Physical Education subject report

2025 cohort

January 2026

Queensland Government | QCAA Queensland Curriculum & Assessment Authority

260008

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Contents

Introduction

The annual subject reports seek to identify strengths and opportunities for improvement of internal and external assessment processes for all Queensland schools. The 2025 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 General and General (Extension) subjects. 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 2026.

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
- important considerations to note related to the revised 2025 syllabus (where relevant).

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.

Subject highlights

352
schools offered Physical Education

89.88%
agreement with provisional marks for IA3

95.85%
of students received a C or higher

Subject data summary

Unit completion

The following data shows students who completed the General subject or alternative sequence (AS).

Note: All data is correct as at January 2026. 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: 352.

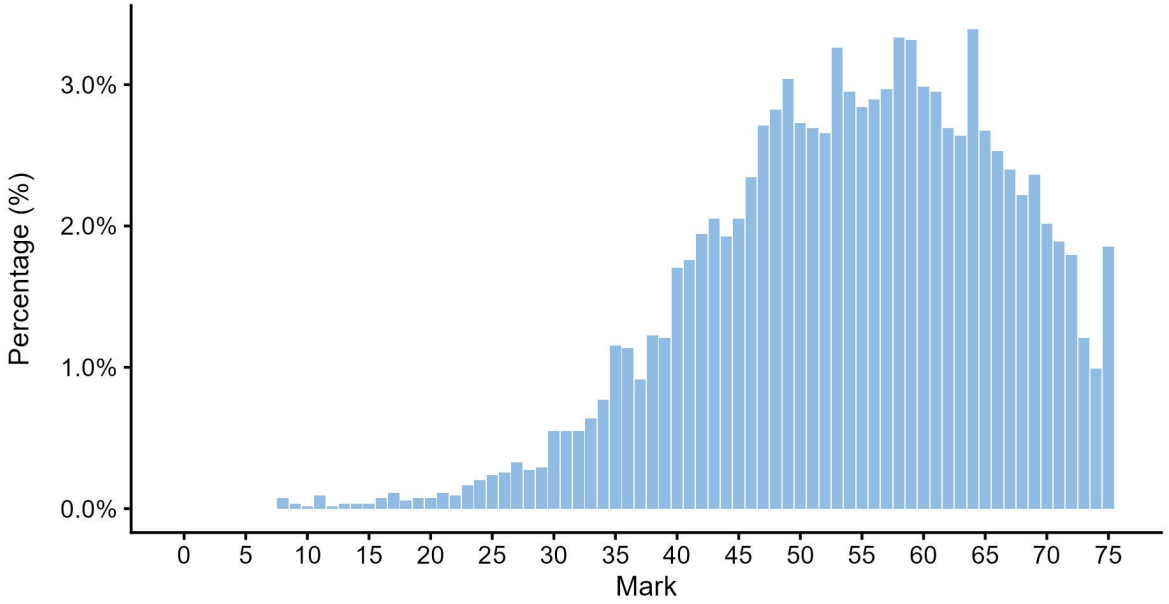
Completion of units	Unit 1	Unit 2	Units 3 and 4
Number of students completed	6,496	6,140	5,402

Units 1 and 2 results

Number of students	Unit 1	Unit 2
Satisfactory	5,808	5,697
Unsatisfactory	688	443

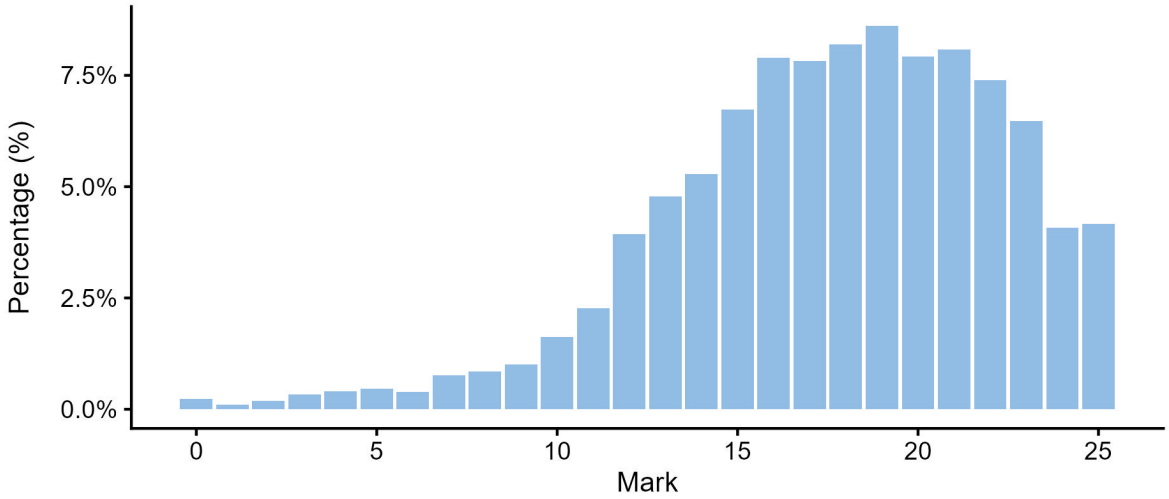
Units 3 and 4 internal assessment (IA) results

Total marks for IA

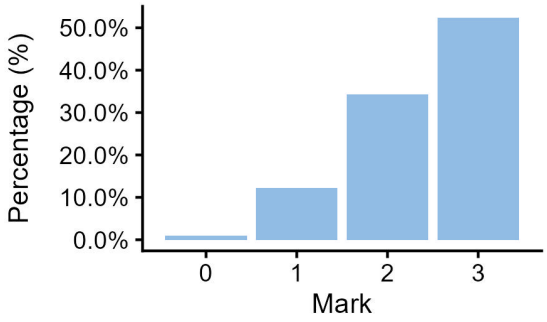


IA1 marks

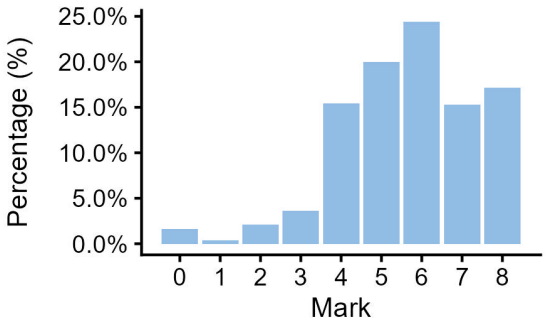
IA1 total



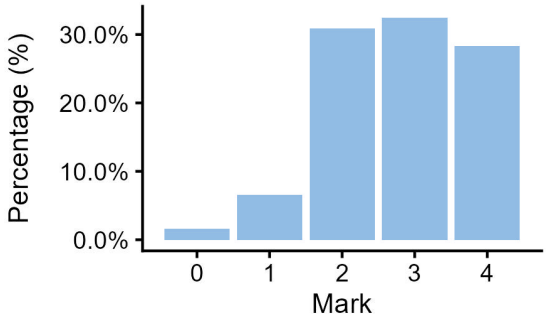
IA1 Criterion: Explaining



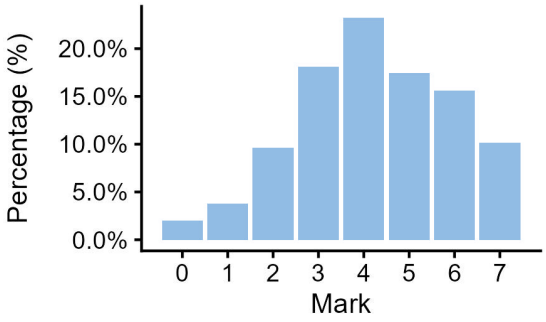
IA1 Criterion: Demonstrating and applying



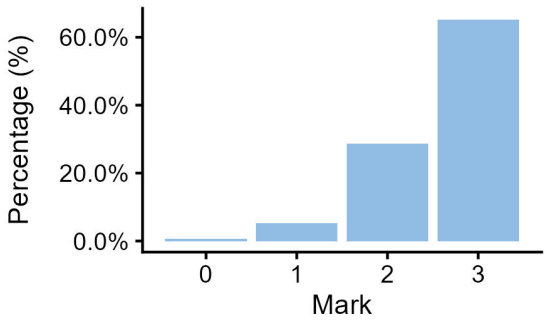
IA1 Criterion: Analysing



IA1 Criterion: Evaluating and justifying

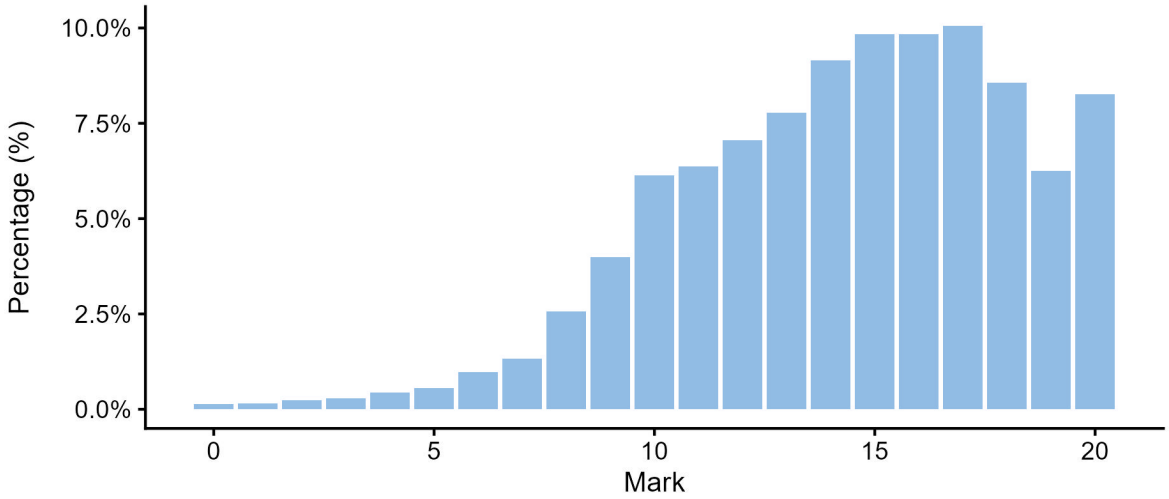


IA1 Criterion: Communicating

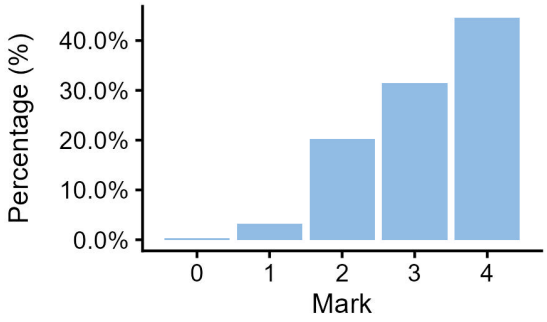


IA2 marks

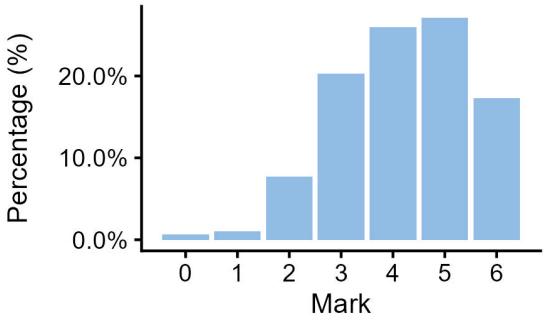
IA2 total



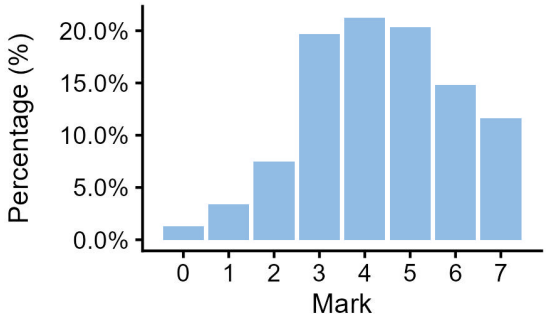
IA2 Criterion: Explaining



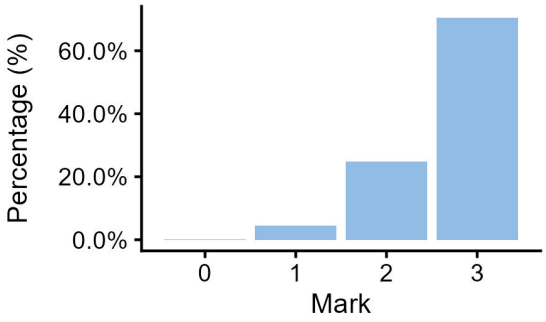
IA2 Criterion: Analysing



IA2 Criterion: Evaluating and justifying

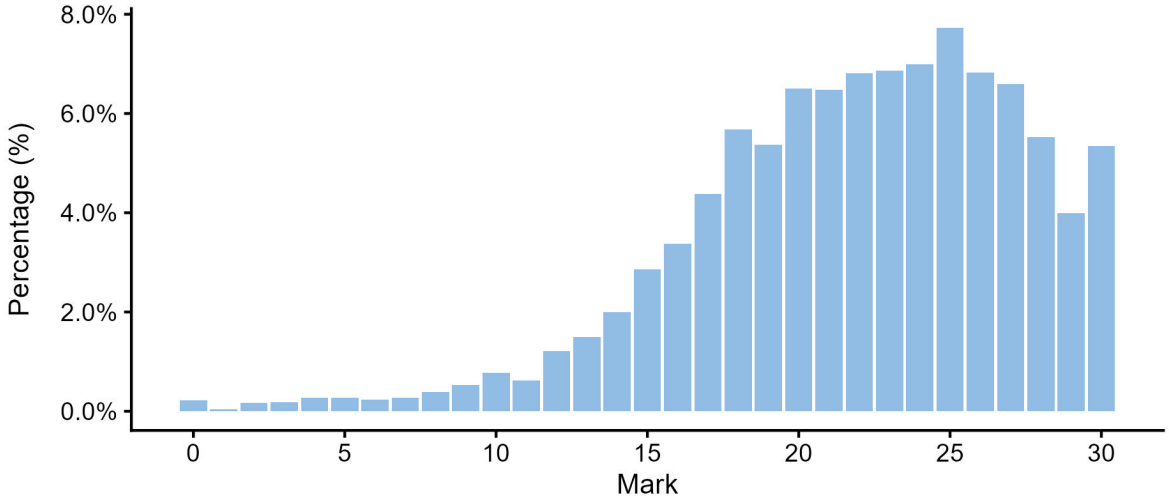


IA2 Criterion: Communicating

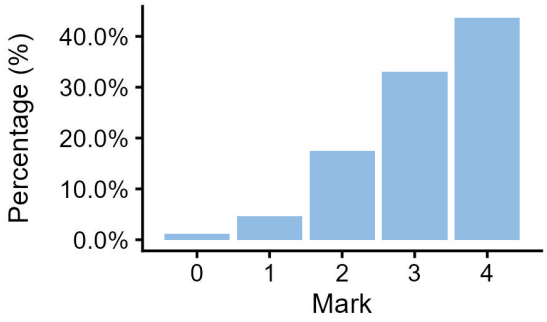


IA3 marks

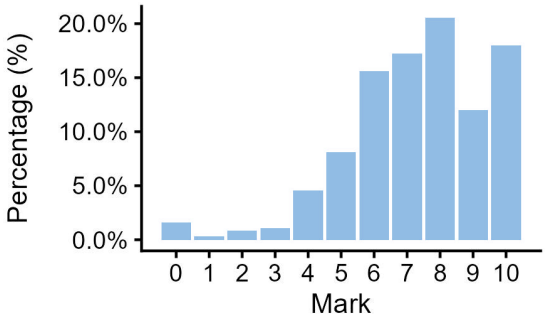
IA3 total



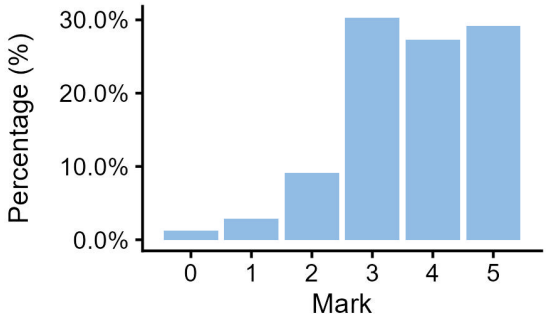
IA3 Criterion: Explaining



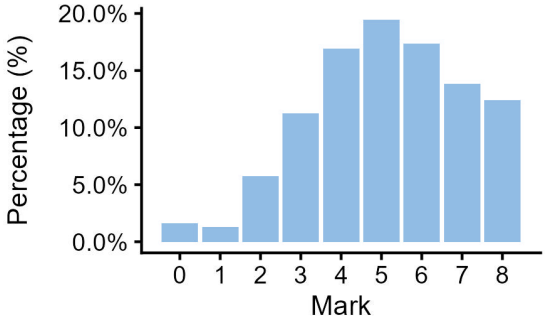
IA3 Criterion: Demonstrating and applying



