Physical Education subject report

2023 cohort

March 2024

Contents

Introduction

Throughout 2023, schools and the Queensland Curriculum and Assessment Authority (QCAA) continued to improve outcomes for students in the Queensland Certificate of Education (QCE) system. These efforts were consolidated by the cumulative experience in teaching, learning and assessment of the current General and General (Extension) senior syllabuses, and school engagement in QCAA endorsement and confirmation processes and external assessment marking. The current evaluation of the QCE system will further enhance understanding of the summative assessment cycle and will inform future QCAA subject reports.

The annual subject reports seek to identify strengths and opportunities for improvement of internal and external assessment processes for all Queensland schools. The 2023 subject report is the culmination of the partnership between schools and the QCAA. It addresses school-based assessment design and judgments, and student responses to external assessment for this subject. In acknowledging effective practices and areas for refinement, it offers schools timely and evidence-based guidance to further develop student learning and assessment experiences for 2024.

The report also includes information about:

- how schools have applied syllabus objectives in the design and marking of internal assessments

- how syllabus objectives have been applied in the marking of external assessments

- patterns of student achievement.

The report promotes continuous improvement by:

- identifying effective practices in the design and marking of valid, accessible and reliable assessments

- recommending where and how to enhance the design and marking of valid, accessible and reliable assessment instruments

- providing examples that demonstrate best practice.

Schools are encouraged to reflect on the effective practices identified for each assessment, consider the recommendations to strengthen assessment design and explore the authentic student work samples provided.

Audience and use

This report should be read by school leaders, subject leaders and teachers to:

- inform teaching and learning and assessment preparation

- assist in assessment design practice

- assist in making assessment decisions

- help prepare students for internal and external assessment.

The report is publicly available to promote transparency and accountability. Students, parents, community members and other education stakeholders can use it to learn about the assessment practices and outcomes for senior subjects.

Report preparation

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

Subject highlights

359
schools offered
Physical Education

80.92%
of students
completed
4 units

94.99%
of students
received a C
or higher

Subject data summary
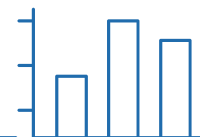
Subject completion

The following data includes students who completed the General subject or Alternative Sequence (AS).

Note: All data is correct as at January 2024. Where percentages are provided, these are rounded to two decimal places and, therefore, may not add up to 100%.

Number of schools that offered Physical Education: 359.

Completion of units	Unit 1	Unit 2	Units 3 and 4
Number of students completed	6,828	6,378	5,525

Units 1 and 2 results

Number of students	Satisfactory	Unsatisfactory
Unit 1	6,019	809
Unit 2	5,802	576

Units 3 and 4 internal assessment (IA) results

Total marks for IA
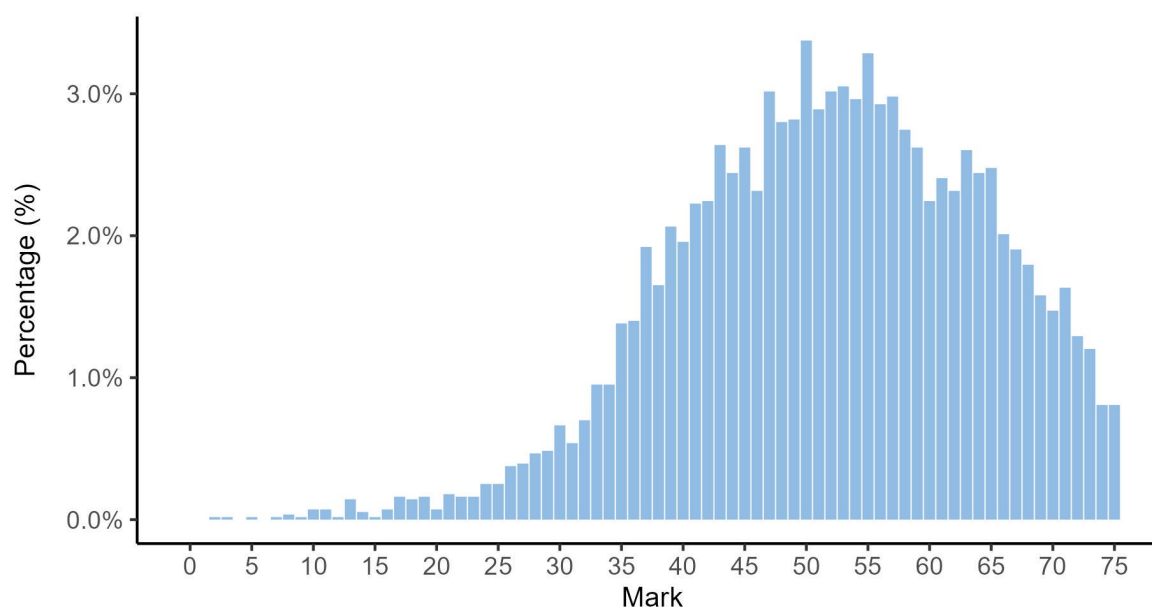
IA1 marks

IA1 total
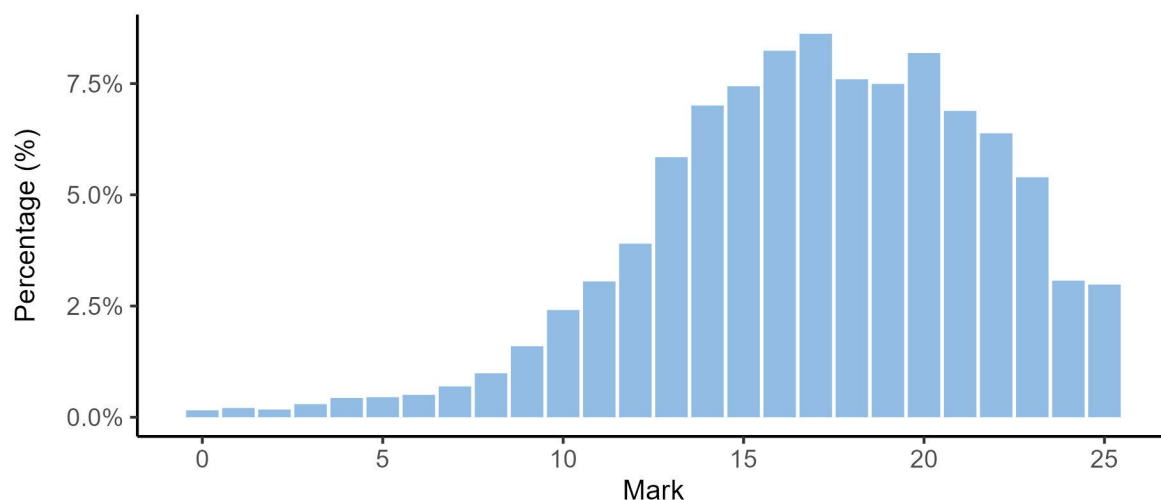
IA1 Criterion: Explaining
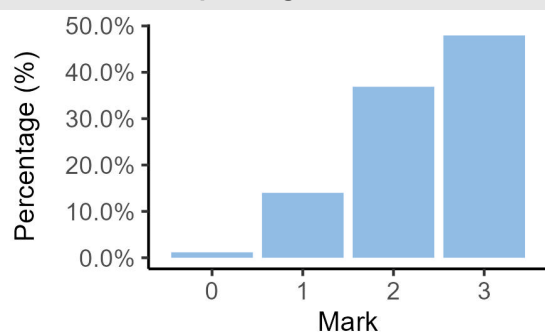
IA1 Criterion: Demonstrating and applying
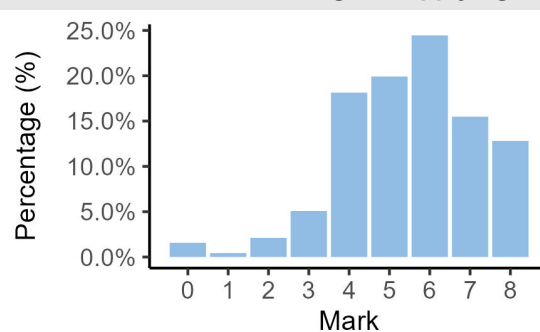
IA1 Criterion: Analysing
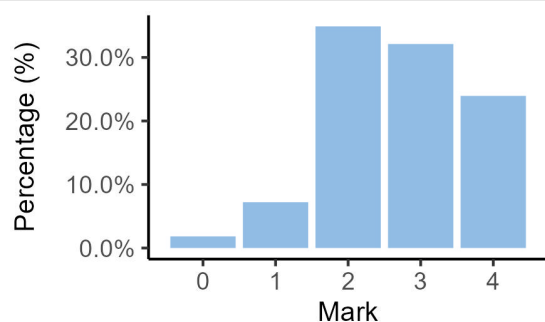
IA1 Criterion: Evaluating and justifying
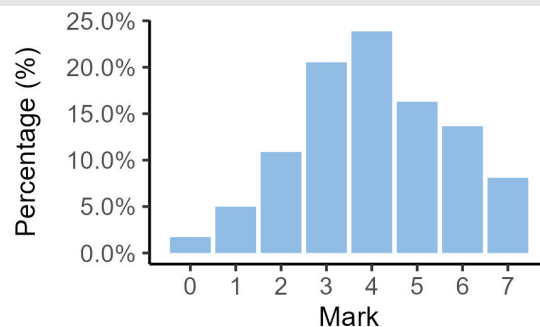
IA1 Criterion: Communicating
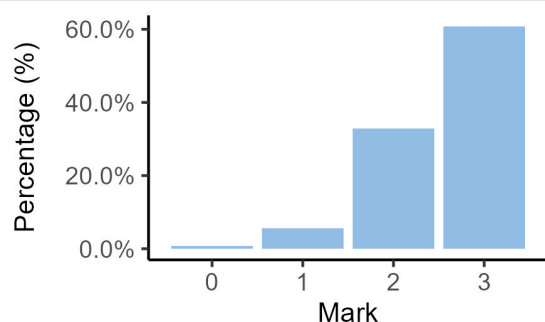
IA2 marks

