dominant. The aerobic energy system being ~~targeted~~ targeted and developed will allow for an increase in their Vo_2 max, ~~and~~ which will allow for greater energy efficiency (ADP resynthesis). This will allow the athlete ~~to~~ to work ~~at~~ while fatigued at a relatively uniform intensity towards the end of each set/session, while still maintaining intensity, load and work:rest ratios.

Extended response

Item13

This question required students to use Stimulus 2 in the stimulus book to evaluate which athlete was more suited to the physical activity the student participated in during Unit 4, and devise a three-session microcycle to develop the athlete's components of fitness and energy system limitations to optimise their performance. Students were required to justify their response.

Stimulus 2



Effective student responses:

- critically evaluated how the selected athlete's components of fitness aligned with the selected physical activity
- provided a relevant microcycle with an appropriate number of training sessions — providing a comprehensive description of the training sessions
- used a range of training methods — providing a comprehensive explanation of the links between the microcycle and the component of fitness
- used a range of training methods — providing a comprehensive explanation of the links between the microcycle and the energy system
- critically evaluated of how the selected athlete's components of fitness aligned with the selected physical activity
- provided a discerning justification of how the devised microcycle will optimise the athlete's competitive performance — using comprehensive evidence from the stimulus to support the maintenance or modification of the microcycle.

Student sample/s of effective responses

This excerpt has been included to demonstrate:

- critical evaluation in determining which of the athlete's aligned with the selected physical activity
- detail in the provision of how the specific movements of the selected physical activity link directly to the components of fitness within stimulus prescribed selected athlete
- a devised microcycle with the required number of training sessions (three) and comprehensive description of all features and exercises within the training sessions
- correct use of a range of training methods which may have included the syllabus-prescribed subject matter of circuit, continuous, fartlek, resistance and interval training variations. Each selected and applied training method is supported with comprehensive explanation linking the connection between the specific movements of the selected physical activity and training methods
- comprehensive synthesis of the interrelationships that exist between a purposeful and targeted microcycle and the training principles, methods and the interplay between the required energy systems, in meeting the needs of the specific movement requirements of the selected physical activity
- discerning justification of how the devised microcycle optimises the athlete's competitive performance, supporting all statements with comprehensive use of evidence that connects the stimulus to the devised microcycle, demonstrating deep knowledge and understanding of the reasoning underpinning the application of the subject matter
- effective decisions about and use of mode-appropriate features, language and conventions to communicate meaning to inform a technical audience.

High-level response (24 Marks)

This response

- provides a relevant microcycle with an appropriate number of training sessions
- provides comprehensive and specific features of the training sessions
- uses a range of training methods
- provides a comprehensive explanation of the links between the microcycle and the component of fitness
- provides a comprehensive explanation of the links between the microcycle and the energy system

Selected physical activity: Netball

Training Session One	Warm-up	lower body stretches (lunges, squats, toe-touches)★ 10 x 10 m shuttle runs (25%, 50%, 75%, 100% MHR) <small>↳ 5 sets, 5 reps, hold 10 secs 2 sets 2 sets 4 sets</small>
	Main Training	10 x 10 m agility cones (75% intensity)
Interval training	60 sec rest between activities	10 x 10 m agility ladders
↳ targets speed & agility		2 x 100m Sprints 70% MHR
	Cool-down	lower body stretches, 100m jog (50% MHR)
Training Session Two	Warm-up	lower body stretches ★ as mentioned above 2 x 100m Sprints 85% MHR
Fartlek Fartlek training → targets aerobic capacity	Main Training	1 x 200m run (60% MHR) active rest between activities - walk
		2 x 200m run (70% MHR)
		1 x 100m run (75% MHR)
	Cool-down	lower body stretches, 100m jog (60% MHR)

Note: evidence relating to these characteristics is subsumed and elaborated on across the response