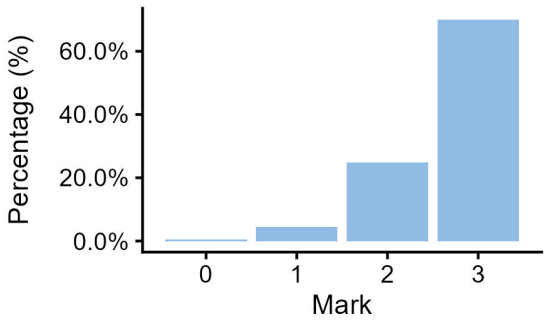
IA3 Criterion: Analysing



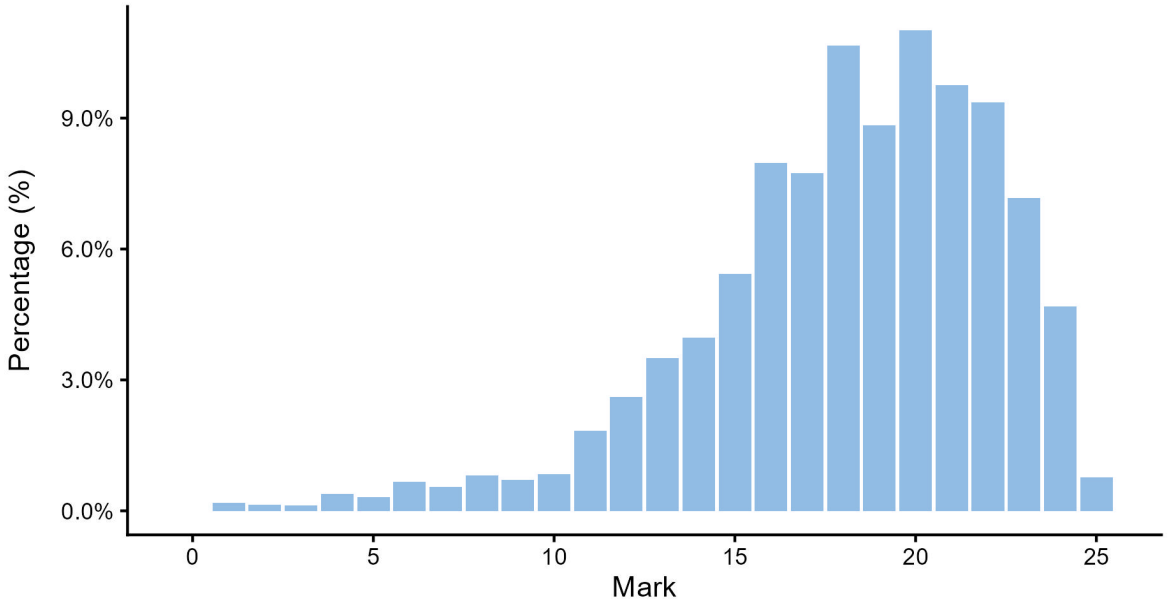
IA3 Criterion: Evaluating and justifying



IA3 Criterion: Communicating

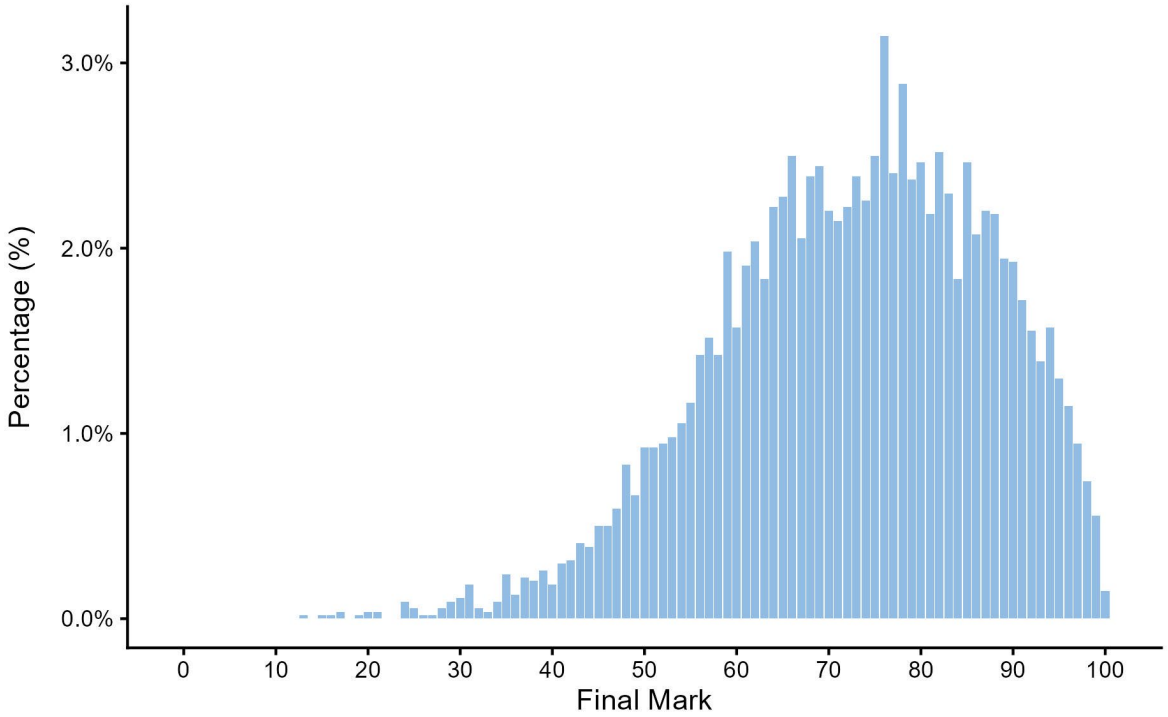


External assessment (EA) marks



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	100–85	84–68	67–46	45–21	20–0

Distribution of standards

Number of students who achieved each standard across the state.

Standard	A	B	C	D	E
Number of students	1,289	2,196	1,693	216	8
Percentage of students	23.86	40.65	31.34	4.00	0.15

Internal assessment

This 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 assessment. 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 v7.0*, Section 9.5.

Percentage of instruments endorsed in Application 1

Internal assessment	IA1	IA2	IA3
Number of instruments	355	355	351
Percentage endorsed in Application 1	74	80	75

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 v7.0*, Section 9.6.

The following table includes the percentage agreement between the provisional marks and confirmed marks by assessment instrument. The Assessment decisions section 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	346	2340	13	83.53
2	346	2323	5	91.33
3	346	2318	1	89.88

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 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	84
Authentication	1
Authenticity	4
Item construction	3
Scope and scale	2

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- ensured the specialised movement sequences for one movement strategy were fore-fronted within the task, allowing for unique student responses
- explained the syllabus conditions around the scale of knowledge and skills students were required to demonstrate in the task
- featured authentication strategies reflecting QCAA guidelines for ensuring student authorship.

Practices to strengthen

It is recommended that assessment instruments:

- align task specifications with the assessment specifications within the syllabus. These should remain unaltered, except for contextualisation
- do not reference the teaching and learning of the unit. This scaffolding impacts academic integrity.

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	6

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- accurately used the syllabus specifications to avoid bias and ensure consistency in layout
- included subject-specific terminology
- directed students to the prescribed subject matter and processes required to develop a response
- avoided unnecessary jargon, specialist language and colloquial language.

Practices to strengthen

It is recommended that assessment instruments:

- consistently apply any changes or modifications to a previously endorsed task across the entire assessment instrument, e.g. changing the physical activity requires edits across the task specifications and not only in the context or task statement
- avoid using bold, italics and other formatting features that may imply some specifications hold greater importance.

Additional advice

When developing an assessment instrument for this IA, it is essential to consider the following key differences between the 2019 and 2025 syllabuses:

- The focus has shifted from devising a tactical strategy, to now explicitly devising a constraints-led activity/practice, providing the opportunity for a tactical strategy to emerge. Sequentially, the response now focuses on
  - the justification of the development of the constraints-led activity/practice
  - the evaluation of the effectiveness of the constraints-led activity/practice, providing the opportunity for a tactical strategy to emerge
  - the justification of the maintenance and modification of the tactical strategy.
- The Recognise and explain criterion has been removed from the assessment objectives, specifications and ISMG.
- The evaluation and justification of personal performance of two movement strategies is no longer required.

- References to ‘implications’ have been removed from the subject matter and assessment specifications.

Assessment decisions

Reliability

Reliability 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	97.98	1.73	0.29	0.00
2	Demonstrating and applying	95.09	4.62	0.29	0.00
3	Analysing	96.24	3.76	0.00	0.00
4	Evaluating and justifying	88.44	11.56	0.00	0.00
5	Communicating	98.55	0.29	1.16	0.00

Effective practices

Reliable judgments were made using the ISMG for this IA when:

- for the Explaining criterion, responses were matched to the upper performance level where they demonstrated accurate and discerning explanations of task, learner and environmental constraints, the principles of decision-making, and body and movement concepts
- for the Analysing criterion, responses were matched to the upper performance level where they demonstrated
  - discerning use of primary and secondary data to analyse the demands of the chosen movement strategy
  - evidence of constraints acting as rate limiters on performance
  - the application of principles of decision-making through effective presentation of primary data and selection of corroborating secondary sources
- for the Evaluating and justifying criterion, marks were allocated where responses demonstrated
  - the evaluation of personal performance using quality of movement and one other body and movement concept, accompanied by visual evidence in the folio that matched the standards in the spoken evaluation
  - all three of the outcomes, implications and limitations of the strategies when evaluating, and the development, modification and maintenance of the strategies when justifying.

Practices to strengthen

To further ensure reliable judgments are made using the ISMG for this IA, it is recommended that:

- when matching evidence to the descriptors in the upper performance level for the Analysing criterion, ensure that the most significant relationships between the specialised movement sequences and one movement strategy are ascertained, with specific detail and explicit evidence from clearly referenced primary and secondary data
- when matching evidence to the descriptors in the upper performance level for the Evaluating and justifying criterion, ensure that
  - effectively presented primary data is clearly displayed through the visual elements of the response
  - clearly identifiable secondary sources are explicitly referenced in the spoken and/or visual elements of the response
- for the Demonstrating and applying criterion, supporting evidence clearly identifies the student and shows clear alignment to the characteristics in the annotated ISMG.

When making judgments for this IA for the 2025 syllabus, it is essential to consider the following key differences between the ISMGs in the 2019 and 2025 syllabuses:

- References to subject matter are to be subsumed throughout the analysis, evaluation and justification.
- The 2025 syllabus requires students to devise a constraints-led activity, providing the opportunity for a tactical strategy to emerge. Ensure students have appraised both outcomes and limitations for their evaluation of the constraints-led activity/practice.
- When justifying, students are now required to provide reasons for the development of the constraints-led approach, while the modification and maintenance focus on the tactical strategy that emerges. These have been split into separate descriptors in the ISMG.

Additional advice

Schools should:

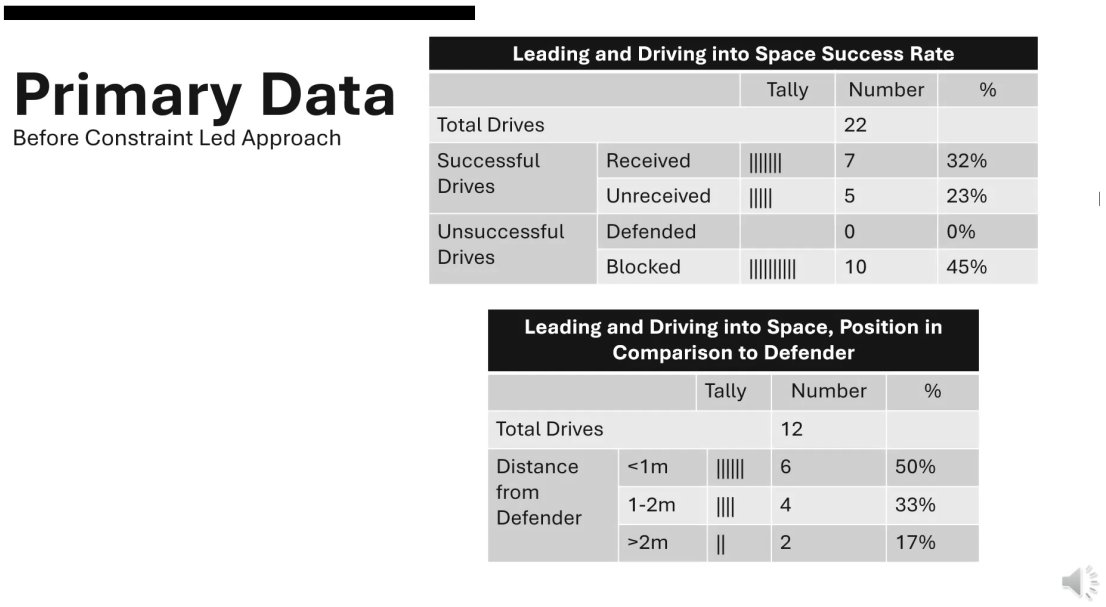
- encourage students to conduct a thorough analysis of personal performance, as this is still a key aspect of the task required for the Analysing criterion
- note the requirement to evaluate personal performance using body and movement concepts is no longer assessed in the Evaluate criterion in the 2025 syllabus
- provide up to 3 minutes of supporting visual evidence as part of the confirmation submission for each sample student to allow for matching of standards for the Demonstrating and applying criterion. In the 2025 syllabus, the descriptor for the upper performance level in this criterion is now ‘effective’, and schools should consider this when matching evidence
- clearly identify the sample student in footage that involves multiple students, e.g. using a coloured or numbered bib
- ensure students submit evidence of at least two of the modes of communication (visual, written and/or spoken). This is a minor revision to the Communicating criterion from the 2019 syllabus, which required visual, and written or spoken modes.

Samples

The following excerpt demonstrates:

- insightful analysis and discerning synthesis of primary data and secondary data, relevant to a personal tactical strategy, to ascertain the most significant relationships between the
  - demands of the specialised movement sequences and one movement strategy
  - task, learner and environmental constraints that limit or enable personal or team performance
  - application of the principles of decision-making based on the presented opportunities for action
- critical evaluation of the effectiveness of the tactical strategy by appraising the outcome and limitations of the task, learner and environmental constraints, and applied principles of decision-making
- discerning justification of the maintenance of the tactical strategy and movement strategies to optimise performance, using evidence from primary data and secondary data.

Note: The characteristic/s identified may not be the only time the characteristic/s occurred throughout a response.