IA2 total
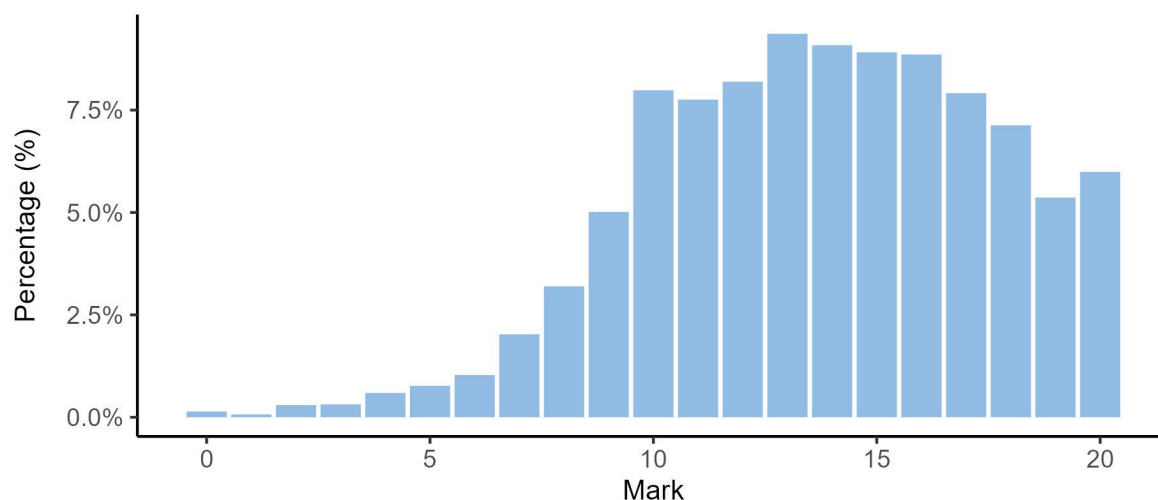
IA2 Criterion: Explaining
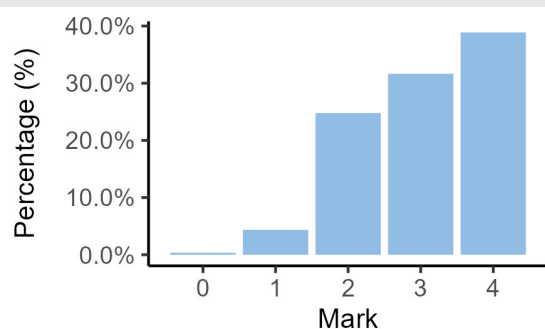
IA2 Criterion: Analysing
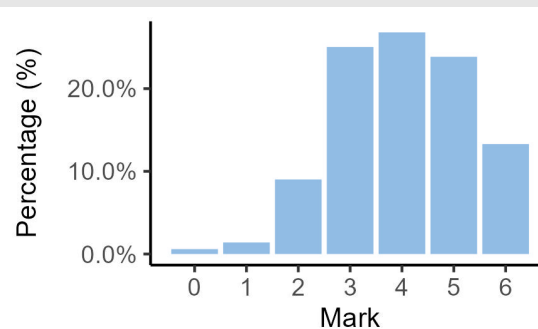
IA2 Criterion: Evaluating and justifying
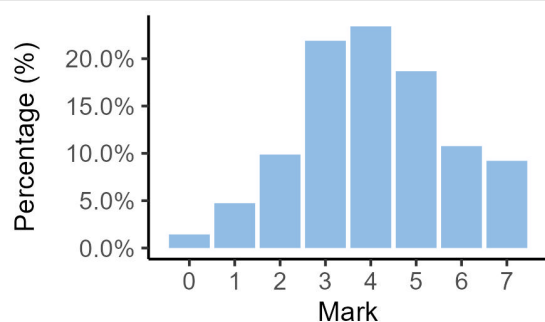
IA2 Criterion: Communicating
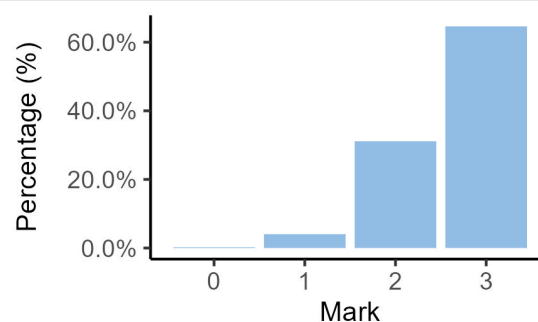
IA3 marks

IA3 total
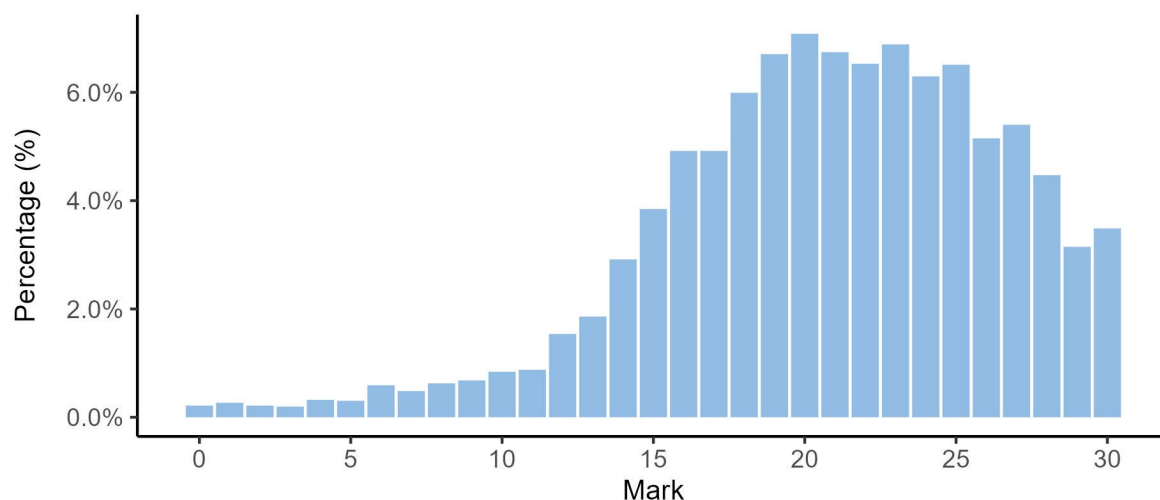
IA3 Criterion: Explaining
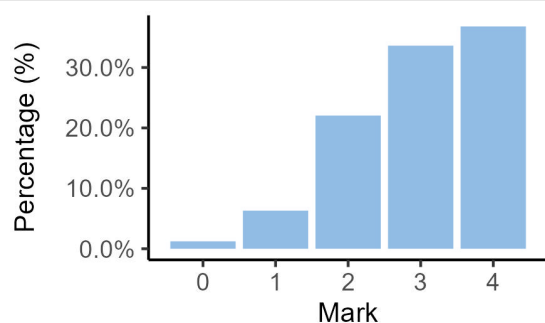
IA3 Criterion: Demonstrating and applying
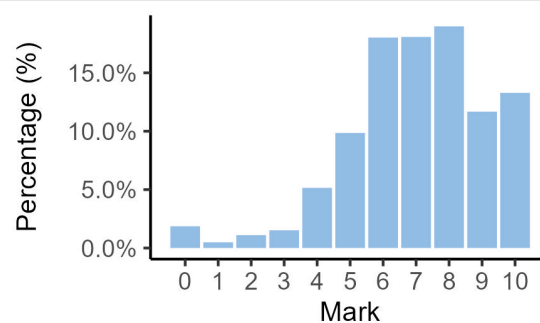
IA3 Criterion: Analysing
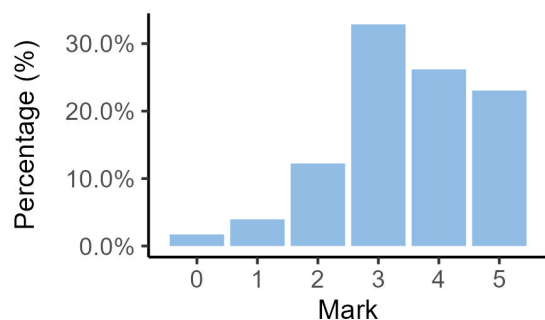
IA3 Criterion: Evaluating and justifying
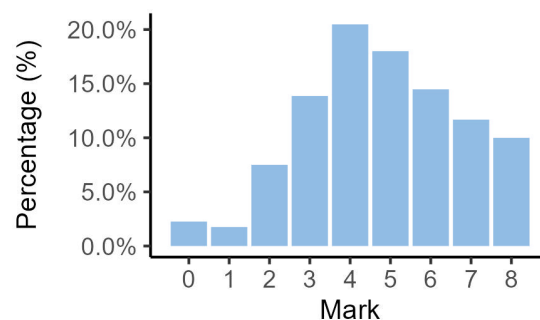
IA3 Criterion: Communicating
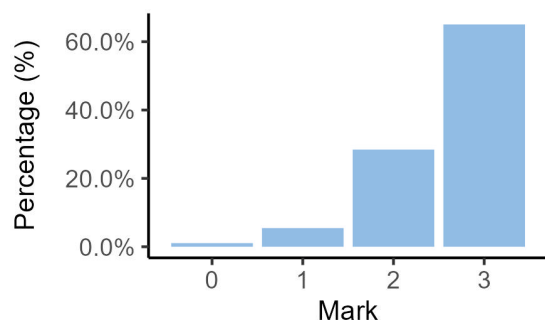
External assessment (EA) marks
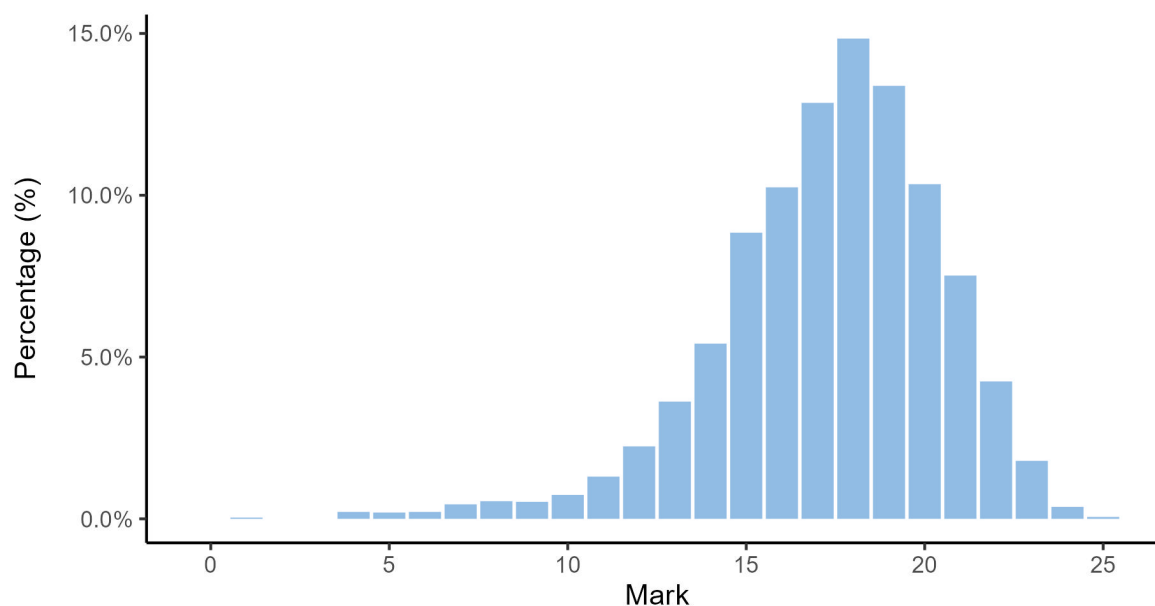
Final subject results

