



Physical Education 2025 v1.2

IA2: Sample assessment instrument

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

Student name	sample only
Student number	sample only
Teacher	sample only
Issued	sample only
Due date	sample only

Marking summary

Criterion	Marks allocated	Provisional marks
Explaining	5	
Analysing	5	
Justifying	6	
Evaluating	6	
Communicating	3	
Overall	25	

Conditions

Technique	Investigation — report
Unit	Unit 3: Tactical awareness and ethics in physical activity
Topic/s	Topic 2: Ethics and integrity in physical activity
Duration	Approximately 5 hours of class time
Mode / length	Written: up to 2000 words
Individual / group	Individual
Other	The reference list, title page and table of contents are not included in the word count.
Resources	Physical activity subject matter (see Physical activities list in QCAA Portal — Physical Education syllabus resources)

Context

In this unit, you have engaged in integrated learning experiences to explore ethics and integrity concepts in a class physical activity context. To enhance positive engagement in physical activity, you have explored how ethical values influence fair play and integrity, and how ethics strategies can be used in response to ethical dilemmas.

Task

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

To complete this task, you must:

- define the ethical dilemma by
 - identifying the class, school or community physical activity context to frame the investigation
 - using the ethical decision-making framework to conduct a context analysis of the ABXC community
- analyse and synthesise primary and secondary data to ascertain the most significant relationships between the
 - ethical dilemma
 - influence of stakeholders on the ethics and values demonstrated in the class, school or community physical activity context
 - tensions that exist around integrity and fair play
 - strategies that have been used in response to similar ethical dilemmas
- analyse and synthesise primary and secondary data to devise an ethics strategy that provides a course of action in response to the ethical dilemma
- justify the development of the ethics strategy using evidence from primary and secondary data
- evaluate the effectiveness of the ethics strategy to optimise integrity and positive engagement in the class, school or community physical activity context by appraising the potential outcome and limitations
- make decisions about and use language, conventions and mode-appropriate features to communicate information about the strategies to a technical audience in a written report.

Checkpoints

- ☐ Term 2 Week 7: Draft due
- ☐ Term 2 Week 9: Due date

Authentication strategies

- You will be provided class time for task completion.
- You will each produce a unique response by using data about the class, school or community physical activity context.
- Your teacher will collect and annotate a draft.
- You will use plagiarism-detection software to submit your response.
- You must acknowledge all sources.
- You must submit a declaration of authenticity.
- Your teacher will ensure class cross-marking occurs.

Scaffolding

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

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

Instrument-specific marking guide (IA2): Investigation — report response (25%)

Explaining	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> • accurate recognition and discerning explanation of concepts and principles relevant to a class, school or community physical activity context including <ul style="list-style-type: none"> – the ethical dilemma – ethics and values – integrity and fair play 	4–5
<ul style="list-style-type: none"> • recognition and appropriate explanation of aspects of concepts and principles relevant to a class, school or community physical activity context including <ul style="list-style-type: none"> – the ethical dilemma – ethics and/or values – integrity and/or fair play 	2–3
<ul style="list-style-type: none"> • recognition and/or explanation of an aspect of concepts or principle relevant to a class, school or community physical activity context relating to <ul style="list-style-type: none"> – the ethical dilemma or – ethics or values or – integrity or fair play. 	1
The student response does not satisfy any of the descriptors above.	0

Analysing	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> insightful analysis of primary data and secondary data, using the ethical decision-making framework, to ascertain the most significant relationships between the ethical dilemma and <ul style="list-style-type: none"> the influence of relevant stakeholders on the ethics and values demonstrated in the class, school or community physical activity context the tensions that exist in relation to integrity and fair play strategies that have been used in response to similar ethical dilemmas discerning synthesis of stakeholder influence, tensions and strategies to devise an ethics strategy in response to the ethical dilemma 	4–5
<ul style="list-style-type: none"> appropriate analysis of primary data and secondary data, using the ethical decision-making framework, to ascertain the most significant relationships between the ethical dilemma and <ul style="list-style-type: none"> the influence of relevant stakeholders on the ethics and values demonstrated in the class, school or community physical activity context the tensions that exist in relation to integrity and fair play strategies that have been used in response to similar ethical dilemmas appropriate synthesis of stakeholder influence, tensions and strategies to devise an ethics strategy in response to the ethical dilemma 	2–3
<ul style="list-style-type: none"> superficial analysis and synthesis of primary data or secondary data relevant to ethics, to ascertain a relationship between the ethical dilemma, integrity, fair play or the influence of stakeholders in the physical activity context. 	1
The student response does not satisfy any of the descriptors above.	0

Justifying	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> discerning justification of the development of the ethics strategy in response to the ethical dilemma, using evidence from primary data and secondary data 	6
<ul style="list-style-type: none"> considered justification of the development of the ethics strategy in response to the ethical dilemma, using evidence from primary data and secondary data 	4–5
<ul style="list-style-type: none"> feasible justification of the development of the ethics strategy in response to the ethical dilemma, using evidence from primary data and/or secondary data 	2–3
<ul style="list-style-type: none"> superficial justification of the development of an aspect within the ethics strategy. 	1
The student response does not satisfy any of the descriptors above.	0

Evaluating	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> critical evaluation of the effectiveness of the ethics strategy to optimise integrity and positive engagement in the physical activity context by appraising the potential outcome and limitations of the course of action. 	6
<ul style="list-style-type: none"> considered evaluation of the effectiveness of the ethics strategy to optimise integrity and positive engagement in the physical activity context by appraising the potential outcome and limitations of the course of action 	4–5
<ul style="list-style-type: none"> feasible evaluation of the effectiveness of the ethics strategy to optimise integrity and positive engagement in the physical activity context by appraising the potential outcome and/or limitations of the course of action 	2–3
<ul style="list-style-type: none"> superficial evaluation of the effectiveness of an aspect of the ethics strategy. 	1
The student response does not satisfy any of the descriptors above.	0

Communicating	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> appropriate decision-making about and accurate use of <ul style="list-style-type: none"> visual and written modes to achieve a particular purpose language suitable for a technical audience referencing and report genre conventions 	2–3
<ul style="list-style-type: none"> variable or inaccurate decision-making about and use of <ul style="list-style-type: none"> visual and written modes to achieve a particular purpose or language suitable for a technical audience or referencing and report genre conventions. 	1
The student response does not satisfy any of the descriptors above.	0



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