Video content: (4 min, 23 secs)
https://youtu.be/N_KgXRsAP9Q

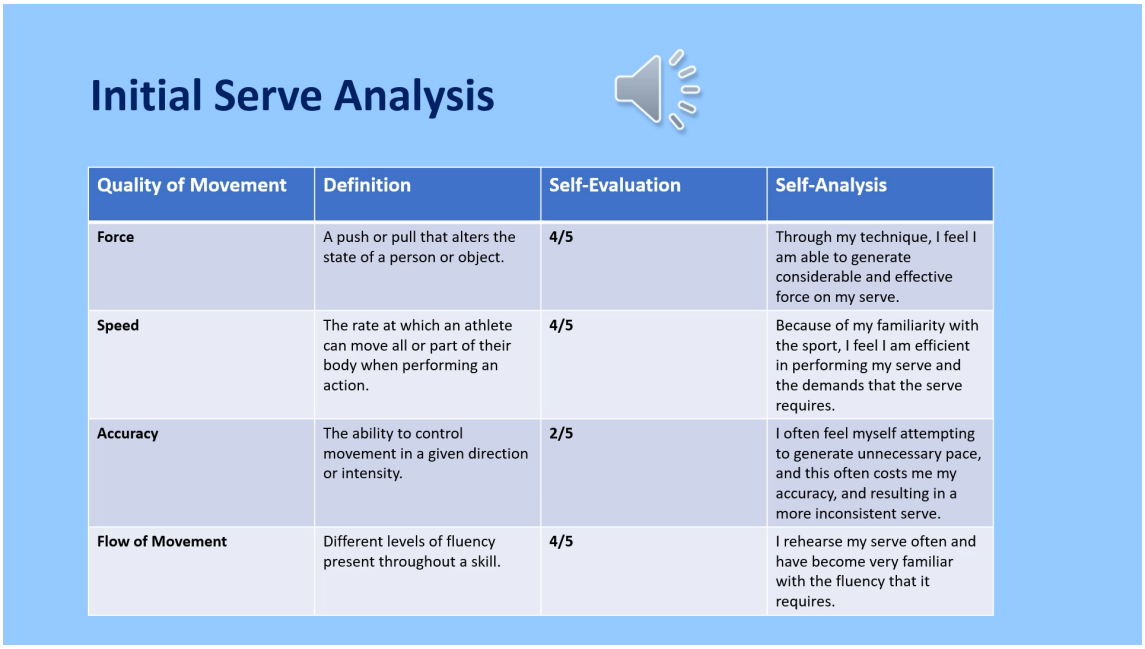
The following excerpts demonstrate:

- critical evaluation of the effectiveness of personal performance of the specialised movement sequences and two movement strategies from two different principles of play by applying two body and movement concepts, including quality of movement and one other, to appraise the outcome, implications and limitations

- insightful analysis and discerning synthesis of primary data and secondary data, relevant to a personal tactical strategy, to ascertain the most significant relationships between the
  - demands of the specialised movement sequences and one movement strategy
  - task, learner and environmental constraints that limit or enable personal or team performance
  - application of the principles of decision-making based on the presented opportunities for action.
- discerning justification of the development of the tactical strategy and movement strategies to optimise performance, using evidence from primary and secondary data.

Note: The characteristic/s identified may not be the only time the characteristic/s occurred throughout a response.

Excerpt 1



Quality of Movement	Definition	Self-Evaluation	Self-Analysis
Force	A push or pull that alters the state of a person or object.	**4/5**	Through my technique, I feel I am able to generate considerable and effective force on my serve.
Speed	The rate at which an athlete can move all or part of their body when performing an action.	**4/5**	Because of my familiarity with the sport, I feel I am efficient in performing my serve and the demands that the serve requires.
Accuracy	The ability to control movement in a given direction or intensity.	**2/5**	I often feel myself attempting to generate unnecessary pace, and this often costs me my accuracy, and resulting in a more inconsistent serve.
Flow of Movement	Different levels of fluency present throughout a skill.	**4/5**	I rehearse my serve often and have become very familiar with the fluency that it requires.

Video content: (2 min, 1 sec)
https://youtu.be/uk2tzkyHa8Y

Excerpt 2

Pre-Constraint Data

- Before the implementation of my strategy, a significant portion of my serves were easily returnable, meaning I lost the advantage I should have had over my opponent. Ideally, a service point should end in up to 3 shots, anything after this means that the opponent is recovering and will likely end up in a more attacking position.

Pre-Constraint Stats		
Serves w/ Unsuccessful Returns	6/24	25%
Serves w/ Successful Returns	11/24	45.8%
Out/ Fault	7/24	29.2%

An example where my serve was easily returnable, and my opponent was able to rally.

Video content: (2 min, 40 secs)
https://youtu.be/-HuZv-_fX_4

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	56
Authentication	2
Authenticity	10
Item construction	3
Scope and scale	7

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- provided appropriate class, school or community contextualisation, focused on the ethical dilemma (General) or equity dilemma (AS), and aligned to the specifications
- provided accurate information on the syllabus conditions, knowledge, and skills students are required to demonstrate when completing the task
- featured authentication strategies, reflecting QCAA guidelines for assuring student authorship.

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 context
- clearly identify the key stakeholders within the task specifications. Ensure that these are consistent with the syllabus
- use the assessment specifications prescribed in the syllabus to ensure alignment.

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	5
Layout	0
Transparency	5

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:

- provide a clear context that is well defined and free from any ambiguity
- use language from the subject matter, reflecting alignment to the assessment objectives
- provide the opportunity for students to use appropriate research and investigative practices in the development of the response
- include resources that are aligned to the context. Prescribed resources need to support the development of a unique student response
- do not place the outline of scaffolding information for students within the specifications section of the task.

Additional advice

When developing an assessment instrument for this IA, it is essential to consider the following key differences between the 2019 and 2025 syllabuses:

- The Justify criterion has been split, with the justification of the development now a separate specification, occurring before the evaluation of the devised strategy. This follows the sequential nature of the expected student response.
- Stakeholders are no longer required to be ‘local and national’, however only need to be ‘relevant to the physical activity context’.
- The syllabus specifications for the Explaining criterion have been revised, and should be replicated to ensure all specifications are included as follows
  - select an ethical dilemma within the specified context to devise an ethics strategy
  - identify the specified context to frame the investigation

- use the ethical decision-making framework to conduct a context analysis
- define the ethical dilemma.

Schools should also:

- use the context statement in the assessment instrument to clearly articulate the parameters of the class, school or community context the students will be engaging in.

Assessment decisions

Reliability

Reliability 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	97.98	1.73	0.29	0.00
2	Analysing	96.24	3.18	0.58	0.00
3	Evaluating and justifying	93.64	6.36	0.00	0.00
4	Communicating	99.13	0.00	0.87	0.00

Effective practices

Reliable judgments were made using the ISMG for this IA when:

- for the Explaining criterion, responses were matched to the upper performance level where they demonstrated
  - the ethical decision-making framework used to frame the investigation
  - discerning explanation of the ethics and values that impact the identified ethical dilemma, and its influence on integrity and fair play
- for the Analysing criterion, responses were matched to the upper performance level where they demonstrated
  - the use of primary data to identify relationships between the dilemma, influence of stakeholders, tensions arising from the dilemma and relevant existing strategies used for similar dilemmas
  - secondary data used to insightfully analyse the relationships between the dilemma, influence of stakeholders, tensions arising from the dilemma and relevant existing strategies used for similar dilemmas
- for the Evaluating and justifying criterion, responses were matched to the upper performance level where they demonstrated
  - the realistic potential outcomes, implications and limitations, supported by data and linked to the intention of the ethics strategy to optimise positive engagement in response to the identified dilemma

- the justification of the development of the ethics strategy based on both primary and secondary data about the potential outcomes, implications and limitations of the devised strategy to prove its potential effectiveness in optimising integrity and positive engagement.

Practices to strengthen

To further ensure reliable judgments are made using the ISMG for this IA, it is recommended that:

- when matching evidence to descriptors for the Evaluating and justifying criterion, attention is given to ensure responses interrogate both primary and secondary data
- when matching evidence to descriptors for the Communicating criterion, ensure that responses
  - adhere to report genre conventions, using appropriate headings and sub-headings for each section
  - use appropriate referencing conventions.

When making judgments for this IA for the 2025 syllabus, it is essential to consider the following key differences between the ISMGs in the 2019 and 2025 syllabuses:

- For the Analysing criterion, the top two performance levels in the 2025 syllabus require responses to use the ethical decision-making framework.
- For the Justifying criterion, the 2025 syllabus requires responses to use primary and secondary data discerningly to justify the development of the ethics strategy in the top performance level.
- For the Evaluating criterion, there is no requirement in the 2025 syllabus to appraise potential implications of the ethics strategy.
- For the Communicating criterion, the 2025 syllabus includes a mark band in the top performance level of the Communicating criterion.

Additional advice

Schools should:

- apply a redaction strategy in line with the *QCE and QCIA policy and procedures handbook* (Section 8.2.6) when student responses are over-length. The strategy 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
- ensure students use the ethical decision-making framework to shape their report and explicitly use the concepts and principles relating to ethics and values, integrity and fair play to ensure the response stays within the scope of the endorsed task.

Samples

The following excerpt demonstrates:

- insightful analysis and discerning synthesis of the relationships between the ethical dilemma, influence of stakeholders and tensions that exist in relation to integrity and fair play, as well as similar ethical strategies that have been used previously (Sections 2.1.1–2.1.4)
- critical evaluation of the effectiveness of the ethics strategy to optimise integrity and positive engagement by appraising outcomes and limitations (Section 2.3).

Note: The characteristic/s identified may not be the only time the characteristic/s occurred throughout a response.

2.0 Discussion

2.1 Analysis of the Ethical Decision-making Framework

2.1.1 The ethical dilemma

An ethical dilemma is a situation in which a difficult choice must be made between two options, even though neither option will result in an outcome that is ethically or morally acceptable (Hede et al., 2020). In this instance, the issue of selecting teams based on age will be investigated. At [redacted] the junior teams are divided by age, ranging from under 6's to under 18's, with approximately 3 teams per age division. Team selections in junior sports often lead to conflicts within clubs. To maintain a positive club culture, it is crucial to prioritise enjoyment and ensure that selection processes support a positive and inclusive environment (Play by the Rules, 2025). A survey that was sent out to stakeholders to collect primary data revealed that 70% of participants observed a noticeable difference in the ability of players in the age-based junior rugby league teams, while the remaining 30% acknowledged extremely large skill disparities (Appendix 5). Notably, none of the respondents believed that ability levels were exactly the same across all junior teams at the club, highlighting the evident ongoing issue of variation in ability of players within age-based teams. This mismatch in ability potentially leads to frustration and disengagement, ultimately discouraging junior players in continuing in the sport (Australian Sports Commission, 2025). This statement is reflected in the survey, as 50% of participants said that junior rugby league at [redacted] would 'much more enjoyable' if teams were spilt in accordance with ability, with the remaining 50% stating that the game would be 'slightly more enjoyable'. Interestingly, 0% of participants said dividing junior teams by ability would make 'no difference' or make the game 'less enjoyable' (Appendix 4). A study by Griffith University found that 40% of junior rugby league participants indicated that they would not return to the sport the following year due to a negative experience. Among these, 21% cited unfair player selection as the primary reason for their decision, while 17% felt their contributions were undervalued, leading to disengagement from the game. Evidently, this ethical dilemma is a prevalent one within the sport and needs to be addressed in order to optimise positive engagement.

2.1.2 The influence of local and national stakeholders

Through the analysis of the second stage of the Ethical Decision-making Framework, stakeholders have been identified for their role in this dilemma. In order to optimise governing bodies, etc) within the [redacted] follow ethical behaviours by adhering to codes of conduct and rules of the club. By adhering to these guidelines, all stakeholders contribute to a culture of fairness and inclusivity, ensuring that athletes feel valued, supported and motivated to engage positively. Upon signing the registration form to become a member of [redacted], the code of conduct states that "I will always play by the rules set down by Queensland Rugby League and Rugby League Brisbane." These two organisations are both local stakeholders and branch from the NRL, a national stakeholder. The National Code of Conduct from the NRL states that a coach must "seek to maximise the participation and enjoyment of all players regardless of ability" (Appendix 1). The document also emphasises that coaches should refrain from excessively relying on talented players and must ensure that all athletes are treated equally and fairly, regardless of their skill level. Although, as displayed by the survey conducted, there is an evident disparity in how these principles are applied in reality. The NRL has conducted various studies and has found that the top reasons for players disengaging in the sport to be unfair and unequitable player selection, decreased levels of fun and enjoyment and a club's lack of competitiveness during games (Play Rugby League, 2025).

2.1.3 Existing tensions

Dividing junior rugby league teams by age rather than ability creates several tensions that challenge the elements of fair play. These include observing the rules, demonstrating appropriate attitudes and behaviours, eliminating forms of exploitation, fair competition and equality, respect, team spirit and respect for written and unwritten rules (Hede et al., 2020). One major issue is the disparity in physical maturation and strategic development among players within the same age group. Some players may be significantly stronger, faster and more tactically aware than others, leading to an uneven playing field where fairness and integrity is compromised. Potentially, this results in frustration and anxiety in less developed players, leading to decreased engagement and enjoyment in the sport. These talented, but smaller, players may struggle to compete, leading to early disengagement with the sport and limiting the development of potential future athletes.

On the other end of the spectrum, this article reports on the case of an 11-year-old boy (stakeholder) who was banned from playing as he was deemed "too big." The tensions surrounding age-based selection for junior rugby teams are evident in situations like this, where players are being excluded from the game due to their size. While the protection of smaller players from injury is a valid concern, this exclusion of larger players from their age-group destroys their passion and engagement in the game. This denial of participation can lead to frustration, reduced confidence, and ultimately discourage young athletes from continuing in the sport, limiting their opportunities for skill development and progression.

2.1.4 Similar strategies

An equity strategy introduced by the NRL (a national stakeholder) in 2019 was a weight-related carnival. This carnival offered an alternative to traditional age-based gradings and aimed to cater for the variance seen in the physical, mental and emotional development of junior players. Thus, giving juniors the opportunity to enjoy the game and develop their skills without the pressure and anxiety some feel when playing against stronger and bigger kids (Play Rugby League, 2025). A survey was sent out to parents after their child participated in the weight-related carnival, with the results indicating its effectiveness. 86% of parents reported that their child's enjoyment met or exceeded expectations, 65% noted an improvement in their child's confidence in rugby league and 58% observed increased involvement opportunities during the game. Although this strategy does not directly target the imbalance of ability amongst age-based teams, it does display that changing the selection process of teams does impact the degree to which junior players positively engage in the sport.

2.2 My ethical strategy

The NSW Government states that establishing consistent rules across all sports and levels is crucial to ensuring that they are played safely, fairly and in an enjoyable manner. Therefore, in response to the dilemma of age-based teams in junior rugby league, an ethical strategy will be implemented after the analysing the ethical decision-making framework.

A part of my strategy will be to implement the *'Ability-based Team Selection Policy'* into the [redacted] The policy will state that junior rugby league teams will be selected based on ability rather than age to promote fair competition, player development and inclusivity. This will encompass a process where players will undergo an assessment to evaluate their skill and understanding of the game and coaches will place players within teams that are at the same ability level approximately. Players will also have the opportunity to move between teams as they improve and develop their skills.

Additionally, as there are multiple teams within each age bracket, tiered competitions with divisions can be introduced. There can be divisions for different skill levels within each age group, allowing players to compete within at an appropriate level while maintaining fairness and engagement. For examples the divisions can be structured as 'elite,' 'intermediate' and the 'development' division. An evenly matched competition makes

2.3 Evaluation of Ethical strategy

2.3.1 Potential Outcomes

After the implementation of the *Ability-based Team Selection Policy,* at the [redacted] there is the potential to create a far more competitive and development-focussed playing environment. By placing athletes in their respective divisions, it allows for them to play with peers who are at a similar skill level to them, therefore experiencing fair and engaging competition that challenges them appropriately. The tiered divisions – 'elite,' 'intermediate' and 'developing' – offer clear pathways for progression and advancement and give players a goal to strive for and therefore, motivation. With 70% of survey participants supporting the idea of grouping junior rugby league teams by ability, this approach is likely to be well received by local stakeholders (Appendix 2). This data reflects a collective belief that grouping players by skill enhances fairness, integrity and engagement.