Final marks for IA and EA
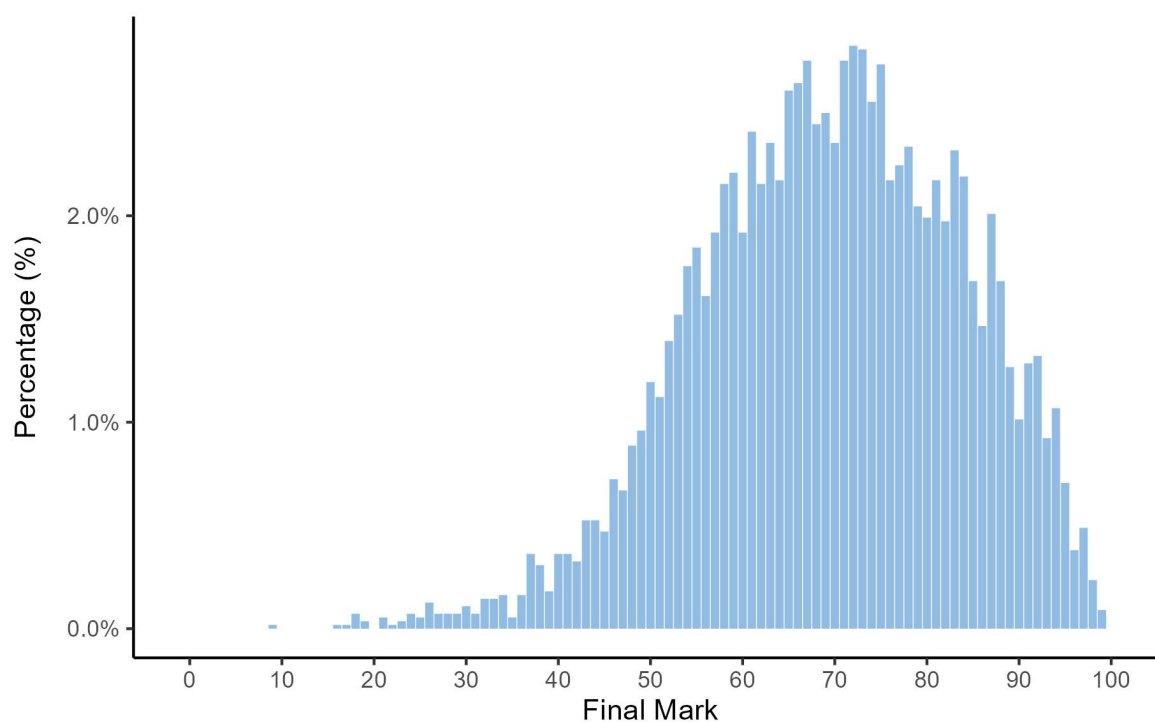
Grade boundaries

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	100–84	83–68	67–46	45–20	19–0

Distribution of standards

The number of students who achieved each standard across the state is as follows.

Standard	A	B	C	D	E
Number of students	984	2,111	2,153	268	9

Internal assessment

The following information and advice relate 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 section 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 the subject matter and the assessment objective/s.

Refer to *QCE and QCIA policy and procedures handbook v5.0*, Section 9.6.

Percentage of instruments endorsed in Application 1

Number of instruments submitted	IA1	IA2	IA3
Total number of instruments	360	360	358
Percentage endorsed in Application 1	60%	75%	59%

Confirmation

Confirmation is the quality assurance process based on the attribute of reliability. The QCAA uses provisional criterion marks determined by teachers to identify the samples of student responses that schools are required to submit for confirmation.

Confirmation samples are representative of the school's decisions about the quality of student work in relation to the instrument-specific marking guide (ISMG) and are used to make decisions about the cohort's results.

Refer to *QCE and QCIA policy and procedures handbook v5.0*, Section 9.7.

The following table includes the percentage agreement between the provisional marks and confirmed marks by assessment instrument. The Assessment decisions section of this report for each assessment instrument identifies the agreement trends between provisional and confirmed marks by criterion.

Number of samples reviewed and percentage agreement

IA	Number of schools	Number of samples requested	Number of additional samples requested	Percentage agreement with provisional marks
1	353	2,350	209	66.57%
2	353	2,341	156	76.77%
3	353	2,336	15	81.3%

Internal assessment 1 (IA1)

Project — folio (25%)

This assessment focuses on an inquiry process that requires the application of a range of cognitive and technical processes and skills, and theoretical understandings. Students document the iterative process of demonstrating and applying conceptual understandings through the psychomotor domain to devise a personal tactical strategy. Students evaluate the effectiveness of the tactical and movement strategies and justify using primary and secondary data. The multimodal response is a coherent work that includes visual and written and/or spoken modes.

This assessment occurs over an extended and defined period of time. Students may use class time and their own time to develop a response.

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 priority	Number of times priority was identified in decisions*
Alignment	127
Authentication	3
Authenticity	7
Item construction	8
Scope and scale	7

*Each priority might contain up to four assessment practices.

Total number of submissions: 360.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- featured authentication strategies reflecting QCAA guidelines for ensuring student authorship

- provided appropriate information, reflecting the prescribed syllabus conditions about the scale of knowledge and skills students are required to demonstrate in completing the task.

Practices to strengthen

It is recommended that assessment instruments:

- replicate the assessment specifications, as they are written within the syllabus, rather than the assessment objectives

- ensure that changes or modifications to a previously endorsed task are consistently applied across the entire assessment instrument, e.g. changing the physical activity context of a

previously endorsed task. This would require several edits across the task specifications and not only in the context or task statement

- state clearly that students should focus on the specialised movement sequences for one movement strategy to devise a personal tactical strategy, rather than specifying a principle of play, potentially narrowing the task.

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 priority	Number of times priority was identified in decisions*
Bias avoidance	0
Language	10
Layout	1
Transparency	9

*Each priority might contain up to four assessment practices.

Total number of submissions: 360.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- accurately used the syllabus specifications improving bias avoidance and consistency in layout
- avoided unnecessary jargon, specialist language and colloquial language
- provided subject-specific terminology and information directing students to the prescribed subject matter and the required processes underpinning the development of a response.

Practices to strengthen

It is recommended that assessment instruments:

- avoid using bold, italics and other formatting features that may imply some specifications hold greater importance
- are free from errors, and model accurate spelling, grammar, punctuation and other textual features such as appropriate language and prescribed terminology of the syllabus to ensure consistency in the delivery of language and transparency.

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 confirmed marks

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional	Percentage both less and greater than provisional
1	Explaining	94.33%	3.97%	1.7%	0%
2	Demonstrating and applying	84.7%	11.9%	2.27%	1.13%
3	Analysing	86.69%	12.75%	0.57%	0%
4	Evaluating and justifying	76.49%	21.53%	1.42%	0.57%
5	Communicating	93.48%	2.83%	3.68%	0%

Effective practices

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

- for the Explaining criterion, responses featured discerning explanation of
    - the relevant task, learner and environmental constraints and the principles of decision-making when considering the focus movement strategy (General)
    - relevant sport psychology concepts, principles and psychological techniques when considering the focus movement strategy (AS)
- for the Analysing criterion, responses featured the use of both primary data and secondary data in the analysis to ascertain the relationships between characteristics.

Samples of effective practices

The following excerpt demonstrates

- an insightful analysis and discerning synthesis of primary and secondary data, relevant to the student's personal tactical strategy (Unit 3, General), to ascertain the most significant relationships between the demands of the specialised movement sequences and one movement strategy and the application of the principles of decision-making based on the presented opportunities for action. The student response applies the principles of decision-making to analyse performance with specific detail and explicit evidence from each principle
- explicit use of evidence (e.g. examples of play, performance statistics, and video) to support their statements regarding the quality of their performance
- evaluation of the tactical strategy displaying explicit reference to each characteristic of the ISMG e.g. constraints and principles of decision making. The student uses primary data that is highly relevant in showing the detailed outcomes, implications and limitations of the tactical strategy
- discerning justification of the development, modification and maintenance of the tactical strategy by using primary and secondary data. The secondary data is clearly referenced and is accompanied with highly relevant and convincing primary data.

Note: The identified characteristics may occur at other times throughout the response.

Video content: (2 mins, 38 secs)
https://www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2023/snr_pe_ia1_e1.mp4

Video content: (5 mins, 10 secs)
https://www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2023/snr_pe_ia1_e2.mp4

Practices to strengthen

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

- use of secondary data is explicitly referenced in the folio visually, or within audio, to ensure the synthesis of secondary data for the Analysing criterion and the use of secondary data for

justification in the Evaluating and justifying criterion is clearly identifiable in the student's response

- when matching evidence to the descriptors for the Evaluating and justifying criterion,
  - responses use primary and secondary data to justify the development, modification and maintenance of the tactical strategy. When a response does not justify each aspect, it limits the ability to match to the 6–7-mark performance level in the ISMG
  - responses should feature evaluation of personal performance that explicitly applies body and movement concepts, including quality of movement and one other, and underpins the devised tactical strategy
  - evaluation of the effectiveness of the tactical strategy is constructed by appraising the outcome, implications and limitations of task, learner and environmental constraints and the application of the principles of decision-making (Section 4.3, Topic 1)

- when matching evidence to the descriptors for the Demonstrating and applying criterion, submission of supporting evidence clearly identifies the student and shows clear alignment to the characteristics in the annotated ISMG.

Additional advice

- The multimodal response must contain the mandatory visual features (that contribute to the response) in conjunction with written and/or spoken modes, as prescribed in the syllabus (Section 4.5.1). Commonly, multimodal pieces used all modes, with each mode contributing significantly to the response, e.g. visual features throughout the folio, accompanied by written text or annotations on slides, and a voice overlay that provides further elaboration of ideas. Scripts are not used in matching evidence to the ISMG and do not constitute engagement with the written mode (*QCE and QCIA policy and procedures handbook v5.0,* Section 9.7.1: Collecting and storing evidence).

- The multimodal file or voiceover should not be manipulated or sped up to fit within the 11-minute conditions outlined in the syllabus. This may affect the ability of the confirmer to match the evidence in the response to the provisional marks awarded.

- The school's assessment policy regarding managing response lengths should be reflective of the strategies outlined in the *QCE and QCIA policy and procedures handbook v5.0* (Section 8.2.6). When a student response exceeds assessment conditions, the strategy that has been applied by the teacher should be consistently and clearly indicated on the ISMG.

- Submit the folio as an MP4 video file, so the length of the folio is clear to the confirmer. If a slide show with video and/or embedded audio files is submitted, the school needs to be clear in directing the confirmer how to view the presentation to ensure the length of the folio is clear and is within assessment conditions. To convert files to MP4 (video) files, refer to *Further confirmation submission advice for IA1* in the Syllabuses application (app) on the QCAA Portal. Information about confirmation submission requirements is outlined in the *Confirmation submission information* document, which is also located in the Syllabuses app.

- The physical activity supporting evidence (2–3 minutes) should not be slowed down or heavily edited as this can affect the evidence of applied body and movement concepts, especially in the 7–8-mark performance level (Syllabus section 4.5.1).

Internal assessment 2 (IA2)

Investigation — report (20%)

This assessment requires students to research an ethical dilemma through 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. Research or investigative practices include locating and using information beyond students' own knowledge and the data they have been given.

Research conventions (e.g. citations, reference lists or bibliographies) must be adhered to. This assessment occurs over an extended and defined period of time. Students may use class time and their own time to develop a response.

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 priority	Number of times priority was identified in decisions*
Alignment	72
Authentication	0
Authenticity	5
Item construction	6
Scope and scale	5

*Each priority might contain up to four assessment practices.