Training Session Three	Warm-up	lower body stretches * as above 1 x 100m sprint 100% MHR
Circuit training ↳ targets power	Main Training 30 sec rest between activities & sets	5 x 5 box jumps (1m high) 5 x 10 jump squats (75% MHR) 5 x 10 burpees (50% MHR → 75% MHR)
	Cool-Down	lower body stretches, 100m jog (70% MHR)

- provides a critical evaluation of how the selected athlete's components of fitness align with the selected physical activity

- provides a comprehensive explanation of the links between the microcycle and the energy system

It can be seen that I have developed a ~~micro~~ three-session microcycle to target an athlete's fitness components and energy system limitations to optimise their performance in Netball. Based on Stimulus 2, it was decided that Athlete B was more suited to Netball given their proficient speed and agility, which are two of the main fitness components in Netball. They did however need to target and improve their aerobic capacity and power.

It was decided that each session would target a different weakness and given their strength in speed and agility, these would be in one session. Activities such as sprints and runs at varying distances and intensities can be seen in the second session. Fartlek training was utilised given its active rest period to best target the aerobic capacity, engaging the athlete's aerobic energy system. The distances chosen also replicate the rough

- provides a comprehensive explanation of the links between the microcycle and the component/s of fitness
- provides a comprehensive explanation of the links between the microcycle and the energy system/s
- provides a discerning justification of how the devised microcycle will optimise the athlete's competitive performance
- uses comprehensive evidence from the stimulus to support the maintenance or modification of the microcycle.

distance travelled across a game of Netball at a moderate intensity to target the aerobic energy system.

In the first training session, agility and speed are targeted. The activities utilised target the athlete's ATP-PC system which plays a smaller role in a netball athlete's performance in movement sequences such as attack and defensive strategies, moving into spaces and changing direction of movement quickly. Each of the activities chosen target the athlete's agility and speed and a shorter duration but a higher intensity with a longer rest period allowing the athlete's ATP-PC stores to replenish and avoid moving into the anaerobic zone. Interval training was chosen to best target these fitness components whilst again avoiding leaving the ATP-PC energy system given the rest periods.

The final training session targets power, which contributes to a netball athlete's performance in movement sequences such as blocking and shooting. Each of the activities targets the main lower-body muscle groups required for these movement sequences at a higher intensity and shorter duration as the fitness component of power utilises the ATP-PC system. Circuit training was chosen to best target this energy system as well as the fitness component of power as it allows a number of differing activities to be targeted easily.

The principle of progressive overload can be seen in the increasing intensities of the warm-up and cool-downs across the three sessions from 50% to 60% to 70% and from 75% to 85% to 100% intensity of the ~~the~~ jogs and sprints. This principle ensures that the athlete is continually challenged and is able to continue to improve while targeting both the ATP-PC and the aerobic energy systems, allowing their performance to be optimised.

The chosen training methods of interval training, fartlek training and circuit training best assist in the development of athlete B's identified weaknesses/limitations in association with Netball such as power and aerobic capacity. It was also ensured that there were further opportunities for speed and agility to be further improved within this training. The ^{training} principles of specificity, intensity, duration, variety and progressive overload were also applied to increase the quality of this training. This training program/microcycle will be effective in optimising athlete B's performance in Netball.

Practices to strengthen

It is recommended that when preparing students for external assessment, teachers consider:

- the provision of further opportunities to develop the knowledge and understanding of foundational learning to assist students in analysing and dissecting meaning from stimulus, e.g. interrogating stimulus using a variety of links, evidence and examples and establishing a consistent and discerning connection to question parameters
- the need to ensure students provide an elaboration of elements that demonstrate clear, discerning and deep knowledge and understanding of the interrelationships across connected subject matter contexts
- further opportunities for students to engage with consistent and purposeful use of stimulus to construct supportive evaluative statements
- further opportunities for students to practise dissecting stimulus to ascertain relationships, features, components and synthesis of meaning to demonstrate deep knowledge and understanding of the application of and across concepts
- improvements in the provision of assessment literacy, addressing the need to carefully read and purposely plan and structure a written response that acknowledges the required cognitive elements and essential components of subject matter within the question parameters.