The survey distributed to local stakeholders of [redacted] found unanimous support for the benefits of ability-based team selection. All participants agreed that grouping players by skill level enhances competition, accelerates the development of high-performing players and will create a fairer playing environment. Notably, no respondents indicated that this approach lacked advantages (Appendix 3).

2.3.3 Potential Limitations

Despite its benefits, the *Ability-based Team Selection Policy* may face challenges in real-life application. Less-experienced players may feel discouraged if they are placed in lower divisions, which could affect confidence and positive engagement in the sport. Ability-based selection can create an environment where less-skilled players receive fewer opportunities and disparity in training and development (Geyer, 2016). As players develop differently, regular reassessments will be required to keep teams balanced. Without careful management, these factors could impact on the overall enjoyment and inclusivity of junior rugby league.

The following excerpt demonstrates:

- accurate recognition and discerning explanation of concepts and principles relevant to a school physical activity context including the ethical dilemma, ethics and values, and integrity and fair play (Sections 1.0–2.3)
- insightful analysis and discerning synthesis of the relationships between the ethical dilemma, influence of stakeholders and tensions that exist in relation to integrity and fair play, as well as similar ethical strategies that have been used previously (Sections 2.1–2.3)
- critical evaluation of the effectiveness of the ethics strategy to optimise integrity and positive engagement in the class, school or community physical activity context by appraising the potential outcome, implications and limitations of the course of action (Section 2.5)
- discerning justification of the development of the course of action in response to the ethical dilemma using evidence from primary data and secondary data (Section 2.5).

Note: The characteristic/s identified may not be the only time the characteristic/s occurred throughout a response.

1.0 Introduction

Our 12PED class recently participated in a speedminton tournament, with a monetary prize awarded to the winner. However, this competition presented an ethical dilemma, as all students were placed into a single division, with no guidelines on whether boys and girls should compete separately or together. Ethical dilemmas in sport often involve challenging choices where neither option fully aligns with ethical or moral standards (Hede et al., 2019, 103). These dilemmas typically fall into one of four categories: gender inclusion and exclusion, ability, technological enhancements, and corruption. In this case, because all students competed in one division regardless of gender, the dilemma falls under gender inclusion and exclusion.

Therefore, This report will address the ethical dilemma of:

Should there be separate divisions for each gender in class speedminton tournaments to ensure fairness and inclusivity?

2.0 Discussion

2.1 Ethical Dilemma

The tournament presented an ethical dilemma under the category of gender inclusion/exclusion as males and females competed against each other in the same competition.

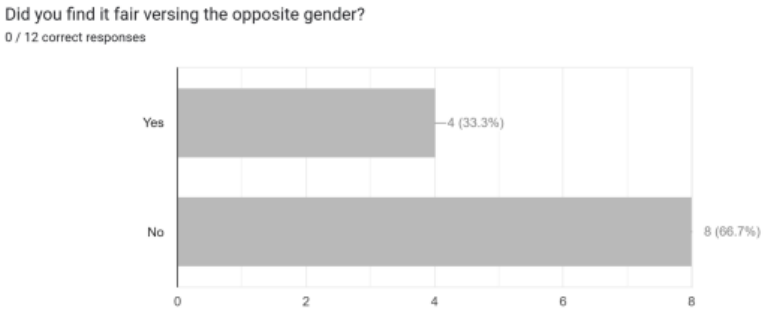


Figure 1: Results from Question 1 of the Survey

This setup reduced equal winning opportunities for female students, as shown by survey responses to Question 1, where 66.7% of the class indicated they felt it was unfair to compete against the opposite gender (Figure 1).

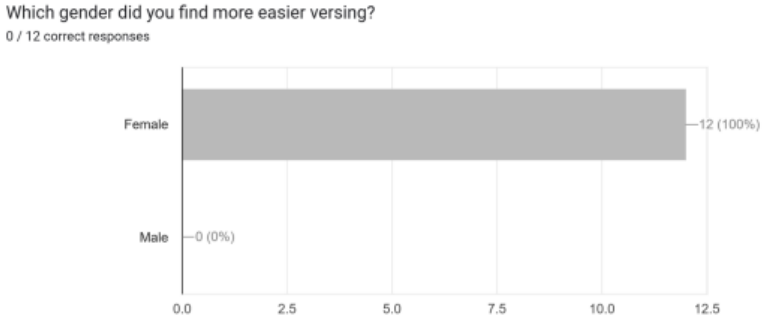


Figure 2: Results from Question 2 of the Survey

Additionally, 100% of the class reported finding it easier to play against females than males (Figure 2). This disparity stems from biological differences that give males a physical advantage, such as lower body fat, larger muscles, and greater heart and lung capacity, which provide an endurance and power advantage (Human Kinetics, 2024). In Speedminton, these differences allow males to hit the shuttlecock harder and play longer without tiring. This is supported by the fact that six females cheated in the tournament, compared to only one male, suggesting the physical disadvantage may have led some women to cheat in an attempt to level the playing field. Additionally, stereotypes about male superiority in sports and the inequality in media coverage of men's versus women's sports contribute to a confidence gap for female students (Nguyen, 2022). Allowing males and females to compete directly resulted in less positive engagement and unequal opportunity, pushing some female students to cheat for a fair chance at winning, as noted in Journal Entry 1 (Appendix 1). This reflects how the competitive imbalance led female students to compromise their ethical values and integrity to remain competitive.

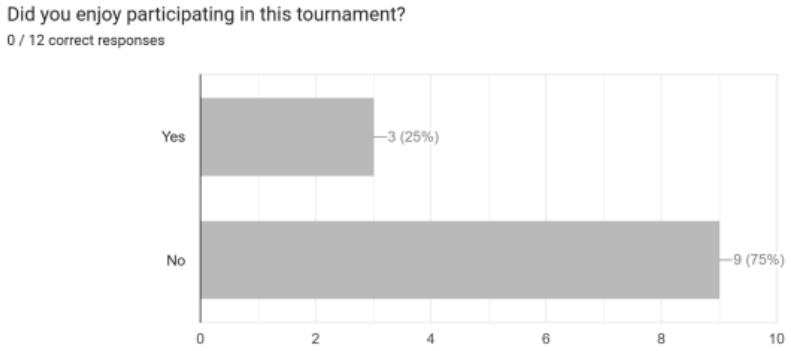


Figure 3: Results from Question 3 of the Survey

Consequently, 75% of the class indicated in the survey that they did not enjoy the tournament (Figure 3), due to both the impact of cheating and the lack of inclusivity and fairness in the competition's structure.

Figure 4: [redacted] Code

The [redacted] code (Figure 4) emphasises the requirement to act with care, courage, and respect. Players and teachers were expected to abide by this code by establishing and enforcing clear rules, guidelines, and behavioural expectations.

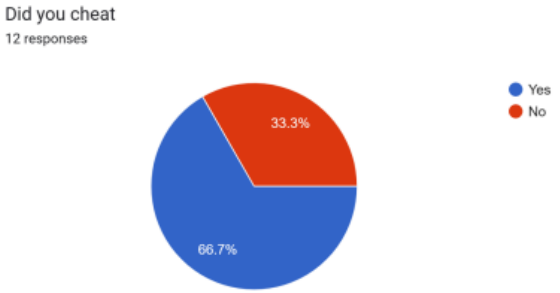


Figure 5: Class Survey Results on Cheating

In the class Speedminton tournament, players hindered positive engagement, as shown in Figure 5, where 66.7% admitted to cheating, reflecting a disregard for the code of conduct and ethical standards. Journal Entry 2 (Appendix 2) highlights how the teachers failed to uphold ethical standards by neglecting their responsibility to umpire and eliminate cheating. Although they set basic rules and intervened when obvious cheating occurred—such as when students falsely claimed victory—they did not actively spectate the games. Their passive role prevented them from fully ensuring rule compliance and athlete safety (Phillips & Fairley, 2014). Additionally, the teachers allowed mixed-gender matches, which introduced ethical concerns about fairness. Research suggests that such mixed-gender competition may undermine fairness for female athletes (Kirk, 2022).

Similar to local stakeholders, national stakeholders significantly impact the ethics and values upheld in the tournament. The main national stakeholder for the class tournament is Speedminton Australia. Sport associations, or national stakeholders, that establish clear ethical guidelines on conduct for local stakeholders help build a reputation for fairness, honesty, and integrity both on and off the field (Hede et al., 2019, 105). However, Speedminton Australia's lack of a formal code of conduct and behaviour acts as a barrier to fostering positive engagement, as codes of conduct are essential to ensure that standards of behaviour are clear and respected by

local stakeholders (NSW Government, 2023). While Speedminton Australia provides a rule set for gameplay, including specifications for court dimensions (two 5m x 5m courts with a 12m gap in between) (Speedminton Australia, n.d.), adherence to these rules was inconsistent. Six students reported witnessing cheating related to altering the court size. This disregard for the established game setup reflects a lack of commitment to the ethical values of fairness and responsibility. Without strict adherence to the national standards set by Speedminton Australia, the tournament lacks a foundation for ethical engagement and integrity, ultimately undermining the core values of fun and fair play that Speedminton aims to promote.

2.3 Integrity and Fair Play

The integrity and fair play of the class tournament were compromised due to several tensions. The first tension was the ethical dilemma of allowing males and females to compete against each other.

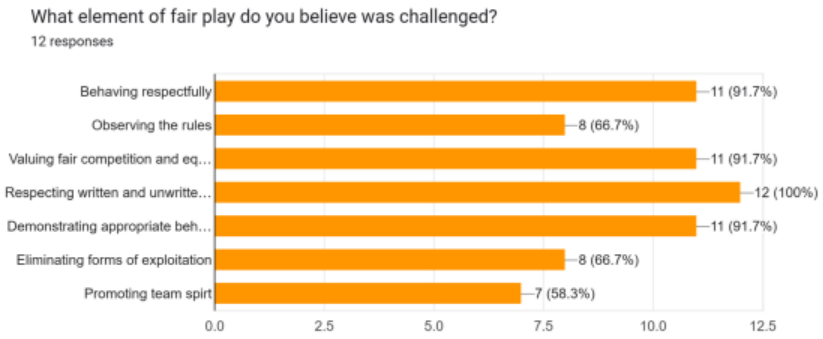


Figure 6: Showing Class Survey Results for the elements of fair play that were challenged.

Unfair competition became evident in the class survey responses, with 91.7% of the class identifying the compromise of fair competition and equality as a key issue (Figure 6).

Additionally, 100% of students stated that they found females the easier gender to play against (Figure 7), further highlighting that mixed-gender competition undermined fairness. Allowing males to play against females gave the males a physical advantage, which had an emotional impact on the female students (Women in Sport, n.d.). This emotional impact resulted in a loss of self-confidence among the female participants, as they perceived themselves as having no realistic chance of winning, which directly undermined the core principle of equality in competition and diminished the value of fair play. This is demonstrated in Journal Entry 1 (Appendix 1), where a female player reflects these feelings, showing how the unfair competition affected her belief in both herself and the fairness of the tournament.

The second tension that arose was a compromise of integrity through cheating, driven by both the desire for prize money and female students' need to compete equally with male peers. This mixed-gender competition created an ethical dilemma, leading some students to forfeit integrity for a chance to win.

Figure 8: Showing Class Survey results on if the monetary prize influenced behaviour in the tournament

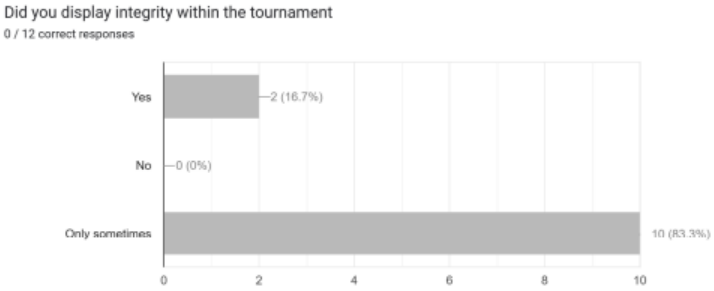


Figure 9: Showing Class Survey results on whether or not students displayed integrity in the tournament

Half of the class indicated that the prize money influenced their behaviour in the tournament (Figure 8), while 83.3% reported only showing integrity during parts of the competition (Figure 9). Supporting this, secondary research notes that rewards can significantly increase dishonest behaviour (Guan-Zhao Chen et al., 2024). Furthermore, 66.7% of the class felt that fair play was compromised, showing that some students violated tournament rules (Figure 5). This was primarily due to the ethical dilemma, as six female students cheated compared to only one male,

suggesting that women experienced greater pressure to compromise fair play in pursuit of success.

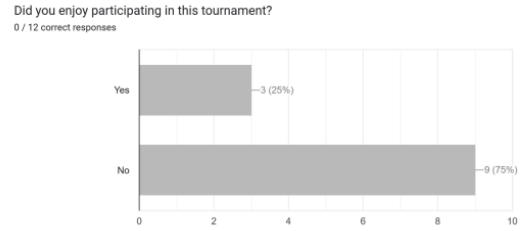


Figure 10: Class Survey Results for enjoyment level in the tournament

This led to reduced enjoyment, with 75% of students expressing dissatisfaction with the tournament (Figure 10), consistent with findings that cheating erodes enjoyment, respect, and sportsmanship among players (Saif, 2010). Additionally, Journal Entry 3 (Appendix 3) reveals that cheating not only irritates opponents but also causes guilt in the cheater, pushing them to act against their usual values of honesty and respect, resulting in an unsatisfying win. This aligns with secondary data, which shows that cheating renders victories unfulfilling, as they lack a genuine reflection of skill (Stankovich, 2020).

2.4 Strategies

In the past, various strategies have been implemented by national sports organisations to address the ethical concerns of mixed-gender competition.

Many sports allow mixed-gender teams up to a certain age, after which physical and skill differences typically emerge. For instance, rugby league teams are mixed from under-seven to under-11, as physical differences between genders are minimal at this age (Rugby-League.com, n.d.). Play by the Rules (2024) highlights that mixed competition fosters mutual respect, social skills, and resilience. However, after this age range, genders are separated to ensure fair competition as differences in physicality and skill become more pronounced (Hunter et al., 2023). This approach balances early mixed-gender play with later separation to maintain competitiveness.

Another strategy used today is maintaining mixed-gender competitions in team formats, not individual matchups. For example, in the Olympics, sports like tennis and volleyball feature mixed teams of one male and one female athlete competing against other mixed teams (Ministry of Sport, 2024). Gender-specific competitions are also available, giving athletes the option to compete in their gender category. This approach promotes positive engagement by ensuring balanced representation in mixed teams, rather than direct male-female matchups, as seen in the class tournament. Mixed teams encourage healthy socialisation, positive self-image, and gender equality by challenging stereotypes (Wozny, 2023).

A common approach in Australian sports is to separate competitions by gender, a strategy used in nearly every sport to uphold fair play and integrity by ensuring an even playing field (Magness, 2022). By addressing physical differences between male and female participants, this approach fosters positive engagement, making competition more accessible, enjoyable, and challenging for all. It encourages participation, boosting confidence, skill development, and enjoyment (Senne, 2016). In a class tournament, this strategy led to 100% engagement and no instances of cheating, demonstrating that gender separation increases perceptions of fairness, reinforces integrity, and enhances the overall experience.

2.5 Optimising Integrity and Positive Engagement

Development of Strategy

The strategy chosen for the class tournament was to separate the genders into distinct competitions. This approach was necessary to optimise integrity and ensure fair competition. In Australian sports, gender separation is a common and effective strategy, as it addresses physical differences between male and female participants, ensuring a level playing field (Magness, 2022). The development of this strategy was based on the need to create fairness in the tournament, as evidence showed that physical disparities between genders could lead to unfair advantages, undermining the integrity of the competition.