Total number of submissions: 360.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- provided appropriate class, school or community contextualisation, focusing on the ethical dilemma (General) or equity dilemma (AS), and providing a meaningful connection to the framework of the assessment instrument

- featured authentication strategies, reflecting QCAA guidelines, for assuring student authorship

- provided an accurate scale of information representative of syllabus conditions, knowledge, and skills students are required to demonstrate when completing the task.

Practices to strengthen

It is recommended that assessment instruments:

- provide students with clear opportunities to engage with the subject matter relating to an ethics and integrity (General) or equity (AS) context. The task must make a clear distinction between

the subject matter of equity and access, which should only be explicit in the delivery of the AS course

- demonstrate alignment between the context statement, the task description and the specifications

- use the assessment specifications prescribed in the syllabus.

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 priority	Number of times priority was identified in decisions*
Bias avoidance	0
Language	7
Layout	0
Transparency	5

*Each priority might contain up to four assessment practices.

Total number of submissions: 360.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- accurately used the syllabus specifications to avoid bias and ensure consistency in layout

- avoided unnecessary jargon, specialist language and colloquial language

- were free from errors and modelled accurate spelling, grammar, punctuation and other textual features.

Practices to strengthen

It is recommended that assessment instruments:

- use the language from the subject matter, reflecting alignment to the assessment objectives and delivering a personal and contextualised learning experience that is suitable to the collection and analysis of primary and secondary data. This will provide the opportunity for students to use contextualised research and investigative practices in the development of the response

- provide opportunity within the context statement to make strong connections to the subject matter of ethics, fair play, values and integrity.

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 confirmed marks

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional	Percentage both less and greater than provisional
1	Explaining	94.33%	4.53%	1.13%	0%
2	Analysing	89.24%	10.48%	0.28%	0%
3	Evaluating and justifying	83.29%	15.58%	0.85%	0.28%
4	Communicating	96.03%	0.85%	3.12%	0%

Effective practices

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

- for the Explaining criterion, discerning explanation of concepts and principles such as ethics and values, and integrity and fair play were used to synthesise relationships between the ethical dilemma, stakeholder influence and existing tensions (General)

- for the Analysing criterion in the General syllabus,

    – insightful links between primary and secondary data were used to draw conclusions regarding the most significant relationships between the ethical dilemma, stakeholder influence and existing tensions

    – the response demonstrated the use of primary and secondary data in the synthesis of relationships between the existing tensions and the influence of local and national stakeholders on the ethics and values resulting in these tensions

    – the analysis of previously used strategies and the subsequent justification of the devised strategy effectively incorporated primary and secondary data in responding to the ethical dilemma.

Samples of effective practices

The following excerpt demonstrates

- accurate recognition and discerning explanation of the ethical dilemma, ethics and values, and integrity and fair play through discerning synthesis of the dilemma, values of stakeholders and tensions that exist in relation to integrity and fair play (section 2.1 to section 2.2.4)

- synthesis of relationships supported throughout with insightful analysis of primary and secondary data (section 2.3)

- critical evaluation of the potential outcomes, implications and limitations (section 2.4)

Note: The identified characteristics may occur at other times throughout the response.

2.0 Discussion

2.1 Defining the ethical dilemma

Ethical dilemmas are situations in which a difficult choice must be made between two options, despite neither option resulting in an outcome that is morally acceptable (Hede et al., 2020). Within the ▮▮▮▮▮▮▮▮▮▮ co-curricular sport program, I have recognised the ethical dilemma that suggests *referees should not be permitted to oversee the game being played if their impartiality and ability to sustain the principles of fair play is disrupted to ensure that the integrity of the game and positive engagement is not lost or should referees be allowed to officiate their own team.* Integral to this ethical discussion, are the concepts of integrity and positive engagement, as when ethical dilemmas such as this form of corruption occur, these ideas absent. Thus, these lack of strong morals and personal values limit the promotion of positive engagement and participation within their selective sporting community (Hede et al., 2020). Ultimately, when ethical dilemmas are present within a sport or organisation competing in the 'spirit' of the game, fairly and with integrity is lost.

2.2 Analysis of the ethical decision-making framework

2.2.1 The ethical dilemma

Within the ▮▮▮ program referees must always remain impartial, uphold the integrity of the game and exhibit respect to all players. However, due to the absence of clear written rules referees have begun to abuse the principles of fair play and act unethically during decision-making (See Appendix A). Consequently, this has negatively affected both the outcome of the game and community spirit of which requires amendment. This is supported through survey data. The data indicates that 85% of the students surveyed deemed they were refereed unfairly with a further 85% stating referees failed to remain impartial (See Figure B1 & 2). Evidently, integrity has been reduced, positive engagement of students has been hindered and fair play is absent. Integrity is defined as the quality of having strong morals and personal values, these values are central to the way people live out their lives (Hede et al., 2020). When integrity is upheld by all, positive engagement of which promotes quality behaviour in sport can occur (Hede et al., 2020). Thus, it is integral that this dilemma is amended.

2.2.2 The influence of local and national stakeholders

To ensure positive engagement occurs, it is obligatory that athletes and sporting clubs model the appropriate ethical values and behaviours by setting out the codes and expectations that must be abided by. These ethical values describe the principles and characteristics that people consider important to them including respect, fair play and compassion (Hede et al., 2020). These guidelines are typically enforced by local and national stakeholders. To increase positive engagement, ensure physical performances are fair and honest and community confidence is improved stakeholders must act as enablers of the program by promoting ethical behaviour and integrity. This dilemma has arisen due to the absence of written rules outlining the code of conduct to be upheld by referees (See Appendix A). This can be further supported as when interviewed it was stated, "There is no document outlining the code of conduct that referees must abide by when signing with the ▮▮ co-curricular program" anonymous (personal communications, 14 March, 2023). However, local and national stakeholders such as Football Queensland and Play by the Rules distinctly outline an appropriate code of conduct, upholding the values of integrity and positive engagement in

the community. Local stakeholder, Football Queensland has outlined a code of conduct that all match officials must follow. These laws of the game oblige referees to keep the structure of the game compatible with the principles of fair play. Referees are expected to exhibit respect towards players and team officials, always remain honest and impartial as well as always having the best interests of the game at heart (Football Queensland, 2022) (See Appendix C). Moreover, national stakeholder Play by the Rules creates and promote positive environments during gameplay, acting as role models for the wider community by enacting appropriate ethical values and behaviours (Play by the Rules, 2023). This is achieved by encouraging all referees to always be fair and impartial when making calls (Play by the Rules, 2023) (See Appendix D). Ultimately, these stakeholders affirm the appropriate behaviours that referees must espouse to ensure the integrity of the game remains, thus increasing the engagement of all.

2.2.3 Existing tensions

Due to the effect of the dilemma fair-play, integrity and positive engagement have been reduced. Through the opposition of the elements surrounding fair-play, abuse of power and bias decision-making stakeholders have allowed extreme tensions to foster between players and officials. Undoubtably, there is a clear absence of integrity and fair competition as when referees exhibit bias by making impartial calls when officiating a match, the spirit of the game is at detriment. Fair competition and integrity are essential to the discussion of ethics as fair competition emphasises how triumph must be measured by absolute fair means and integrity highlights the importance of having strong moral principles (Stewart et al., 2019) (See Appendix E). These factors are endorsed via the ▮▮▮ student body as 85% of students surveyed declared they had been refereed unfairly and fair play was not encouraged by officials (See Figure B2). Evidently, ▮▮▮ stakeholders have exemplified minimal respect for players and the integrity of the game as their lack of morals are portrayed through their failure to establish clear written rules on the issue despite the distress it has caused. The significance of this issue is further highlighted by the data as 77% of respondents claimed they would rather quit the sport than continue playing through this ethical dilemma, as their engagement in the sport has been lost (See Appendix F).

2.2.4 Similar strategies

Positive local and national stakeholders have established successful written rules to minimise the ethical dilemma in the ▮▮▮ program. Local stakeholder, Football Queensland has successfully implemented the written rules that referees must always show respect towards the players, be honest and impartial irrespective of the teams and players involved during the match (Football Queensland, 2022). Further, national stakeholder, Play by the Rules has implemented the written rule that outlines all officials must encourage fair play by continually being fair, impartial and consistent when making calls (Play by the Rules, 2023). These positive strategies minimise bias in decision-making, effectively preventing the dilemma from occurring. If a similar strategy was implemented, fair competition and integrity would foster increasing the engagement of students. This can be reinforced through survey data as 100% of students agreed to continue playing their respective sport if a strategy to minimise bias was implemented (See Appendix H). Thus, the issue itself would begin to reduce and the dilemma would cease to exist.

2.3 Developing the ethics strategy

To optimise fair competition, integrity and positive engagement I have devised the following ethical strategy as a course of action to amend the identified ethical flaw. To certify the successful development of the ▮▮▮ program it is integral to demonstrate the principles of fair play, respect the written rules and act within the spirit of the game (Stewart et al., 2019). Thus, based upon the Football Queensland code of conduct and Play by the Rules where both encourage and implement the written rules of fair play, clearly outlining that referees must remain impartial and consistent with calls irrespective of the team they are refereeing to ensure the spirit of the game remains (Football Queensland, 2022) (Play by the Rules, 2023). The devised strategy aims to target each of these areas, by establishing a policy that *prohibits umpires from refereeing their own team/school as well as completing an accreditation course that proves officials are qualified* (See Appendix G). This course warrants that all referees must abide by the written rules of the game, eliminating bias. Written rules can be defined as the formally documented regulations governing a sport (Hede et al., 2020). Ultimately this strategy will improve the integrity of referees of which will re-introduce fair competition and positive engagement into the ▮▮▮ program, justifying the effectiveness of the devised strategy.

2.4 Evaluation of the ethical strategy

2.4.1 Potential outcomes

The potential outcomes of this ethical strategy will ensure the reduction of previously existing tensions between officials and athletes, referees will be forced to act with integrity, positive engagement will occur, and stakeholders will be held accountable. The best outcome of this strategy is to amend the code of conduct for referees to eliminate and potentially resolve the dilemma. The development of this strategy was imperative to increasing the fair competition and integrity of the game. As evident in survey data, previously 77% of students stated they would not play again due to bias within the referring system (See Appendix F). Thus, fair play was absent as there is clearly no unconditional respect for the players of the game (Stewart et al., 2019). The proposed ethical strategy now outlines the standards referees must abide to, as due to the newly established written rules it is mandatory these policies are followed. The survey denotes the success of this strategy as 100% of the students who undertook the survey decided they would continue to participate in their respective sport if this ethical strategy was implemented into the new code of conduct (See Appendix H). As this strategy ensures the removal of bias, those who break these new policies will be held accountable for their misconduct giving athletes an indication of fair competition. Therefore, the potential outcomes of this ethical strategy will be successful.

2.4.2 Potential implications

As tensions have now been decreased, stakeholders are held accountable for their actions, positive engagement has been increased and fair play is now established the potential implication of the ethical strategy is that all participants will feel valued and respected as players. Due to the now amended code of conduct and the potential elimination of bias in the refereeing, more people will begin to play a sport at ▮▮▮ The now ethical behaviour demonstrated by the referees will serve to increase community confidence and ultimately enhance the respectable reputation of all ▮▮▮ co-curricular sports (Hede et al., 2020). This is highlighted in survey data, as 100% of students affirmed that if this ethical strategy was

implemented into the ▮▮ code of conduct, they would return to their respective sport (See Appendix H). Ultimately implying positive growth in community engagement of which is the definitive goal of the strategies employment.