Outcome of Strategy

As a result of creating gender-based divisions, students were able to compete on a more level playing field, where results reflected skill rather than physical disparities. This approach helped ensure a more equitable competition by addressing physical differences between genders.

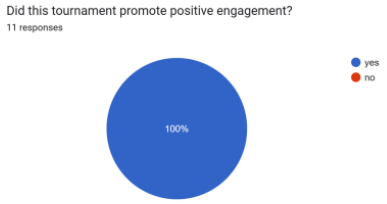


Figure 11: Results from Class Survey on if the tournament promoted positive engagement Post-Strategy

There was also a noticeable increase in positive engagement, with 100% of students reporting that they enjoyed the tournament more (Figure 11). This outcome demonstrated that when fairness is prioritised, students are more likely to engage fully and experience the competition as enjoyable and challenging.

Implication of Strategy

The implication of this strategy was an enhancement of integrity in the tournament. Students, particularly females, felt less inclined to cheat, knowing that the competition was fair.

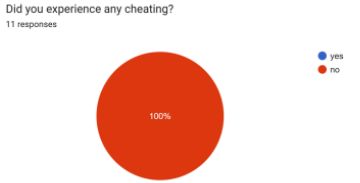


Figure 12: Results from Class Survey on if any cheating was experienced Post-Strategy

This was evident in the class survey, where students reported that they did not experience any form of cheating after the implementation of the strategy (Figure 12). Additionally, this is supported in Journal Entry 4 (Appendix 4), where I noted feeling fully engaged and having no desire to cheat, as I knew the competition was designed to be fair for all participants. This increase in integrity helped foster a positive environment where all students could compete with confidence.

Limitations of Strategy

However, despite the strategy improving the positive engagement and integrity levels within students, there were numerous limitations. For example, by separating the genders, gender stereotypes were reinforced, potentially hindering the promotion of gender-neutral competitions in the future (Mildred, 2024). While gender separation led to increased positive engagement and improved integrity, it could be seen as maintaining traditional gender views of male being more capable than women in sport. Additionally, there are still varying abilities within the same gender, which can affect the level of competition. Despite the gender separation, skill disparities still exist within each group, which can lead to unequal competition even among participants of the same gender. Further refinements, such as grouping by skill level could address this and ensure even more equitable outcomes for all students.

The following excerpt demonstrates:

- insightful analysis and discerning synthesis of the relationships between the ethical dilemma, influence of stakeholders and tensions that exist in relation to integrity and fair play, as well as similar ethical strategies that have been used previously
- critical evaluation of the effectiveness of the ethics strategy to optimise integrity and positive engagement in the community physical activity context by appraising the potential outcome, implications and limitations of the course of action (Section 2.5)
- discerning justification of the development of the course of action in response to the ethical dilemma using evidence from primary data and secondary data (Section 2.5).

Note: The characteristic/s identified may not be the only time the characteristic/s occurred throughout a response.

Introduction

Ethics can be described as a system of principles that develop within a social group which dictate right from wrong, such as knowing the reasons behind rules within a sport (Hede et al, 2020). Having strong morals or values, is known as integrity, and encompasses such traits as honesty, fairness and trustworthiness (Hede et al, 2020). When competitors fail to follow rules in a respectful, fair and sportsmanlike manner, they are violating fair play, causing an ethical dilemma. After consulting the ethical decision-making framework, an ethical dilemma was identified within the tennis doubles fixtures organised by the [redacted] This dilemma relates to the current system for finding replacement players when team members are unable to play their scheduled fixture matches. The current process is based on integrity, honesty and trust and assumes that players will adhere to the elements of fair play. However, after surveying regular division 1 and 2 players, data gathered indicates that players are concerned by the lack of integrity being displayed by some players with regard to finding replacement players. This absence of integrity not only creates unfairness but also negatively impacts the integrity of the competition and positive engagement for players. Consequently, I have decided to define my ethical dilemma using the following question:

"Should rules and policies linked to player replacement protocols in the [redacted] double fixture competition be revised in order to optimise integrity and fair play for all involved?"

Discussion

Existence of ethical dilemma

20 regular doubles fixtures players were surveyed on their experiences with the current substitution process in the current [redacted] doubles fixtures competition. This competition is played on a weekly basis, each season lasting approximately nine weeks, after which a finals week is held. Teams consist of four players, ranked 1-4. Each competitor plays three matches (one with each teammate), against opponents of comparable rankings. If a player is unable to play, it is their responsibility to find a replacement from the list of pool players provided. These players have been allocated a ranking, and it is expected that the player sitting out actively looks for a replacement that is of an equal ability.

It was identified that the current system negatively affects levels of integrity and fair play in the competition. Figure 1 shows that although all competitors have been available for at least half of all matches, 90% of players have had to find a replacement 1-2 times in a season. Given the small size of the competition (approximately 20 per division) and short season length, this is a concern as it equates to approximately 11-22% of each season for the large majority of players. Consequently, it is likely that multiple players would be faced with this dilemma every week.

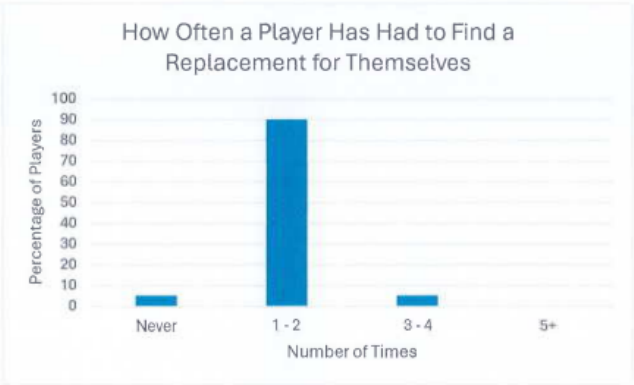


Figure 1: Frequency with which players have had to find a replacement in a tennis doubles fixture season (10 weeks)

Figure 2 shows that 70% of those surveyed sometimes replace themselves with a higher ranked player, whilst only 20% have never found themselves in this situation. This data signifies the existence of an ethical dilemma, and has lead some to believe that the ethics and values of those competing in the tennis fixtures may be questionable.

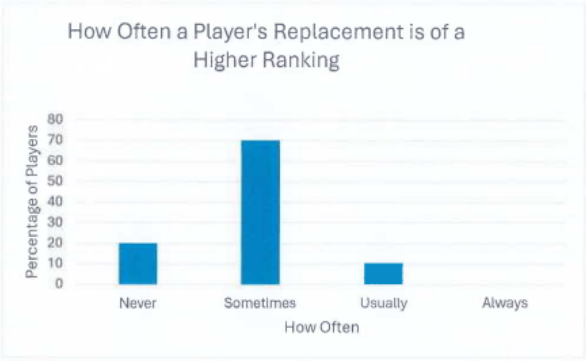


Figure 2: Frequency with which a player's replacement is of a higher ranking

Gathered data confirms that the integrity of the tennis fixtures is suffering. Only 10% of competitors feel the current system is fair, whilst the other 90% have reservations about the replacement player process (Figure 3). This indicates that this ethical dilemma is negatively impacting levels of fair play.

Figure 3: Responses regarding the fairness of the current replacement player system

Influence of stakeholders

Community sport relies on a large number of stakeholders in order to exist. When these people and organisations act with integrity it boosts engagement and enjoyment in sports, promoting it further (NSW Government Office of Sport, 2023). Tennis Australia is responsible for establishing a code of behaviour for all those involved in national tennis competitions, the [redacted] included. This code outlines behaviours that are considered acceptable and unacceptable both on and off the court, with a focus on maintaining integrity, respect and fair play (Tennis Australia, 2025).

As per Appendix 1, these values and behaviours include:

- *"Act with honesty, integrity and humility;*
- *Take responsibility for your own actions;*
- *Read, understand and comply with this Code of Behaviour, any other applicable ATO competitive play rules or regulations and TA's National Policies as amended from time to time."* (Tennis Australia, 2025, pg 5)

Players must also abide by the [redacted] code of conduct and rules (refer Appendix 2). Of great concern is the lack of consequences outlined in [redacted] policy for breaching rules (eg- for teams fielding incorrectly ranked players). The [redacted] are responsible for this local competition and if they are coordinating fixtures that are unfair, their reputation may be tarnished. This may also affect their membership numbers and their affiliation with Tennis Australia. A lack of ethical behaviour from one team member will impact both their team and their opponents, as it may result in one side gaining an unfair advantage. An example of this occurred during a 'finals' week of a 2024 season, where one team fielded all their regular players (ranked 1 – 4), whilst the other team was made up of four substitute players, all consistent with a level 2 ranking. The team of substitutes won the competition, and the opposing team complained that the outcome was unfair.

The survey results identified the main concerns for competitors (Figure 4). Of most significance was that 50% of all respondents have concerns around the honesty of players following the current system for finding substitutes. 20% believe issues exist around inadequate numbers/availability of pool players, whilst 15% had concerns around the system for ranking players. A small minority (5%) stated that team members are not advising their inability to play in a timely manner. Consequently, the largest ethical dilemma facing [redacted] tennis double fixtures relates to player integrity when finding a substitute.

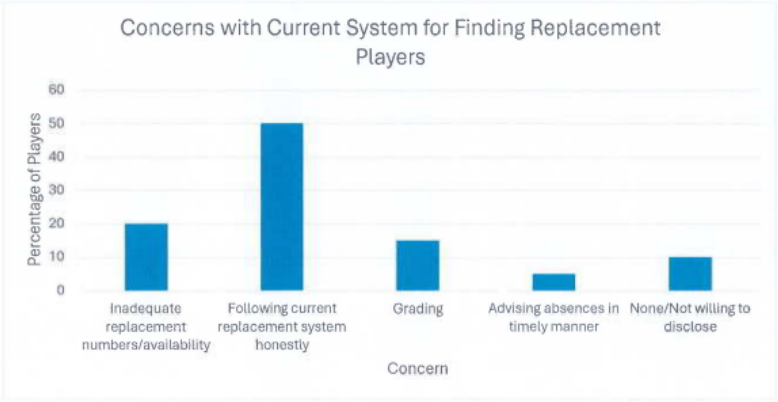


Figure 4: Concerns with Current System for Finding Replacement Players

Existing tensions

The current method of finding replacements challenges the fair play principle of integrity. 90% of those surveyed experience a high level of engagement in the fixtures and are equally motivated by winning and their enjoyment for the sport. Although it is assumed that players will act with integrity, some may choose not to follow the current system. When this occurs, it may result in any of the following scenarios, indicating that a greater emphasis is being placed on either winning or player enjoyment.

1. The player sitting out being dishonest by failing to contact a replacement, but telling the captain that they tried and no one was available. When this occurs, whoever is available (regardless of ranking) will substitute. This will disadvantage one of the teams, whilst creating an advantage for the other.
2. The player sitting out acting corruptly/deceptively by actively choosing not to contact any/all players of their own ability level and instead asking a higher ranked player to sub in. This will create an unfair advantage for the team with the substitute.
3. The player sitting out contacting all pool players (regardless of their ranking) and choosing the first replacement to positively respond. This results in similar consequences as (1).

In each of these scenarios, the person not following the rules of fair play is violating their teammates trust, and the Tennis Australia Code of Behaviour and [redacted] code of conduct.

Strategies in response to similar dilemmas

A clear set of rules is essential to providing competitors with clear expectations and equal opportunities, and reducing unfairness (NSW Government Office of Sport, 2023). Communicating these to members and competitors is also important.

The Victorian Masters Squash Association Inc (VMSA) have implemented strategies that effectively communicate to fixtures players both the expectations of the club and rules of competition. Fixture draws can be easily located on their webpage, along with a copy of the relevant by-laws (refer Appendix 3). These by-laws detail policies for substitute players (Section 15) and clearly define penalties/fines for a number of player infringements (Section 4) (VMSA, 2018). This strategy allows transparency between the club and its members. As a result, all regulations and consequences are clear. Therefore players are less inclined to bend rules to their advantage.

A different approach has been used at the [redacted] Tennis League in America. The rules of this club specify that when a player requires a replacement, they complete an online 'sub request' form (refer Appendix 4) [redacted] Tennis League, n.d.). Once submitted, an email is automatically sent to all subs of the same ranking and 1 below. Such a strategy eliminates the possibility of player deception/corruption as the system is automatic. However, this process doesn't encourage ethical behaviour, but instead forces players to act honestly. Although this results in a fair outcome, it doesn't necessarily promote integrity in the sport.

Development of ethics strategy

Amending [redacted] code of conduct to include by-laws for competitions

To encourage competitors to uphold integrity and engage in fair play, by-laws outlining the rules and expectations of doubles fixtures competitions will be incorporated into the [redacted] code of conduct. It is recommended that the [redacted] use Tennis West's rules and regulations document as inspiration as it is comprehensive (a summary can be found in Appendix 5). Such a strategy will provide clear guidelines, detail the consequences of unfair/unethical behaviour and consequently encourage fairness and honesty amongst players. The policy will specify the substitution process, including which pool players can be contacted (eg – current ranking and one below) and timeframes for withdrawing due to player unavailability. Consequences and penalties for failing to comply with this policy (such as a loss of points) should be outlined in this document. This policy, along with the fixtures draw and contact details of pool players should be made available on the [redacted] webpage. As a condition of registering for these fixtures, competitors could be required to sign an agreement stating that they will abide by the [redacted] code of conduct. This will demonstrate to the [redacted] that all players are aware of relevant policies and processes. This strategy will be effective as it allows for better communication and transparency, whilst promoting fair play.

Potential outcomes, implications & limitations

Survey results indicate that 100% of current [redacted] doubles fixture players would support this ethics strategy, and believe such amendments would enhance the integrity of the substitution process. Consequently, it is expected that tensions between players will be minimised, improving sportsmanship within the competition. Players will be encouraged to act with integrity as they will be aware of how any unethical actions will affect their entire team. Additionally, members will be less frustrated with the [redacted] as the rules surrounding the fixtures will be more defined. As a result, the competition will be much better organised.

Reducing tensions between players will encourage better relationships between them. It is expected that competitors will be inspired to put the best interests of the collective ahead of their own, consequently improving trust between team members. Teamwork is considered a cornerstone of many sports and such a strategy will ensure that this element of fair play is upheld. In addition to tennis, the [redacted] organises squash and pickleball doubles fixtures. This policy could be extended to these competitions, resulting in a uniform approach to all sports offered by the club.

A potential limitation is that it may prove difficult to enforce consequences if a limited number of pool players of each ranking exist. To overcome this issue, the [redacted] could reduce the number of teams involved in each tennis fixtures season, in order to improve the supply of pool players. Alternatively, they could consider allowing games to be rescheduled to another day/time that suits all players involved.

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	69
Authentication	2
Authenticity	2
Item construction	4
Scope and scale	24

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- directed students to devise, evaluate and justify a training strategy from the competition phase of training
- provided opportunities for students to engage in an authentic physical activity environment
- featured authentication strategies reflecting QCAA guidelines for ensuring student authorship.

Practices to strengthen

It is recommended that assessment instruments:

- be specific and within appropriate scale when referring to the size of the microcycle students need to devise. This will account for ambiguity and students may work outside of the assessment specifications. Acceptable parameters range from 2–4 training sessions within a two-week window

- limit the number of events students are permitted to choose from when integrating track and field performance activities. Acceptable limitations could be choosing events from one track and field category (jumps, throws, or track) or choosing up to two athletic events from a maximum of two categories (jumps, throws, or track)
- include all relevant details for the evaluate and justify specifications and do not attempt to combine the two processes within the task specifications.

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	8
Layout	2
Transparency	4

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- used the syllabus specifications unaltered to avoid bias and ensure consistency in layout
- avoided unnecessary jargon, specialist language and colloquial language
- were error-free and modelled accurate spelling, grammar, punctuation and other textual features.

Practices to strengthen

It is recommended that assessment instruments:

- apply references to principles of play for net and court and invasion physical activities
- are consistent in their reference to one physical activity throughout the task and do not switch between physical activity contexts
- make suitable and consistent reference to relevant syllabus content matter, avoiding references to differences between AS and General syllabuses.

Additional advice

When developing an assessment instrument for this IA, it is essential to consider the following key differences between the 2019 and 2025 syllabuses:

- When devising a training strategy, students are no longer limited to the competition phase of training. Schools are still required to determine which training phase students where should engage.
- References to ‘implications’ have been removed from the subject matter and assessment specifications.
- The Recognise and explain criterion has been removed from the assessment objectives, specifications and ISMG.

- Evaluation and justification of personal performance of two movement strategies is no longer required.

Assessment decisions

Reliability

Reliability 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	98.55	1.45	0.00	0.00
2	Demonstrating and applying	97.11	2.31	0.58	0.00
3	Analysing	97.69	2.02	0.29	0.00
4	Evaluating and justifying	94.51	5.20	0.29	0.00
5	Communicating	98.84	0.29	0.87	0.00

Effective practices

Reliable judgments were made using the ISMG for this IA when:

- for the Explaining criterion, responses were matched to the upper performance level where they demonstrated accurate recognition and discerning explanation of relevant energy systems, fitness components, training principles and training methods in the competition phase of training
- for the Analysing criterion, marks were allocated where responses demonstrated a clear link between the devised training strategy and a sub-optimal performance that was identified through analysis of primary and secondary data
- for the Evaluating and justifying criterion, responses were matched to the upper performance level where they demonstrated
  - critical evaluation of personal performance of two movement strategies from two different principles of play using quality of movement and one other body concept
  - a movement concept that was supported by the provision of visual evidence of performance that matched the qualities identified in the evaluation
  - modifications and/or maintenance of the training strategy that were
    - clearly linked to the identified outcomes, implications and limitations
    - devised according to relevant energy systems, fitness components, training methods and training principles
    - supported using primary and secondary data.

Practices to strengthen

To further ensure reliable judgments are made using the ISMG for this IA, it is recommended that:

- for the Demonstrating and applying criterion
  - responses provide supporting visual evidence of authentic performance environments
  - the student is clearly and appropriately identified both within the supporting visual evidence through annotations, as well as on the ISMG
  - responses include 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
- when matching evidence to descriptors for the Analysing criterion, responses
  - feature both primary and secondary data to determine relationships between the demands of the specialised movement sequences, energy systems and fitness components and personal performance for the one movement strategy
  - make strong connections, in order to devise a personal training strategy to optimise performance.

When making judgments for this IA for the 2025 syllabus, it is essential to consider the following key differences between the ISMGs in the 2019 and 2025 syllabuses:

- The Evaluating criterion in the 2025 syllabus no longer includes a requirement to
  - evaluate personal performance
  - appraise implications.
- For the Communicating criterion, the top performance level in the 2025 syllabus now has a mark range.
- For the Demonstrating and applying criterion, the upper performance-level descriptor in the 2025 syllabus is now ‘effective’.

Additional advice

It is essential to consider the following key differences between the 2019 and 2025 syllabuses:

- Despite the removal of the requirement to evaluate personal performance using body and movement concepts from the Evaluating criterion, a thorough analysis of personal performance will still be required within the Analysing criterion, when analysing personal performance of the specialised movement sequences and one movement strategy.

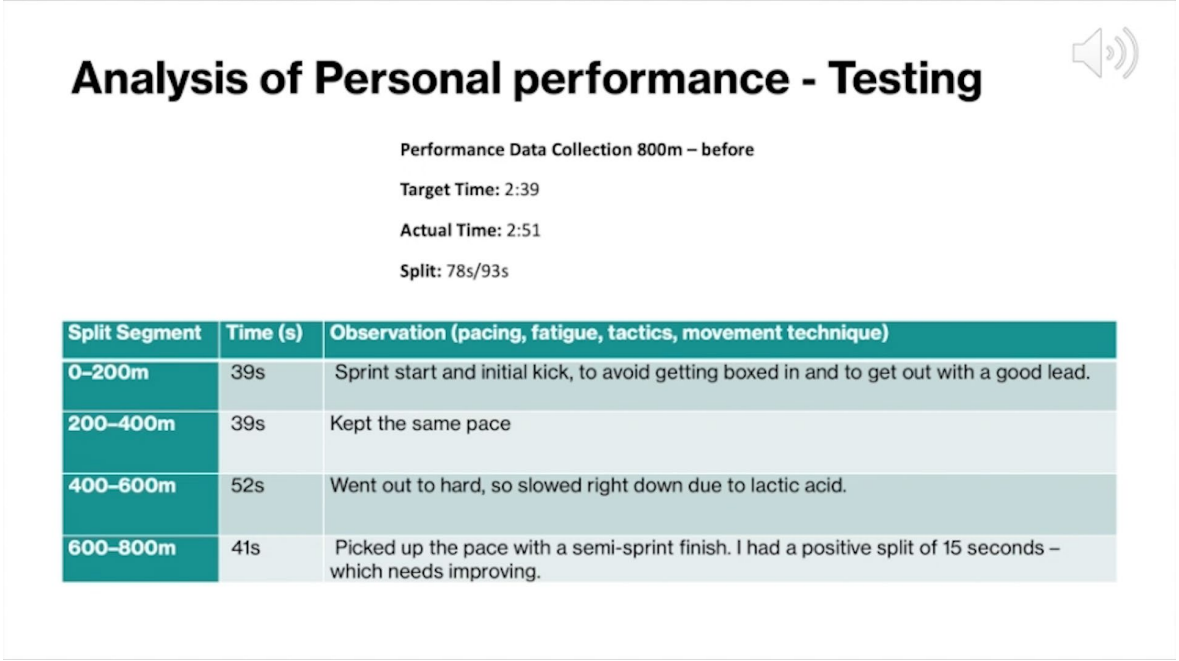
Schools should also:

- when student responses are over length, apply an appropriate redaction strategy in line with the *QCE and QCIA policy and procedures handbook*, Section 8.2.6
- ensure supporting visual evidence files contain clear visual evidence of personal performance of two movement strategies from two different principles of play (where applicable) in authentic performance environments. The student must be clearly identifiable in the evidence, the evidence must be in an authentic performance environment, and the evidence should show complete passages of play, with the outcomes of the student’s performance evident.

Samples

The following excerpt demonstrates insightful analysis and discerning synthesis of relevant primary data and secondary data to ascertain the most significant relationships between the demands of the specialised movement sequences and one movement strategy, relevant energy systems and fitness components. This allows for a quality personal training strategy to be devised to optimise performance of the specialised movement sequences and one movement strategy.

Note: The characteristic/s identified may not be the only time the characteristic/s occurred throughout a response.



Video content: (2 min, 59 sec)
https://youtu.be/Evnups82Tuc

The following excerpt demonstrates:

- insightful analysis and discerning synthesis of relevant primary data and secondary data to ascertain the most significant relationships between the demands of the specialised movement sequences and one movement strategy, relevant energy systems and fitness components. This allows for a quality personal training strategy to be devised to optimise performance of the specialised movement sequences and one movement strategy
- discerning justification of the development of the training strategy and movement strategies to optimise personal performance, using evidence from primary data and secondary data.

Note: The characteristic/s identified may not be the only time the characteristic/s occurred throughout a response.

Analysis

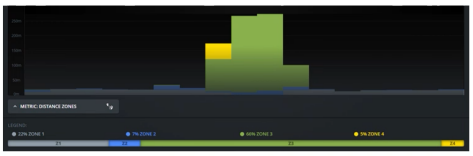
Sprint Number	1	2	3	4	5	6	7	8
Score	5	4	4	4	3	3	3	3

Calculations
Best Possible Score: Best Score Achieved x 8 = 40
Total Decrement: Best Possible Score – Total Score = 40-29=11
Percentage for Total Decrement: Total Decrement / Best Possible Score x 100 = 11/40 x100=11

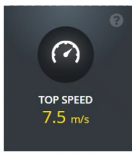
Norms for the Test

Good	Average	Below Average	Poor
12-20%	20-30%	30-40%	>40%

Phosphate Recovery Test



Zones of Running



Top Speed

Sum of sprinting

- Fitness Tracker
- Phosphate Recovery Test
- 30m and 50m sprints
  - According to the assessment guidelines for 16-19 year old females produced by Davis (2000), my 30m time was above average. Moreover, my 50m sprint time was considered to be in the 90th percentile.

From fitness tracker results and tests, it can be concluded that sprinting while purely using my ATPPC system was highly effective. However, based on the Phosphate Recovery Test, I am worse at sustaining such speeds under fatigue.

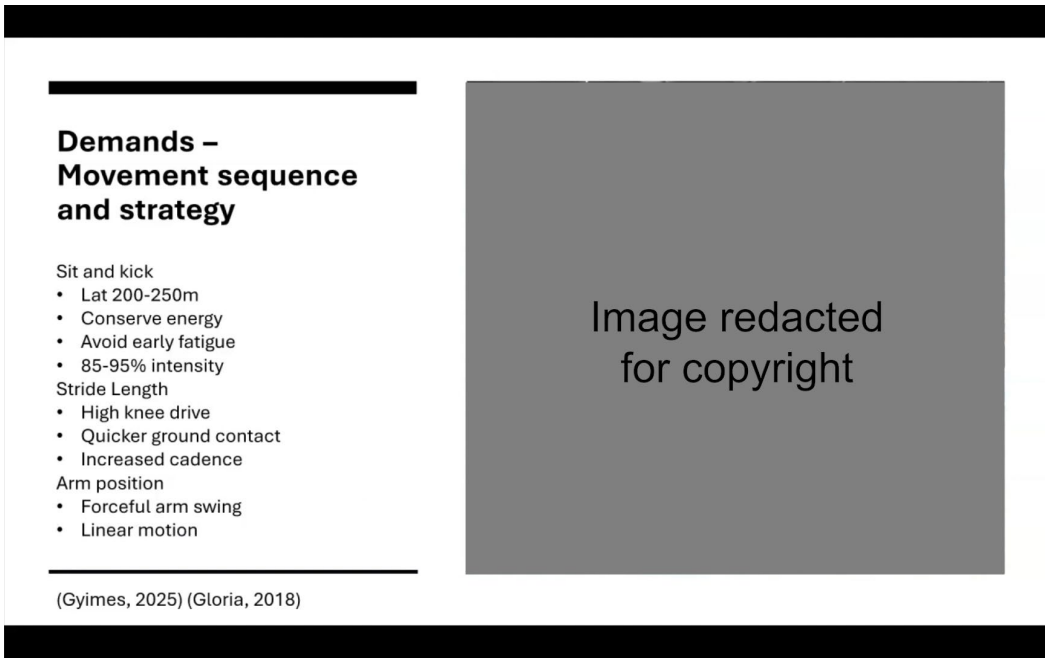
Video content: (3 mins, 8 secs)
https://youtu.be/-_gNaAH_yas

The following excerpts demonstrate:

- insightful analysis and discerning synthesis of relevant primary data and secondary data to ascertain the most significant relationships between the demands of the specialised movement sequences and one movement strategy, relevant energy systems and fitness components. This allows for a quality personal training strategy to be devised to optimise performance of the specialised movement sequences and one movement strategy
- critical evaluation of the effectiveness of the training strategy using selected principles of training to appraise the outcome and limitations of the selected training methods, energy systems and fitness components
- discerning justification of the development, modification and maintenance of the training strategy and movement strategies to optimise personal performance, using evidence from primary data and secondary data.

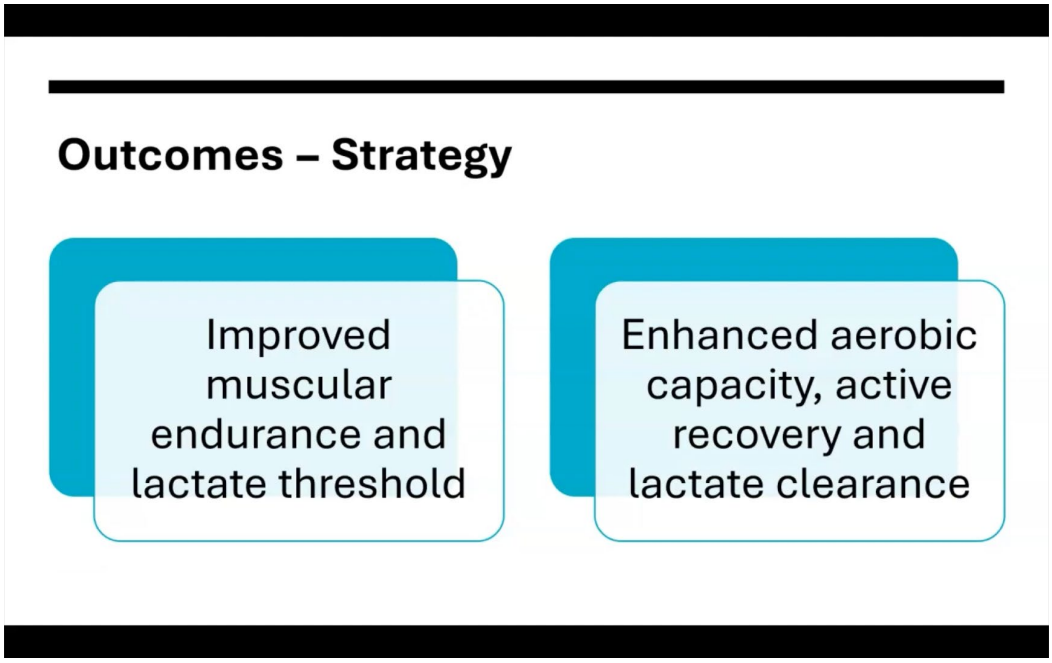
Note: The characteristic/s identified may not be the only time the characteristic/s occurred throughout a response.

Excerpt 1



Video content: (2 min, 49 secs)
https://youtu.be/p4nLXQpTdMA

Excerpt 2



Video content: (2 min, 16 secs)
https://youtu.be/r7G33GysX4Q

The following AS excerpt demonstrates:

- insightful analysis and discerning synthesis of primary data and secondary data, relevant to a biomechanical strategy, to ascertain the most significant relationships between the biomechanical demands of the specialised movement sequences and one movement strategy, biomechanical concepts and principles relevant to the specialised movement sequences and one movement strategy, and personal performance of the demonstrated specialised movement sequences and one movement strategy. This leads to a quality biomechanical strategy being devised to optimise performance of the specialised movement sequences and one movement strategy
- critical evaluation of the effectiveness of personal performance of the specialised movement sequences and two movement strategies by applying two body and movement concepts, including quality of movement and one other, to appraise the outcome, implications and limitations, and the biomechanical strategy to optimise performance of specialised movement sequences and one movement strategy using relevant biomechanical principles to appraise the outcome, implications and limitations.

Note: The characteristic/s identified may not be the only time the characteristic/s occurred throughout a response.

Video content: (5 min, 34 secs)
https://youtu.be/57snSErVS14

The following excerpt demonstrates:

- accomplished and proficient demonstration of the specialised movement sequences and two movement strategies in authentic performance environments
- accomplished and proficient application of the body and movement concepts, including quality of movement and one other, to the specialised movement sequences and two movement strategies in authentic performance environments.

Note: The characteristic/s identified may not be the only time the characteristic/s occurred throughout a response.

Video content: (1 min, 15 secs)
https://youtu.be/StdctODFg-M

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. The external assessment papers and the external assessment marking guide (EAMG) are published in the year after they are administered.

Examination — combination response (25%)

Assessment design

General syllabus examination

The 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 answer questions (28 marks)
- Section 3 consisted of an extended response question (17 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.