2.4.3 Potential limitations

A potential limitation of the ethical strategy is that the new code of conduct may still be rejected and abused by officials. Therefore, to hold all referees accountable for their unethical actions, it is mandatory for them to sign a document of their commitment to the code (See Appendix I). Further, as all referees must be qualified by completing a compulsory refereeing assessment course that must be documented by the ▮▮ co-curricular committee prior to signing this new code, another potential limitation that arises is the number of available referees. To prevent this issue the refereeing course will be made free and available to all who wish to complete it, encouraging more people to start refereeing, preventing coaches from the same school as the players from officiating the match. This makes ▮▮ an enabler for co-curricular sport as they are forcing referees to act ethically and with integrity, increasing engagement within the program (Hede et al., 2020). Ultimately, if this code continues to be abused and rules continue to be broken it will result in the termination of their contract. Thus, all potential limitations of the ethical strategy have been prevented.

Response redacted for copyright reasons.

The following excerpt demonstrates

- synthesis of both primary and secondary data to discerningly justify how the devised ethical strategy addresses the ethical dilemma

- critical evaluation of the potential outcomes, implications and limitations showing clear links to the existing stakeholder tensions, integrity, and positive engagement.

Note: The identified characteristics may occur at other times throughout the response.

Analysis

Ethical Dilemma

Data was gathered to examine the effect that the distribution of playing time has on the confidence of students. The results prove that majority of students believe that being sidelined lowers confidence in athletes (Fig.2). There is a relationship between a lack of playing time and confidence in athletes. Studies show that confidence in young athletes is developed when they feel that their coach believes in their ability. The more confident an individual is about their ability to perform, the higher the likelihood that they will be successful (, 2023). Coaches bench athletes as they value victory, at the expense of positive engagement, participation and confidence. This decreases the integrity of the netball program at ▆▆ as this behaviour does not align with ethically accepted behaviours outlined in ▆▆ handbooks. The handbook suggests that Club Netball optimises the Grammar spirit through fair play and competition. However, this behaviour does not comply with the element of fair play, valuing fair competition and equality suggesting that the club is acting unethically.

Despite survey data proving that 33% of students believe that playing time should be distributed equally, 16% of students believe that playing time should be distributed based on performance alone (Fig.2). Allocating more playing time to skilful athletes at the expense of less skilled athletes, is linked to the morals of team members and coaches. This behaviour is often seen in talented athlete's or in coaches that value victory. To be 'the best', the most skilful athletes are required to play, to ensure optimal chances of success. This is commonly seen in elite sport. Distributing playing time based on performance increases the competitiveness of the entire team. Studies show that the competitive aspect of sport is beneficial in developing ethics in athletes, through the development of teamwork and sportsmanship (AlphaSphere, 2021). Additionally, increasing the competitiveness, emphasises the significance of commitment to athletes. Demonstrating high commitment, one of ▆▆ major values, will lead to enhanced performance and additional playing time. However, this approach creates significant tension and can lead to unethical behaviour. For instance, studies have revealed that athletes participating in teams driven by success are at a higher risk of using performance enhancing substances, as doping is perceived as the only method to avoid failure and to gain playing time (, 2017). Such methods compromise ethical conduct and integrity in sport at ▆▆

Stakeholders

The distribution of playing time amongst players within ▆▆▆▆▆▆▆ School's netball program is in the interest of ▆▆ Director of Netball, coaches and parents. Each stakeholder has an influence **on the ethics and values demonstrated by the school's netball club**. The ▆▆ Director of Netball has the responsibility of overseeing and addressing issues involving the distribution of playing time when they arise. ▆▆▆▆ has the responsibility of setting ethical standards that ▆▆ netball is expected to abide. In her approach to ▆▆ netball, thus far her actions have favoured participation over success. She dedicates her time equally towards each team, valuing teams that play in lower division as equally important as higher ranked teams.

▆▆ netball coaches exert great influence on athletes and play a major role in maintaining positive engagement in sport. It is the responsibility of coaches to distribute playing time and enforce the ethical standards of the club. Coaches approach towards allocating playing time is dependent on their values. A coach focused on the success of the team will allocate majority of the court time to the strongest players. Whereas, coaches that value participation and engagement tend to distribute playing time evenly, ensuring each player receives even amounts of playing time and substitutions. Various coaches value commitment as more important than both, winning and positive engagement.

Hence, athletes who show dedication and demonstrate hard work are likely to receive advantageous court time to those who do not. Due to the varying values of coaches within ▮▮▮ netball, the distribution of playing time that is considered ethical to one team may be seen as unethical to another due to the behavioural norm's coaches have engrained into players.

The cost of participating in Netball ranges between $420-$460 per season. It is assumed that parents cover this cost. Therefore, parents expect that their child is given a fair amount of court time, to account for the fees they are paying. Also, parents want the best outcome for their child, hence they expect that their child is receiving reasonable court time. Parents draw awareness about providing an equitable amount of court time to all players, to the club.

Responses to similar ethical dilemmas

School based sport in Australia is developed and promoted through ▮▮▮▮▮▮▮▮▮▮▮▮▮, whose code of conduct specifies that enjoyment and participation is prioritised over victory (Fig.7). The code of conduct expects that players, management and administrators demonstrate this behaviour. Through prioritising enjoyment and participation, ▮▮▮ promote positive engagement and integrity within school sport. A mastery-oriented program that views sport as a process of learning has been deemed effective in promoting positive engagement. It involves entitling athletes 12 years or younger to equal playing time (▮▮▮▮▮, 2017). ▮▮▮ and the mastery-oriented program demonstrate an equitable approach for schools to model in junior students, that is ethical and demonstrates the elements of fair play.

▮▮▮▮▮ identified a successful performance-oriented method, that emphasises competition and commitment, for success driven teams (▮▮▮▮ 2017). Where skilful athletes, demonstrating high levels of commitment to the team gain the larger proportion of playing time. Whilst, less skilful and undedicated athletes play a limited amount of time. Senior athletes prioritizing success recognise the importance of commitment, therefore understand that showing commitment will improve their performance and gain them more playing time. Through promoting positive values of commitment, this strategy fosters integrity.

Development of Ethical Strategy

An ethical strategy will be developed in response to the ethical issue of distributing playing time to enhance the integrity of the program, ensuring all involved have a positive experience. Strategies used in response to similar ethical dilemmas have been manipulated to formulate a strategy appropriate towards this ethical issue.

A code of conduct will be enforced, that specifies that the distribution of playing time will vary amongst particular age groups. Whereby, playing time is evenly distributed between Junior school players. A mathematical model that considers, the number of players on court, substitutes and team members will be used to determine this (Eqn.1). Equal playing time is significantly important in young athletes as they are not fully developed psychologically, socially or physiologically, hence it is expected that there will be significant variance between the level of development of young athletes of the same age. Young athletes whom appear the 'most successful' are often more biologically advanced than their peers (░░░░░, 2020). Hence, when all players hit puberty, this advantage is often diminished and time spent developing particular athletes comes at the disadvantage of those whom advanced biologically later. Therefore, fostering the development of all athletes will enable each player the opportunity to improve in a healthy and enjoyable environment. The strategy focuses on improving positive engagement in junior students as sport is critical to their development in many ways. Additionally, 96% of TGS students support this being implemented within Junior club netball (Fig.4). Fostering an enjoyable and positive environment, through providing all students with equal playing opportunities, increases the likelihood that they will continue playing sport and enhances integrity in Club Netball (░░░░ 2016) (Fig.1).

The code of conduct, will specify that playing time amongst senior students is distributed based on performance and commitment. In senior sport, winning is typically anticipated, therefore it is rational to allocate playing time in favour of the players that demonstrate high performance and commitment. Gradually transitioning from a mastery-oriented organisation in young athletes to a performance-oriented organisation as adolescents has proven to be consistent with the development of young athletes' physically and psychologically (░░░░ 2017). Considering performance and commitment, ensures that the most deserving players are given the opportunity to perform and ensures the greatest opportunity for success. As performance is driven through commitment, it is up to senior students to demonstrate that they deserve the court time they desire. The strategy enables success to be prioritised without creating an unfair environment. 81% of students believe this will increase the equity of the club and promote positive engagement (Fig.5). This data suggests that the strategy will appeal to the student body and optimise the integrity of the club.

> ### Evaluation of Ethical Strategy
>
> The code of conduct has been derived to link back to the ethical dilemma, 'Should the distribution of playing time be equal for Club Netball Teams?' The outcome of the code of conduct enables younger students to gain all of the benefits out of playing a team sport, without detracting from students who are less skilled at that age. Granting junior school players equal playing time will increase self-esteem, build strong relationships between players and provide each player the opportunity to improve/excel. Hence, developing the integrity of athletes and fostering the principles of fair play. The outcome of developing these skills within the junior school, ensures that when transitioning into the senior school players will have these fundamental aspects. Distributing playing time based on commitment and skill in senior players will allow for the outcome of ▮ netball competing at its highest level and will enable the development of those talented and dedicated athletes. A limitation of this strategy involving senior students is that players receiving less playing time are likely to quit, as they feel undervalued and unconfident. The strategy may disadvantage the development of athletes joining Club Netball in the senior school as they aren't likely to receive copious amounts of playing time that would be required to improve significantly. This can interfere with positive engagement. Additionally, tension could arise between players receiving less playing time and those receiving more. This conflict could lead to unethical behaviour amongst the team, therefore decreasing integrity. Also, from a parent's perspective a lack of playing time could cause frustration directed towards coaches and players, creating further tension. The implication of this is that parents may pull their child out of ▮ netball as they consider the behaviour unfair and unethical. This decreases positive engagement.

Response redacted for copyright reasons.

Practices to strengthen

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

- when matching evidence to the descriptors for the Evaluating and justifying criterion in the General syllabus,
    - ensure the response demonstrates critical evaluation of the outcomes, implications and limitations of the strategy. Specifically, appraisal of the effectiveness of the strategy should be based on its ability to increase both positive engagement and integrity within the identified context by integrating identified values, behaviours and stakeholder tensions
    - primary and secondary data should be used discerningly to justify how the devised strategy would address identified ethical values, stakeholder tensions and increase fair play, integrity and positive engagement
    - evaluation of potential outcomes, implications and limitations should demonstrate clear links to the ability to optimise integrity and positive engagement.

Additional advice

- Procedurally, responses are required (General Syllabus section 4.5.2) to
    - define the ethical dilemma relevant to the endorsed context
    - analyse and synthesise data relating to local and national stakeholders, existing tensions relating to integrity and fair play, and existing strategies used in response to similar ethical dilemmas

- explicitly use these concepts and principles in the devising of the ethical strategy to ensure direct connections to the defined ethical dilemma.

- The school's assessment policy regarding managing response lengths should be reflective of the strategies outlined in the *QCE and QCIA policy and procedures handbook v5.0* (Section 8.2.6). When a student response exceeds assessment conditions, the strategy that has been applied by the teacher should be consistently and clearly indicated on the ISMG. Schools are responsible for ensuring that students are aware of the school-based assessment policy and procedures, particularly regarding management of response length.