AS examination

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

- Section 1 consisted of 10 multiple choice questions (10 marks)
- Section 2 consisted of three short answer questions (21 marks)
- Section 3 consisted of an extended response question (20 marks).

The examination assessed subject matter from AS Unit 2. Questions were derived from the context of Functional anatomy, biomechanics and motor learning, integrated with selected physical activities.

Assessment decisions

Assessment decisions are made by markers by matching student responses to the EAMG.

General multiple choice question responses

There were 10 multiple choice questions.

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	22.68	15.44	**53.93**	7.52
2	2.09	10.01	**80.00**	7.56
3	**84.19**	2.59	11.59	1.30
4	1.26	2.78	7.07	**88.49**
5	**86.66**	4.18	8.39	0.43
6	**52.29**	23.10	18.20	6.02
7	9.24	1.01	0.93	**88.47**
8	4.15	8.31	4.58	**82.59**
9	25.92	**70.73**	0.77	2.17
10	0.83	**90.68**	1.24	6.91

AS multiple choice question responses

There were 10 multiple choice questions.

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	18.43	**29.44**	17.30	33.93
2	2.47	15.51	8.54	**72.58**
3	56.18	5.39	6.07	**31.24**
4	7.19	21.80	**32.58**	37.30
5	3.60	**84.04**	5.62	5.62
6	5.17	21.80	**69.66**	2.25
7	14.38	7.87	**62.02**	14.61
8	11.91	7.42	**71.91**	7.87
9	13.03	23.82	**47.64**	14.61
10	9.89	**48.76**	10.11	29.89

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.

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

- Schools 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
  - proofreading their response and checking that all elements of the question are reflected, should they have time to do so
  - 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.

Samples

Short response

Question 11 (General examination)

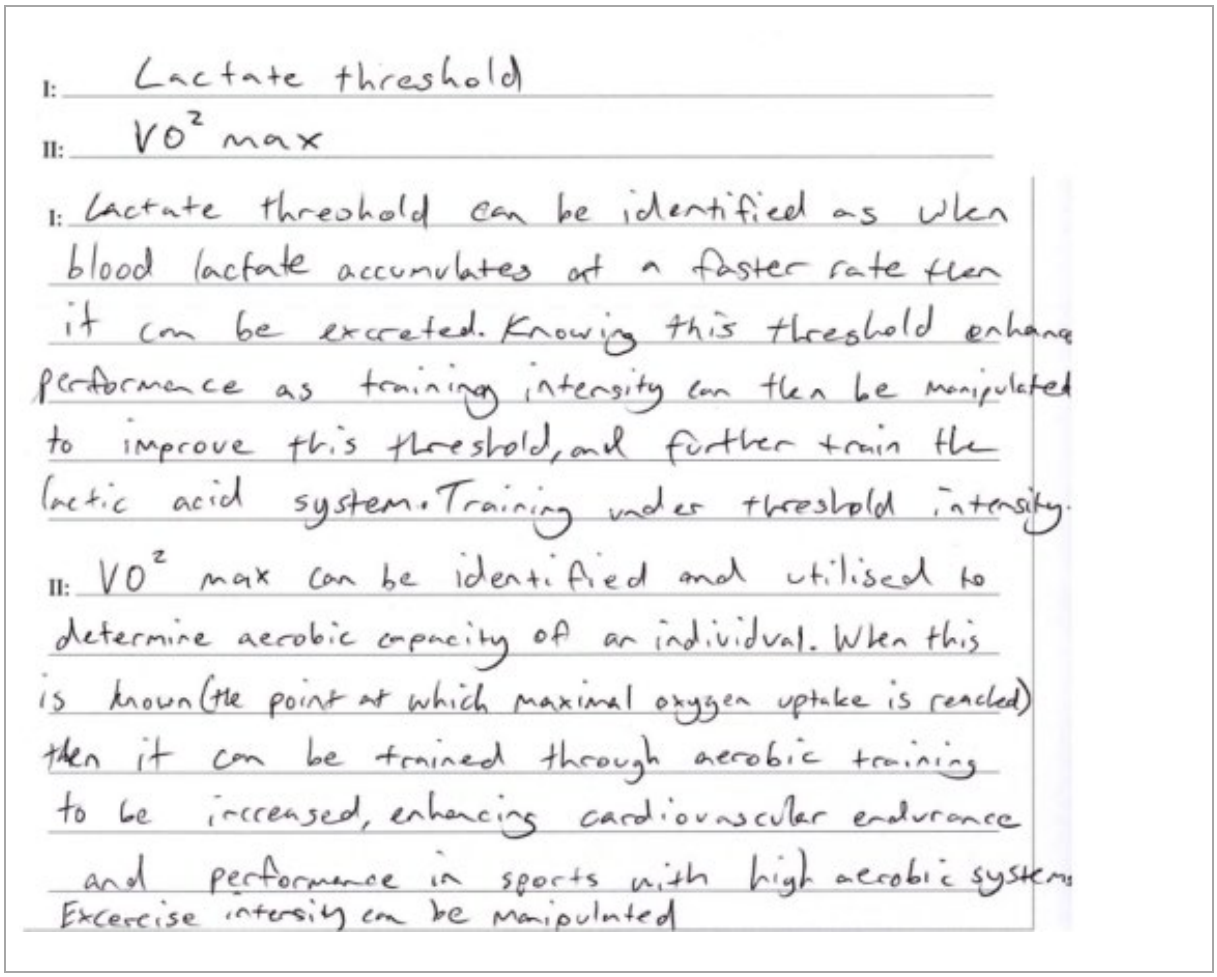
This question required students to identify two types of physiological responses from the stimulus, and then explain how each concept enhances performance.

Effective student responses:

- correctly identified the two physiological responses
- correctly explained each physiological response and stated how each concept enhanced performance.

This excerpt has been included:

- to demonstrate correct identification of lactate threshold and VO_2 max
- to demonstrate correct explanation of lactate threshold and VO_2 max, as well as statements outlining how each concept enhances performance.


I: Lactate threshold

II: VO^2 max

I: Lactate threshold can be identified as when blood lactate accumulates at a faster rate than it can be excreted. Knowing this threshold enhance performance as training intensity can then be manipulated to improve this threshold, and further train the lactic acid system. Training under threshold intensity.

II: VO^2 max can be identified and utilised to determine aerobic capacity of an individual. When this is known (the point at which maximal oxygen uptake is reached) then it can be trained through aerobic training to be increased, enhancing cardiovascular endurance and performance in sports with high aerobic systems. Exercise intensity can be manipulated

Question 11 (AS examination)

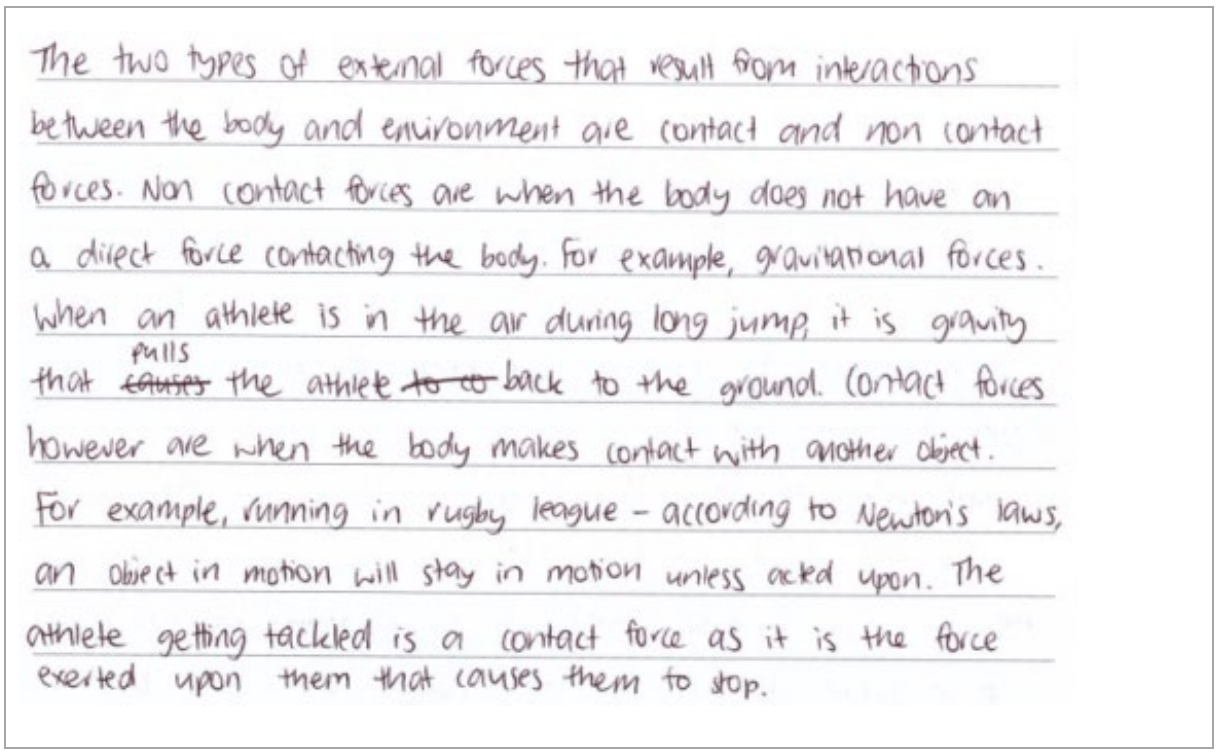
This question required students to describe two types of external forces resulting from interactions between the body and the environment, providing an example of each type.

Effective student responses:

- explicitly identified two types of external forces
- provided clear examples of each type of external force.

This excerpt has been included:

- to demonstrate explicit identification of two types of external forces (contact and non-contact forces) and accurate examples of each external force.


The two types of external forces that result from interactions between the body and environment are contact and non contact forces. Non contact forces are when the body does not have an a direct force contacting the body. For example, gravitational forces. When an athlete is in the air during long jump, it is gravity that ~~causes~~ pulls the athlete ~~to co~~ back to the ground. Contact forces however are when the body makes contact with another object. For example, running in rugby league - according to Newton's laws, an object in motion will stay in motion unless acted upon. The athlete getting tackled is a contact force as it is the force exerted upon them that causes them to stop.

Question 12 (General examination)

This question required students to identify the two most prominent energy systems used during a 10 km run, using data presented in the stimulus. Students were also required to explain and justify the contribution each identified energy system provides to the resynthesis of adenosine triphosphate (ATP), using different fuel sources.

Effective student responses:

- correctly identified the relevant energy systems, using evidence from the stimulus to justify
- explained the contribution that each relevant energy provided to resynthesising ATP, using evidence from the stimulus to justify and referencing relevant fuel sources.

This excerpt has been included:

- to demonstrate correct identification of the aerobic energy system and lactic acid energy system, using evidence from the stimulus
- to demonstrate explanation of the contribution that the aerobic energy system and lactic acid energy system provided the resynthesising of ATP, using evidence from the stimulus. There are also references to different fuel sources for each energy system.

1: Lactic acid system - is trained at approx 85% of MHR, with in range of 163-182 BPM, 5/10 of km in this range. Trained just under threshold of ~85%. ~~[illegible]~~, quicker when higher HR, (4mins 58s @ 180BPM, 5mins 6s @ 178 BPM)

2: Aerobic system - trained at 60-75% of MHR, KM 1, 2, and 5 all in this range, HR of >122 BPM but below ~160BPM, lower intensity of BPM.

Both the lactic acid and aerobic system overlap and interplay throughout the 10km run. The intensity is maintained under the lactate threshold, but maintains aerobic systems throughout the whole time. This is because the lactic system occurs from a time period of 60-90s, while the aerobic system works from over 3 mins to longer periods (eg hours). These systems interplay and resynthesise ATP differently, with the lactic acid system utilising carbohydrates as fuel to undergo glycolysis, ~~resynthesising~~ glucose → glycogen to resynthesise. On the other hand, the aerobic system resynthesises ATP via the presence of oxygen contrasting to the lactic acid system which does so without oxygen. The aerobic system uses protein + fats as a fuel source, converting triglycerides into energy in order to resynthesise ATP. The lactic acid system is seen in both tables, kicking in at various times, such as at KM 9, where BPM is at 180. This is an example of the lactic system overlapping with the aerobic system, which is working the whole time, using slow fat burning and protein when used extensively, undergoing pro[illegible] → energy. Moreover, the aerobic system is evidently used as the run goes for over 50 mins, much longer than the 3 mins required to be aerobic. As this energy system is used, lactate is being flushed out of the blood continuously as the lactic acid system occurs for periods also.

Question 12 (AS examination)

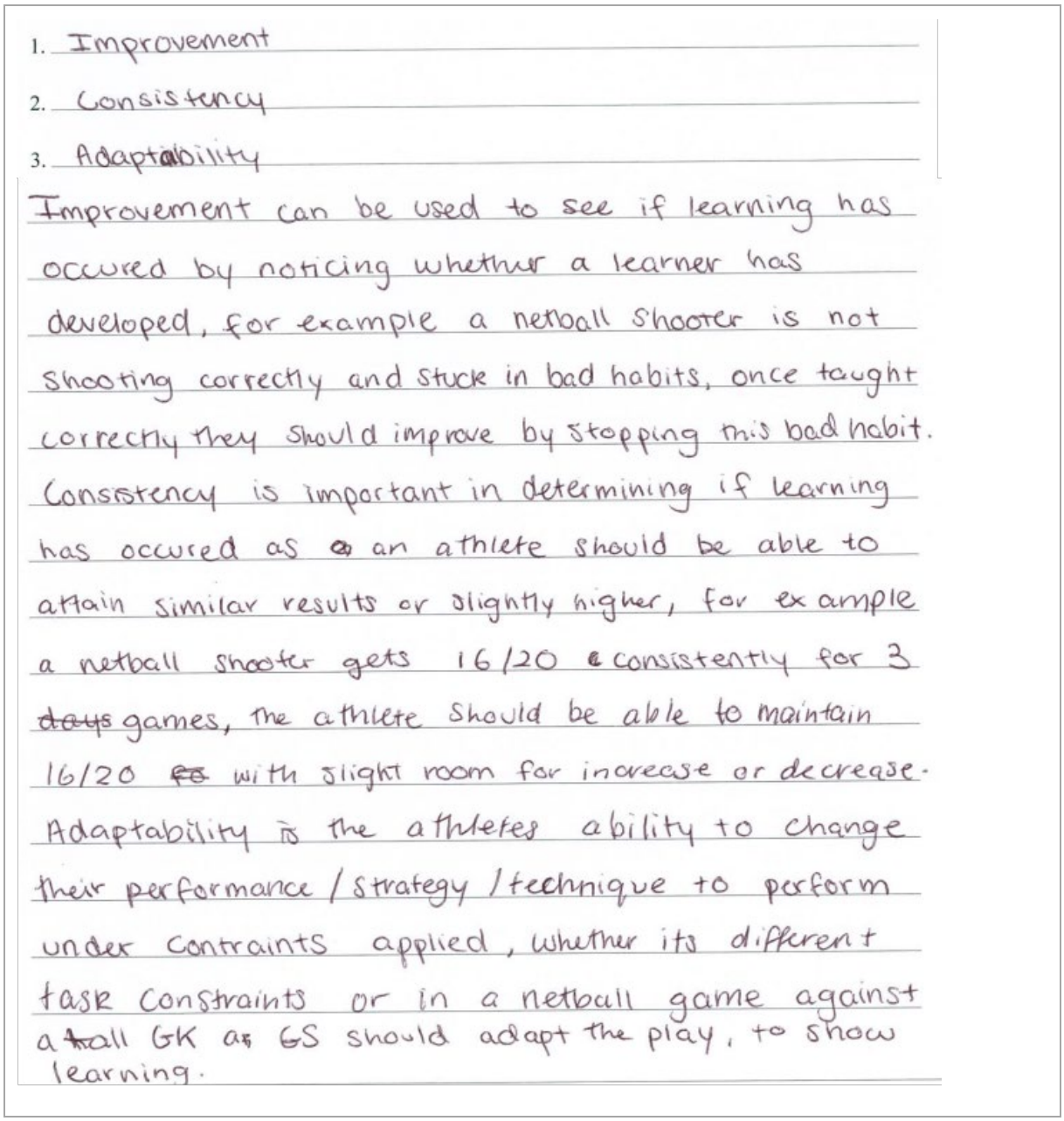
This question required students to identify three characteristics of motor skill learning, explain how each characteristic could be used to determine learning occurring, and provide an example for each characteristic.