Internal assessment 3 (IA3)

Project — folio (30%)

This assessment focuses on an inquiry process that requires the application of a range of cognitive and technical processes and skills, and conceptual understandings. Students document the iterative process of demonstrating and applying conceptual understandings through the psychomotor domain to devise a personal training strategy. Students evaluate the effectiveness of the personal training strategy and movement strategies and justify using primary and secondary data. The multimodal response is a coherent work that includes visual and written or spoken modes.

This assessment occurs over an extended and defined period of time. Students may use class time and their own time to develop a response.

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 priority	Number of times priority was identified in decisions*
Alignment	129
Authentication	3
Authenticity	1
Item construction	8
Scope and scale	6

*Each priority might contain up to four assessment practices.

Total number of submissions: 358.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- provided appropriate information within syllabus conditions about the scale of knowledge and skills students were required to demonstrate when completing the task

- featured authentication strategies reflecting QCAA guidelines for ensuring student authorship.

Practices to strengthen

It is recommended that assessment instruments:

- include the assessment specifications, as they are written in the syllabus task specifications, particularly the distinction between the evaluate and justify specifications

- reinforce the assessment specifications from the syllabus being delivered. Schools working within AS should not include specifications from the General syllabus

- align to the available physical activity contexts (Net and court, Invasion and Performance only)

- refrain from including principles of play within performance contexts

- reflect the checkpoint strategies relating to the authentication of student responses and the opportunities provided for feedback outlined within the *QCE and QCIA policy and procedures handbook v5.0*.

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 priority	Number of times priority was identified in decisions*
Bias avoidance	0
Language	12
Layout	0
Transparency	6

*Each priority might contain up to four assessment practices.

Total number of submissions: 358.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- accurately used the syllabus specifications to avoid bias and ensure consistency in layout

- avoided unnecessary jargon, specialist language and colloquial language

- were free from errors and modelled accurate spelling, grammar, punctuation and other textual features.

Practices to strengthen

It is recommended that assessment instruments:

- avoid using bold, italics and other formatting features that may imply some specifications are more important than others

- use the prescribed syllabus terminology to provide clear instructions demonstrating clear alignment between the specifications, objectives and ISMG

- model appropriate language and prescribed terminology of the syllabus ensuring consistency in the delivery of language and transparency.

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 confirmed marks

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional	Percentage both less and greater than provisional
1	Explaining	95.75%	3.97%	0.28%	0%
2	Demonstrating and applying	92.35%	3.97%	1.13%	2.55%
3	Analysing	93.2%	6.52%	0.28%	0%
4	Evaluating and justifying	84.7%	14.73%	0.28%	0.28%
5	Communicating	96.6%	2.27%	1.13%	0%

Effective practices

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

- for the Analysing criterion, responses
  - included primary and secondary data used to insightfully draw links between suboptimal personal performance and the energy and fitness demands of the movement sequences and focus movement strategy
  - featured synthesis and analysis of corroborating primary and secondary data to apply relevant training methods and principles in the devising of the training strategy
  - featured both primary and secondary data in the analysis and synthesis reflecting the most significant relationships between the energy system and fitness components relevant to the selected movement strategy.

Samples of effective practices

The following excerpts demonstrate

- use of corroborating primary and secondary data in analysing the demands of the movement sequences and strategy, the student's personal performance of the movement sequences and strategy, and the relevant energy systems and fitness components relevant to the performance (General syllabus)

- use of body and movement concepts to critically evaluate their performance of two movement strategies. The student uses principles of training to critically evaluate the outcomes, implications and limitations of their training strategy and uses primary and secondary data discerningly to justify the development, modification and maintenance of the strategy (General).

Note: The identified characteristics may occur at other times throughout the response.

Excerpt 1
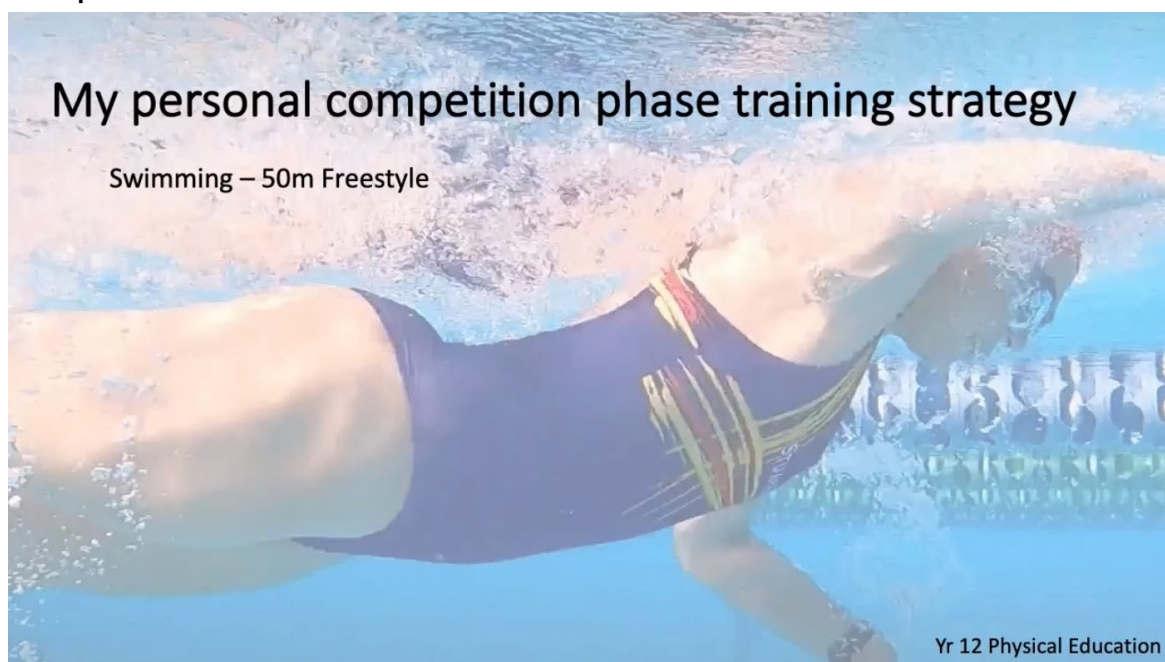
Video content: (3 mins, 44 secs)
https://www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2023/snr_pe_ia3_e1.mp4

Excerpt 2
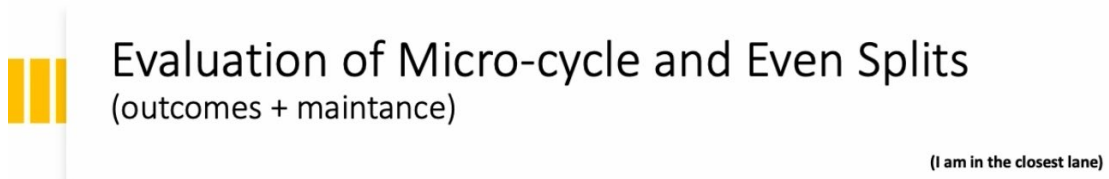
Video content: (3 mins, 44 secs)
https://www.qcaa.qld.edu.au/curriculum-assessment/portal/media/sr-2023/snr_pe_ia3_e2.mp4

Practices to strengthen

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

- when matching evidence to descriptors for the Evaluating and justifying criterion, responses should

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- feature a critical evaluation of personal performance of two movement strategies, using quality of movement and one other body and movement concept, explicitly included as part of the multimodal folio file and not within the supporting evidence

- include evaluation of the personal training strategy containing the appraisal of the outcomes, implications and limitations of the strategy

- feature a justification of personal performance and the development, modification and maintenance of the personal training strategy, supported by discerning use of primary and secondary data

- when matching evidence to descriptors for the Demonstrating and applying criterion, responses should

- provide supporting visual evidence of accomplished and proficient performance in the endorsed physical activity in authentic performance environments

- feature supporting visual evidence, clearly identifying the student, and including complete passages of play where the student demonstration of the selected movement strategies, and the impact of the performance of these strategies on personal and/or team performance, is clearly evident.

Additional advice

- The best-fit approach needs to be used when awarding marks for all criteria (*QCE and QCIA policy and procedures handbook v5.0*, Section 9.7.1). Teachers should make judgments about the evidence in the student responses and use the ISMG to indicate which characteristics in a performance level the evidence best matches to. If the evidence matches all characteristics in a performance level, then the student should be awarded the top mark in a two-mark range. If any characteristic is missing from that performance level, the provisional mark awarded should be the lower of the two marks. For more information about making judgments using an ISMG, refer to *Module 3 — Making reliable judgments* in the Assessment Literacy app on the QCAA Portal.

- The school's assessment policy regarding managing response lengths should be reflective of the strategies outlined in the *QCE and QCIA policy and procedures handbook v5.0* (Section 8.2.6). When a student response exceeds assessment conditions, the strategy that has been applied by the teacher should be consistently and clearly indicated on the ISMG.

- The multimodal response must contain the mandatory visual features (that contribute to the response) in conjunction with written and/or spoken modes, as prescribed in the syllabus (Section 5.4.1). Commonly, multimodal pieces used all modes, with each mode contributing significantly to the response, e.g. visual features throughout the folio, accompanied by written text or annotations on slides, and a voice overlay that provides further elaboration of ideas. Scripts are not used in matching evidence to the ISMG and do not constitute engagement with the written mode (*QCE and QCIA policy and procedures handbook v5.0,* Section 9.7.1: Collecting and storing evidence).

- The multimodal file or voiceover should not be manipulated or sped up to fit within the 11-minute conditions outlined in the syllabus. This may affect the ability of the confirmer to match the evidence in the response to the provisional marks awarded.

- The physical activity supporting evidence (2–3 minutes) should not be slowed down or heavily edited as this can affect the evidence of applied body and movement concepts, especially in the 9–10-mark performance level (Syllabus section 5.4.1)

- The physical activity context provided in the supporting visual evidence must match the physical activity set out in the endorsed or comparable task. The evidence presented should

clearly identify the sample student (*QCE & QCIA policy and procedures handbook v5.0*, Section 8.3).

- Submit the folio as an MP4 video file, so the length of the folio is clear to the confirmer. If a slide show with video and/or embedded audio files is submitted, the school needs to be clear in directing the confirmer how to view the presentation to ensure the length of the folio is clear and is within assessment conditions. To convert files to MP4 (video) files, refer to *Further confirmation submission advice for IA3* in the Syllabuses app on the QCAA Portal. Information about confirmation submission requirements is outlined in the *Confirmation submission information* document, which is also located in the Syllabuses app.

External assessment

External assessment (EA) is developed and marked by the QCAA. The external assessment for a subject is common to all schools and administered under the same conditions, at the same time, on the same day.

Examination — combination response (25%)

Assessment design

General syllabus examination

The General assessment instrument was designed using the specifications, conditions and assessment objectives described in the summative external assessment section of the syllabus. The examination consisted of one paper:

- Section 1 consisted of 10 multiple choice questions (10 marks)
- Section 2 consisted of three short response questions (28 marks)
- Section 3 consisted of an extended response question (16 marks).

The examination assessed subject matter from Unit 4. Questions were derived from the context of 'Energy, fitness and training' integrated with selected physical activities.

Alternative Sequence (AS) examination

The AS assessment instrument was designed using the specifications, conditions and assessment objectives described in the summative external assessment section of the AS. The AS examination consisted of one paper:

- Section 1 consisted of 10 multiple choice questions (10 marks)
- Section 2 consisted of three short response questions (25 marks)
- Section 3 consisted of an extended response question (16 marks).

The AS examination assessed subject matter from AS Unit 2. Questions were derived from the context of 'Motor learning, functional anatomy, biomechanics and physical activity'.

Assessment decisions

Assessment decisions are made by markers by matching student responses to the external assessment marking guide (EAMG). The external assessment papers and the EAMG are published in the year after they are administered.

General Multiple choice question responses

There were 10 multiple choice questions in Paper 1.

Percentage of student responses to each option

Note:

- The correct answer is **bold** and in a blue shaded table cell.
- Some students may not have responded to every question.

Question	A	B	C	D
1	**71.31**	10.24	16.43	1.51
2	0.9	1.26	0.86	**96.52**
3	2.12	**58.44**	19.94	19.02
4	31.91	29.26	11.46	**26.82**
5	0.43	4.24	**89.9**	5.03
6	**46.16**	39.4	7.45	6.54
7	1.16	22.56	**54.78**	21.05
8	10.79	**38.49**	17.96	32.34
9	**33.09**	5.38	56.36	4.52
10	10.73	8.63	2.89	**77.15**

AS Multiple choice question responses

There were 10 multiple choice questions in Paper 1.

Percentage of student responses to each option

Note:

- The correct answer is **bold** and in a blue shaded table cell.

- Some students may not have responded to every question.

Question	A	B	C	D
1	14.32	11.32	46.19	**27.25**
2	6.7	**73.67**	3.46	15.47
3	**60.05**	12.01	10.39	16.86
4	7.62	8.08	**40.88**	42.73
5	25.4	25.4	10.85	**37.41**
6	**57.51**	10.62	27.48	3.7
7	10.62	17.78	0.69	**70.21**
8	20.79	27.94	**41.34**	9.01
9	3	**86.14**	1.39	8.78
10	19.63	8.31	**67.9**	3.46

Effective practices

Overall, students responded well to:

- recognition of explicit connections to the syllabus, directing students to specific subject matter prescribed in Unit 4 (General) or Unit 2 (AS)

- stimulus requiring analysis and synthesis, allowing the opportunity to elaborate on applied concepts and principles.

Samples of effective practices

Short response

The following excerpt is a response to Question 11 from the General syllabus paper. It required students to describe dynamic stretching and its role in preparing the body for exercise, using explicit examples from a selected physical activity context.

Effective student responses:

- made explicit that dynamic stretching uses functional movements that mimic performance environment movements in preparing the body for exercise

- demonstrated application of dynamic stretching with explicit examples within an identified context

- explicitly referred to the role in preparing the body for exercise, specifically characteristics including raising body temperature and blood flow, reducing potential injuries and aiding post-session recovery timelines.

This excerpt has been included to demonstrate:

- the defining of dynamic stretching using characteristics to make clear the role dynamic stretching plays in preparing the body for exercise, e.g. 'involves movement in contrast to static stretching', 'it raises an athlete's heart rate and muscle temperature', 'as well as prevent injury'

- clear and explicit explanation of contextually relevant examples in the application of dynamic stretching within the selected volleyball context. The specific examples included 'walking lunges' focusing on hamstrings and 'circular arm rotations' focusing on shoulder joint mobility. These were identified and contextualised to the needs of the selected physical activity context, specifically in completing blocks and spikes in volleyball.

> Dynamic stretching is # stretching that involves movement, in contrast to static stretching which involve no movement. It aims to p stretch and prepare the muscles, ligaments and tendons in the body for movement as well as prevent injury. Furthermore, it raises an athlete's heart-rate and muscle temperature more than static stretching, which allows them to perform at their best ability during the following phase of training. For example, an athlete's performance in volleyball can be improved via dynamic stretching. Their ability to jump with the intent to either block or spike can be improved by participating in walking lunges, which involve active movement and loosen the athlete's hamstrings. Similarly, in order to optimise their shoulder joint mobility during a spike an athlete could complete circular arm rotations during the dynamic stretching phase. This would loosen and warm up the athlete's joints and/muscles and prepare them for achieving a full range of motion during their spike. The use of these two dynamic stretches could greatly improve an athlete's performance by ensuring their body is prepared for exercise ~~for for~~, such as volleyball.

The following excerpt is a response to Question 11 from the AS paper. It required students to explain the interrelationship between two body and movement concepts, using an example from a physical activity context.

Effective student responses:

- explicitly identified two body and movement concepts and provided relevant characteristics and features as prescribed in the syllabus subject matter

- provided a clear and concise example, connected to a selected physical activity context, that explained the interrelationship between the identified body and movement concepts.

This excerpt has been included to demonstrate:

- explicit identification of two body and movement concepts (quality of movement and spatial (space) awareness) and provided relevant characteristics and features.

- examples of explicit characteristics (quality of movement) included 'speed, accuracy, force and flow of movements' (space awareness), movement patterns, perception of teammate and opponent positioning

- a clear and concise example, connected to volleyball, that explained the interrelationship between the identified body and movement concepts. 'This [example] shows that it is important [to] have awareness of the space around to perform accurately'.

The interrelationship between the body and movement concepts of quality of movement and spatial awareness can be demonstrated through volleyball. Quality of movement and spatial awareness are interrelated as optimising quality of movement also optimises the
and to perform one effectively, the other must be performed well.
athlete's spatial awareness and vice versa. Quality of movements
[and spatial awareness includes spatial movement patterns and perception of teammate and opponent positions]
include speed, accuracy, force and flow of movements. In volleyball,
have both
it is important to speed and accuracy when defending and attacking.
think
When defending against attacks, the athlete must react fast by first
ball of the   going to go   predicting
determining whether the attack is out of in the court by the ball's
trajectory then reacting fast if be determined in. This shows that
for the athlete
it is important to percieve their position on court and where the

ball is travelling to, and also if there is another teammate that
under the ball to defend. This shows that it is important have awareness of the space
around to perform
is able to defend. This demonstrates the combination of   accurately.
awareness
quality of movement and spatial movement required to work together
to optimise performance in volleyball

The following excerpt is a response to Question 12 in the General paper. It required students to describe two contributions that fitness testing makes in developing athlete training programs, demonstrating how the identified contributions can be applied to a position- or event-specific context.

Effective student responses:

- provided two explicit contributions of fitness testing in the development of athlete training programs

- described the characteristics and features of the identified contributions in supporting the role made to the development of athlete training programs

- applied the identified fitness testing contributions to specific specialised movement sequences in a position- or event-specific context.

This excerpt has been included to demonstrate:

- two clear, explicit contributions of fitness testing to the development of athlete training programs. The first contribution included the baseline fitness test collection to identify target fitness components. The second contribution is the setting of goals with the regular checking of results against the baseline fitness test in monitoring athlete progress

- the application of the identified contributions to the context of netball. This response applies the focus of improving agility, specifically to the movement sequence of 'driving onto the ball' to lose the opposition player. The second contribution of goal setting was applied to improving aerobic fitness for the purposes of improving the forward and backward movement up and down the court.

Excerpt 1

When developing training programs, athletes must first do a variety of fitness testing. Their performance and ability in these tests contribute to their training. This allows the athlete to know what fitness components to ~~tar~~ target in order to create an individually specific training program that improves their overall performance in their sport or position. Based on their results of the fitness tests, an athlete can also set goals. ~~based on their~~ Their performance at the ~~bigging~~ beginning of ~~the~~ each mesocycle can be recorded and compared to see any improvements in personal performance after targetting specific components to reach goals.

Excerpt 2

The contributions of fitness testing can be applied to a centre court player in netball. Fitness testing can be done to assess the athlete's agility through a timed agility course. If the athlete needs improvement in the fitness component of agility, specific training programs can be developed on targetting improving their agility. Agility is prominant in centre court position as the athlete must be able to quickly and precisely move from point A to point B in order to drive onto the ball and lose her player. The contribution of ~~making specific~~ knowing what componments to target helps in developing a training program. This ~~s~~ centre court player can also use the second contribution of goal setting ~~to~~ when developing training sessions. The athlete can complete a ~~power fitness test~~ beep test to assess their cardiovascular endurance and set a goal to reach by the end of the mesocycle. Training programs can ~~be ta~~ be specific to improve ~~her~~ their cardiovasular endurance when playing as it is used when running back and ~~forth~~ forward on the court to bring the ball down or defend your ~~component~~ opponent.

The following excerpt is a response to Question 13 for the AS paper. It required students to determine the more effective throwing action by analysing features in a provided stimulus and applying knowledge and understanding of summation of forces to justify the selected throwing action.

Effective student responses:

- comprehensively analysed the stimulus to identify features from both athletes' techniques and determine the more effective throwing action

- discerningly justified the selected throwing action through the application of knowledge and understanding of the summation of forces.

This excerpt has been included to demonstrate:

- comprehensive analysis of the stimulus, identifying features from both athletes' techniques. For athlete A these included specific reference to 'poor starting position', 'base of support', poor angle of release 'above the eyeline', resulting in a 'downward trajectory'. For athlete B these included specific reference to 'strong centre of gravity', 'hip rotates to generate increased momentum', 'athlete braces with front leg to assist in propelling the ball', 'after the throw all momentum is moving forward as displayed by the follow through'

- discerning justification of the selected throwing action through the application of knowledge and understanding of the summation of forces, evident in the elaborations, specifically 'the efficiency of the throwing action generates more force', 'the sequential force of all body segments and parts', 'the athlete correctly sequences and positions their body parts with the correct timing … and produce more force across the joints, muscles and bones'.

in poor summation of force and a doomed trajectory of the ball. However, Athlete B begins with a strong centre of gravity and forward momentum. As the Athlete rotates there hip they are able to generate increased momentum into phase 2 where the athlete braces there leg using it as a lever to propel the ball. The Athletes ~~improved~~ efficient technique is shown as after the throw all momentum is going forward as displayed by this follow through. By having more efficient technique the athlete is able to generate maximum force. This is due to force summation; the sequential force of all body segments and parts. As the Athlete correctly sequences and positions their body parts with correct timing they are able to distribute and produce more force across the joints, muscles and bones. Therefore Athlete B has more effective throwing technique as it is stable, compact and balanced allowing the sequential production of force.

Extended response

The following excerpt is a response to Question 14 from the General paper. It required students to use identified training methods to develop two conditioning phase training sessions, specifically referencing specialised movement sequences within a physical activity context, justifying the application of the conditioning phase of a training session and the aims of the competition phase.

Effective student responses:

- provided two detailed training sessions, demonstrating insightful application of selected training methods

- discerningly explained the relationship to specific movement sequences within the selected context

- connected the developed training sessions to the syllabus-prescribed features of the conditioning phase

- justified the development and application of concepts and principles in the training sessions with clear consideration of the syllabus-prescribed features of the competition phase.