Effective student responses:

- provided three correct characteristics of motor skill learning
- explained clearly how each characteristic could be used to determine if learning had occurred
- provided a relevant example.

This excerpt has been included:

- to demonstrate correct identification of characteristics of motor skill learning, with clear explanations of the use in determining skill learning, and the provision of a relevant example.



1. Improvement
2. Consistency
3. Adaptability

Improvement can be used to see if learning has occured by noticing whether a learner has developed, for example a netball shooter is not shooting correctly and stuck in bad habits, once taught correctly they should improve by stopping this bad habit. Consistency is important in determining if learning has occured as an athlete should be able to attain similar results or slightly higher, for example a netball shooter gets 16/20 consistently for 3 games, the athlete should be able to maintain 16/20 with slight room for increase or decrease. Adaptability is the athletes ability to change their performance / strategy / technique to perform under contraints applied, whether its different task constraints or in a netball game against a GK as GS should adapt the play, to show learning.

Question 13 (General examination)

This question required students to identify three training methods illustrated in the stimulus. Students were then asked to match each identified training method to provided physical activities, providing an example of how each training method could be applied within that context.

Effective student responses:

- correctly identified the three training methods
- correctly matched each training method to the provided physical activity, explained how each training method is suitable for that context and provided an example of how it could be applied within the context.

This excerpt has been included:

- to demonstrate correctly identified continuous training, aerobic interval training and fartlek training
- to demonstrate the correct matching of continuous training to long-distance swimming, aerobic interval training to road cycling, and fartlek training to cross-country running
- as it explains why each training method was suitable and provides an example of how each training method could be applied within the context.

1: Continuous training
2: Interval training
3: Fartlek training

Long-distance pool swimming: Continuous training can be used to enhance performance of long distance pool swimming. Continuous training could be applied through LSD (long slow distanc) where athlete works at 70% MHR for longer than 30 minutes. For example a 2km swim could be performed working at 70% MHR with RPE of 7.

Road cycling: Interval training can be used for road cycling through AIT (aerobic interval training). AIT combines high intensity short periods with lower intensity periods. For example, work for 1 minute high intensity cycling with THR above 85% MHR followed by 1 minute low intensity cycling with 60-80% MHR. Complete 4 times with 2-3 mins rest, and complete 3 sets.

Cross-country running: Fartlek training can be used to enhance performance of cross country running. This could be applied through zone hopping. For example, easy for 4 mins with RPE 6-8, moderate 5 mins with RPE 8-8.5, hard 1min RPE 8.5-9.5, moderate 5mins RPE 8-8.5, hard 1 min RPE 8.5-9.5 and finish with easy for 4min RPE 6-8.

Question 13 (AS examination)

This question required students to identify three principles of projectile motion, while analysing the flight paths of two discus attempts. Through the analysis, students explained the outcome of each attempt, with reference to the relevant principles of projectile motion.

Effective student responses:

- accurately identified the three principles of projectile motion
- explained the outcome of each discus attempt, referring to the relevant projectile motion principles.

This excerpt has been included:

- to demonstrate correct identification of the three principles of projectile motion (speed of release, angle of release, height of release), with clear explanations of how the angle and height of release determined the success of each discus attempt.

Projectile motion is affected by the height of release, angle of release and speed of release. Height of release refers to where the object is released in relation to the ground/where it is landing. Angle of release refers to the angle where the object is being sent from. Speed of release refers to how fast the object is being released. In attempt 1 in the diagram the height of the release is similar to attempt 2, as the athlete is bent in both attempts. However where the discus is in attempt 1 is significantly lower than attempt 2, which lowers the height of release but also links to the angle of release. From the athletes shoulder attempt 1 looks to be between 35° and 45°, which is an optimal release angle. While attempt 2 seems to be higher than this range. Speed of release is not able to be assesed from the diagram. Considering height of release and speed of release, this explains why attempt 1 went further. As the height of release was slightly lower and the angle was more optimal that attempt 2 for horizontal distance.

Therefore attempt 2 reached higher vertical heights due to the larger angle of release but fell shorter.

While attempt 1 reached further horizontal distance with less vertical height due to the optimal angle of release.

Extended response

The following excerpt is from Question 14 from the General syllabus examination. It required students to:

- identify and justify two essential fitness components from the stimulus, to optimise performance for the athlete
- evaluate the application of training methods and principles in the stimulus by justifying one strength and two limitations for each fitness component
- devise and justify two modifications to the training session presented in the stimulus to address the identified limitations.

Effective student responses:

- justified two essential fitness components
- evaluated the application of training methods and principles by justifying one strength and two limitations of each fitness component.

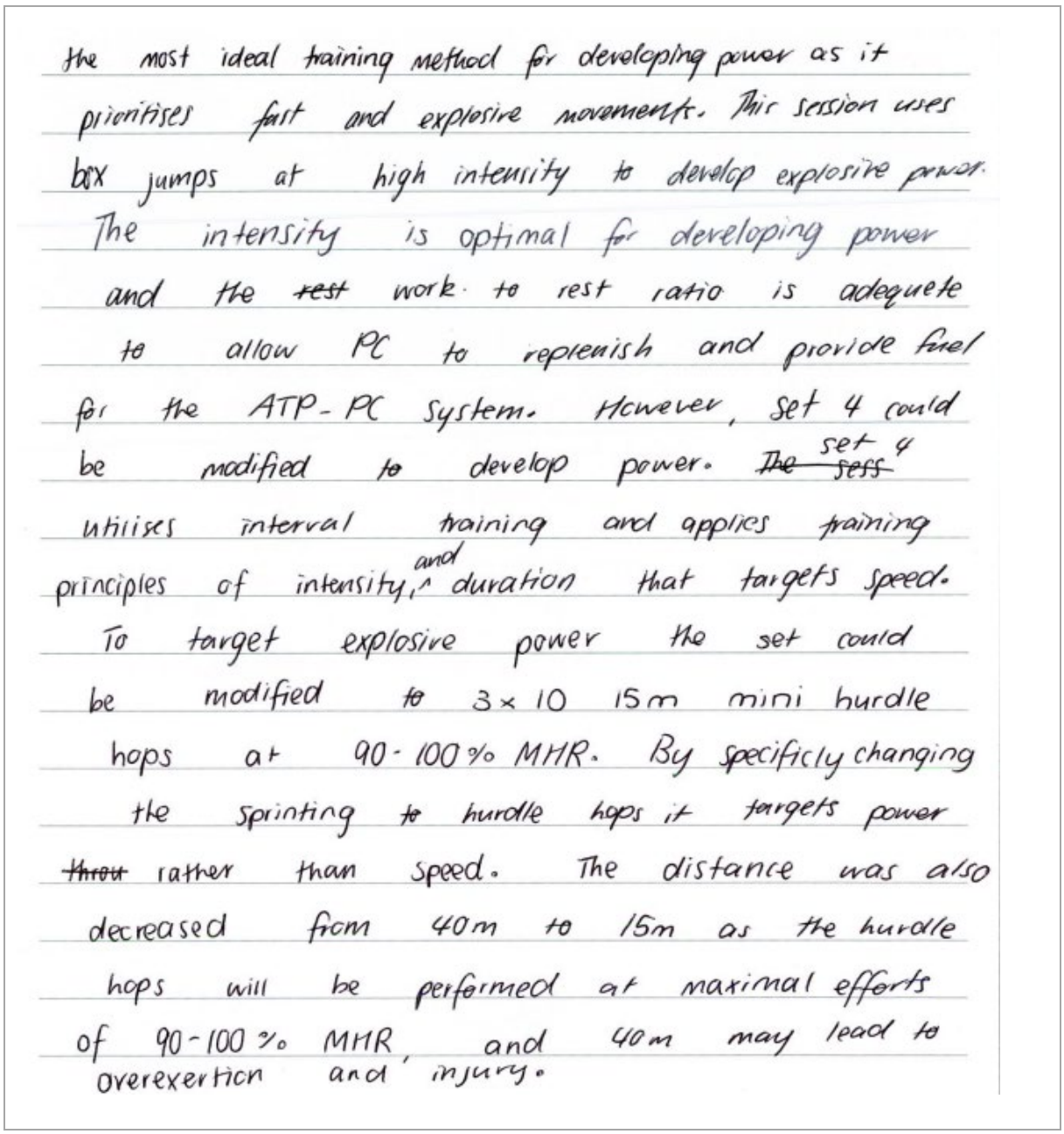
This excerpt has been included:

- to demonstrate justification of two essential fitness components (muscular endurance and power)
- to demonstrate evaluation of the application of training methods and principles by justifying one strength and two limitations of each fitness component
- to demonstrate devising and justifying one modification for each identified limitation.

To optimise athlete A's performance the fitness components of muscular endurance and power need to be improved. In the GPAI, the athlete was only able to complete 21 repitions of maximum efforts followed by a period of rest. This was the lowest amount of times the athlete completed any movement, indicating that power is an ~~een~~ area of weakness that needs to be improved. The GPAI also identified that the athlete was only able to complete 22 repitions of jumping movements, which was the second lowest amount of movements completed by the athlete. This indicates muscular endurance is another fitness component that requires training.

The Conditioning phase training session utilises continuous training in set 3. This set adequetely targets the development of muscular endurance by applying training principles of intensity and duration as the intensity is submaximal <80% MHR at has a duration >5 minutes. ~~This~~ This specifically ensures that set 3 is targeting muscular endurance through specificity of intensity and durations required to develop muscular endurance. However, the training session missed an opportunity to further develop muscular endurance during set 1. Set 1 utilises resistance training, with training principles of intensity, and duration that make the session strength based. ~~Athlete A~~ This could be a limitation for developing muscular endurance for athlete A. As there are two limitations within ~~these~~ this set, first the RM is between 3-8, ~~and with a~~ second the work rate ~~of~~ is ~~90-100%~~ 90-100% MHR. Ideally 3-8 RM should be performed with heavy weight at 80-90% MHR. 90-100% MHR should be utilised for 1-3 RM and is aimed at increasing power. Performing 3-5 RM at 90-100% MHR does not target muscular endurance and could overexert athlete A. To improve this set to develop muscular endurance the intensity should be decreased to <80% MHR, the duration of sets should be between 15-20 RM, and the weight should be ~~specifically~~ specified as light resistance only, and ~~work~~ rest should be decreased with a higher work ratio 3:4.

The training session targets power in Set 2 with plyometric training. Plyometric training is



the most ideal training method for developing power as it prioritises fast and explosive movements. This session uses box jumps at high intensity to develop explosive power. The intensity is optimal for developing power and the ~~rest~~ work to rest ratio is adequate to allow PC to replenish and provide fuel for the ATP-PC system. However, set 4 could be modified to develop power. ~~The sess~~ set 4 utilises interval training and applies training principles of intensity, and duration that targets speed. To target explosive power the set could be modified to 3 x 10 15m mini hurdle hops at 90-100% MHR. By specificly changing the sprinting to hurdle hops it targets power ~~throu~~ rather than speed. The distance was also decreased from 40m to 15m as the hurdle hops will be performed at maximal efforts of 90-100% MHR, and 40m may lead to overexertion and injury.

The following excerpt is from Question 14 from the AS examination. It required students to apply practice methods and feedback types to a selected specialised movement sequence within two training sessions. Each training session was targeted to a skilled learning at a different stage of learning. Students were required to justify the applied practice methods and types of feedback by linking the benefits to each stage of learning.

Effective student responses:

- discerningly applied the relevant type of practice to the selected specialised movement sequence, while clearly linking the explicit benefits to the needs of the learner at the appropriate stage of learning
- discerningly applied the relevant types of feedback to the needs of the learner, while making links to the selected specialised movement sequence and the relevant types of practice.

This excerpt has been included:

- to demonstrate discerning application of whole, massed, open and varied practice drills to the selected specialised movement sequence, while clearly linking the explicit benefits to the needs of the associative learner
- to demonstrate discerning application of knowledge of results and intrinsic feedback to the needs of the associative learner, while making links to the selected specialised movement sequence and the types of practice
- to demonstrate discerning application of part, distributed and closed practice drills to the selected specialised movement sequence, while clearly linking the explicit benefits to the needs of the cognitive learner
- to demonstrate discerning application of knowledge of performance and extrinsic feedback to the needs of the cognitive learner, while making links to the selected specialised movement sequence and the types of practice.

14. The specialised movement sequence that will be applied to the two training sessions will be a forehand in tennis. A forehand can be broken up into the backswing (pre-impact), striking the ball (impact), and the follow-through.

Training Session A:

Massed practiced could be implemented in a forehand in tennis by having the coach continuously feed balls to it for a specific period of time, such as 5 minutes. This also involves whole practice, which is the practice of an entire skill which in this case is the entire forehand. Once this practice has completed, the coach can provide extrinsic feedback through knowledge of results, by analysing how many balls hits the net and how many went over. This then leads into problem-solving drills, which help an athlete improve the skill by forcing it to respond to variables and different situations. Intrinsic feedback should be considered by the athlete throughout each type of practice and the coach should provide knowledge of results feedback after the drills.

Training Session B: forcing the athlete to move their feet into a new position, which could involve the coach throwing balls in different directions once again.

Training Session B:

The coach should begin by providing a demonstration of the skill. Then distributed practice would be implemented in a forehand by feeding balls for at least equal time 5 minutes then allowing a rest period before continuing with another 5 minutes. This rest period allows for knowledge of performance from the coach to

Application of Practice Methods and Feedback Types:

Training Session A:

The learner in training session A is in the associative stage of learning. This means they are beginning to associate cues with actions, becoming more consistent, refining their skills, and detecting and correcting errors. Whole and massed practice directly relate to the learner's ability to detect and correct errors. Allowing for skills to be practiced continuously and in full for a decent period of time, provides the learner with enough information to provide internal feedback. Open and varied problem-solving drills directly relate the learner's ability to associate cues with actions and refine their skills. These drills force the learner to apply the skill in an unpredictable environment, teaching them to understand how to handle situations and, in the process, refining that skill. Since the learner can provide intrinsic feedback, the coache's role is to provide feedback through knowledge of results. This is a relevant form of feedback as it directly links to improving the consistency of the athlete. Overall, this is a very suitable training session for an associative learner.

Training Session B:

The learner in training session B is in the cognitive stage of learning. This means their performance is error-ridden, can experience major gains and improvements, and have limited knowledge of the sport. Part and distributed practice are effective types of practice as they address the error-ridden

performance of the learner. Distributed practice allows for enough time for the source of errors to be identified and explained to the learner, and part practice helps isolate the error so that it is prioritised. Specific closed drills are what target the source of the error and can result in the major improvement of the overall skill. This is because cognitive learners gain improvement quickly and practicing correcting the source of the error can drastically improve the overall performance of the skill. Finally, the extrinsic feedback provided through knowledge of performance and demonstrations of the skill are the most relevant forms of feedback for this learner. Due to their limited knowledge of the sport and performance execution, the learner cannot provide intrinsic feedback and require coaches to demonstrate the skill and identify and explain why errors are occurring. Overall, the types of practice and feedback types provided in this training session are very relevant and beneficial for the learner in the cognitive stage.

provide the learner with more advice before continuing practice. Once distributed practice is complete, part practice can be implemented, due to the potential identification that the issue with the forehand is the backswing. Specific drills can be implemented to target the backswing and feedback can once again be given by the coach.