This excerpt has been included to demonstrate:

- two detailed training sessions insightfully applying the training methods of interval training and resistance training

- discerning explanation of the relationship to specific movement sequences within the selected position of a wing attack (WA) in netball. Specific movement sequences included 'one on one defence', 'catching and passing' and 'leading and driving into space'. The response linked these movement sequences to the fitness components of agility and power

- clear and consistent application of the features of the conditioning phase of a training session. This response applied the connection to specific fitness components (agility and power), and the application of the selected training methods, inclusive of the application of the relevant principles of training and work:rest ratios

- significant links to the features of the competition phase of training including the maintenance of fitness, specificity in drills and considerations relating to workload and recovery for game day readiness.

> The competition phase ideally includes high intensity but low volume training. The sessions are highly specific to gameplay, utilising the positionally specific energy system to target specialised movement sequences. In the competition phase, tapering should occur 48 hours prior to competition day. Thus, training on Friday should have decreased intensity. Training on Monday, however, should maintain

the high intensity which is characteristic of the competition phase as it occurs. well before Saturday. It should also include fitness components, specialised movement sequences, and tactical awareness that is specific to the WA position to replicate gameplay and hence cause maximal improvement to game performance.

For a WA, there is a typical work period of 30seconds - 3minutes at 85%+ intensity followed by a brief active recovery while the ball is down the other end. The brief recovery is not sufficient for ~~PC renewal~~ phosphocreatine replenishment, so the ATP system is used minimally. ~~Due to~~ Therefore, due to the high intensity and decreased work duration WAs primarily use their lactic energy position to provide ATP. A WA must weave around players and constantly change direction in response to stimuli in order to facilitate the specialised movement sequence of "one on one defence". Thus, agility should be targetted by the training session to maximise positional specificity. A WA also is responsible for throwing shoulder passes into the goal circle which is encompassed by the specialised movement sequence of "throwing". These passes are far less likely to be intercepted by openents if they are powerful. Thus, upper body muscular power is highly specific to a WA and should be targetted by training to maximise specificity.

A.M. Training| objective: agility improvement	P.M. Training|objective: power development
Target HR - 85% MHR	Target HR - 85% MHR
1. RAMP WARM UP	1. RAMP WARMUP
2. Conditioning Phase:	2. Conditioning phase: (excercises done explosive
4.5 ~~minute~~ of side steps (85% MHR)	X6 repetitions of pushups 60%RM
	1 minute static recovery
1. 30 min recovery (while walking around)	X6 repetitions of medicine ball throws}
	1 minute static recovery
1 min weaving between cones	X6 pull ups using elastic band so they
and recieving ball at last cone, passing	are performed explosively
back and running back to start	1 minute static recovery
(80% MHR)	X6 bicep curls - 60% RM
2 mins static recovery	1 minute recovery
45 seconds of centre pass drill (85% MHR)	X6 clap push ups
	3 minute static recovery
2. 30 min ~~s~~ walking recovery (150 seconds)	repeat x 4
repeat x 3.	3. COOL DOWN
~~Total duration: 40mins~~	consume protein drink
3. COOL DOWN	Total duration: 45mins
consume protein drink	Training location: gym
Total duration: 40 mins	Training time: 5:00pm - 5:45pm
Training Location: netball court	Training type: resistance.
Training time: 6am - 6:40am	
Training Type: interval	

Training session one includes a wide range of different excercises
and recovery types, promoting its variety. Training session two also
has an increased variety as it includes a rang of excercises, weighted
and unweighted. The increase variety accross the two sessions promotes
athlete engagement and motivation, leading them to gain more
training
adaptions to maximally improve their gameplay. Both sessions
have a target intensity of 85% which ensures the athlete

remains in the lactic acid system which supports excercise at high intensity. This increases the sessions specificity as the intensity of training and hence the energy system used relates to gameplay. This is particulary important as training sessions in the competition phase must replicate gameplay to promote optimal performance in games. Progressive overload cannot be implemented over a one week microcycle but should be in future microcycles to prevent performance plateaus. This could be done by increasing the intensity to 90% for both sessions in about 4 weeks. ~~In terms~~ Training session one targets agility which increases its specificity as this fitness component is positionally relevent to a WA. Also, the drills include "side steps" which are a manouvere highly neccasary for "one on one defence" and includes a drill which replicates driving for the centre pass which is a positional demand of a WA. This drill targets the athlete's ability to "lead and drive into space". As these drills are positionally and game specific, the specificity of this session is high. Session two includes upper body power excercises. The plyometric explosive excercises, the low RM, ~~and~~ the use of 6 repetitions, and the rest periods all ensure power is targetted. As power is highly specific to a WA, this increases the session's specificity, resulting in maximal performance improvement. (CONTINUED ON P.B)

END OF PAPER

Specificity is also promoted by the inclusion of "throws" which enhances the specialised movement sequence of "throwing" which is a positional requirement as described earlier. Also, the fact session one is performed on a netball court improves the specificity as it replicates gameplay which is performed on netball court. In terms of frequency, two sessions in one day is not ideal, especially in the competition phase which requires low training volume. The two sessions on Monday have been spread out as much as possible (early morning and late afternoon) to ensure maximum recovery occurs between them. This minimises the risk of injury before competition and also ensures the lactic system recovers as much as possible between the sessions so it can continue to be used. Individuality is difficult to incorporate without knowing the athlete's fitness levels and personal goals. By describing the intensity as a percentage of repetition maximum or maximum heart rate, the athletes personal fitness levels can be considered, increasing the sessions individuality. This leads to maximal game improvement and injury prevention. Lastly, duration is utilised to ensure each excercise (CONTINUED ON P.1 of second book)

> EXTRA RESPONSE OF Q14 CONTINUED (part two of continuation)
> exists within the confines of the lactic system, to maximise specificity to gameplay as the lactic session is used by a WA in games. The recovery durations ensure phosphocreatine is not replenished enough for the ATP system to be used at the beginning of the next excercise (would need 3mins for phosphocreatine replenishment). Also, the overall duration of training is specific to the duration of a netball game which lasts for one hour. However, players typically only play for three quarters (45mins) which is replicated by the duration of both sessions

The following excerpt is a response to Question 14 for the AS paper. It required students to describe features of their performance in a selected physical activity context to determine the stage of motor learning, then deciding which types of feedback and practice would promote performance improvements. Students were then asked to justify how each type of feedback and practice identified would meet the learning environment needs and optimise performance in the selected physical activity context.

Effective student responses:

- comprehensively described the features of personal performance in the selected physical activity, determining the stage of motor learning

- demonstrated discerning links between the features of the personal performance and justified suitable types of practice

- demonstrated discerning links between the features of the personal performance and justified suitable types of feedback.

This excerpt has been included to demonstrate:

- comprehensive description of features within personal performance, including 'constant, technical errors', interpretation of 'environmental cues', 'incapable of maintaining rallies', and 'little opportunities to score'. The student determines the cognitive stage of motor learning as the appropriate stage

- discerning links between the features of the personal performance and suitable types of practice, specifically 'distributed, part and block practice types'

- discerning links between the features of the personal performance and suitable types of feedback, specifically external feedback inclusive of knowledge of performance and knowledge of results

- justification of the selected practice and feedback types making strong and consistent links to how this addresses the identified stage of motor learning and contributions to optimising the athlete's learning environment.

Selected physical activity context: Badminton

Based off of the features in my badminton performance, it can be inferred that I am in the cognitive stage of learning. This can be assumed due to the fact that I make constant errors (predominantly technical errors), I am unable to read environmental cues and I have little understanding of when to use different shots. This leaves me susceptible to opponents attacks, for instance, if I am consistently being pushed to the back of the court with overhead clears by my opponent, I am unaware that my opponent is about to perform a drop shot at the front of the court. Furthermore, I consistently hit the net when I attempt to serve or attempt to return overhead clears meaning that I am incapable of maintaining

rallies and go port have little opportunities for scoring. From those examples, it is evident that I do not meet the qualifications to be at an associative or autonomous stage of learning as I am unable to consistently perform shots or decipher and unable to decipher environmental cues. As a result, I believe that my performance could be optimised if I were to have external feedback (in particular looking at my knowledge of performance) and if I engaged in distributed, part, blocked and drills types of practice. It can be assumed that I would best benefit from external feedback like from a coach as my inexperienced stage of learning disallows me to give myself internal feedback. This is because I would be unfamiliar with the visual, audio or tactile expectations my performance was supposed to be meeting. Furthermore, by focusing on my knowledge of performance, I would be able to get more feedback on my technique and execution of my movement sequences compared to knowledge of results which would simply focus on the outcomes of my games. This external feedback could be performed by replaying

game footage and analysing errors and how to better them. For instance, I could pick up on small technical errors like racquet grip. I believe that external feedback would tie in well with distributed practice as distributed practice's long rest periods would allow for feedback from a coach. Distributed practice is additionally well-suited for cognitive learners as it allows them time to process the movement sequence more and prevents them from fatiguing. A second type of practice that would optimise my performance would be part practice as it would allow me the opportunity to break down the move sub-routines in badminton movement sequences. For instance, standing side on, having my non-racquet arm raised to extending my arm in an overhead clear. This would optimise my performance as it would increase my efficiency and technical efficiency and consistency in shot types. Part practice could be combined with blocked practice as it would let me repeat movement sequences until I felt comfortable in them. As my performance would improve and progress, I would then switch to training types of whole and problem solving drills. Problem solving drills would make

me more accustomed to being more dynamic on my feet
and it would improve my ability to read environmental cues.
This could be done by leading constraints-based drills
where I would have to hit the shuttlecock to the
baseline for extra points. This would increase the
amount of shots I was^am able to perform and makes me
more adaptable in the unpredictable badminton environment.
Being able to perform skills as a whole, like in whole
practice would be a beneficial to my cognitive learning
stage as it would show signs of progression and would
mean I have become capable of performing skills more
consistently. This improvement would^could mean I am now
capable of maintaining rallies or I have better footwork
around the court rather than being stationary and open to
opponents attacks. The feedback types and practice types
suggested are well suited to my learning stage and allow me
to optimise my performance and progress to the next learning
stage.

END OF PAPER

Practices to strengthen

When preparing students for external assessment, it is recommended that teachers consider:

- providing opportunities to deepen knowledge and understanding of concepts and principles that allow students to not only recognise and explain, but apply the concepts and principles to varied physical activity contexts

- providing extensive exposure to the subject matter prescribed in the syllabus, making specific reference to the terminology, areas of study, cognitive requirements and specific examples from a variety of physical activity contexts

- embedding cyclical opportunities to develop assessment literacy skills relating to the dissecting of multiple-choice questions and interpretation of the response requirements of short and extended response items

- providing opportunities to dissect and analyse stimulus to ascertain relationships, features, components and the synthesis of meaning to demonstrate deep knowledge and understanding of the application of prescribed subject matter.

Additional advice

- Teachers should support students to develop positive practices when responding to short and extended response questions, including:
  - breaking down the question
  - identifying and aligning to the relevant subject matter prescribed in the syllabus and associated terminology
  - acknowledging the question cognition/s and separate or connected elements within the question
  - planning and the completion of a logical and sequential response.

- Students should be encouraged to proofread their response and check that all elements of the question are reflected, should they have time to do so.

- Teachers should support students to develop positive multiple-choice practices that involve the breakdown of the elements of the stem, the reading of all distractors, the consideration of validity arguments for each distractor, and the decision-making processes to determine the most correct response.