



## Year 10 PASS

# Task 2: Drugs in Sport

### Due Date:

PART A- Tuesday 26th May 2026, 5:00pm

PART B- Wednesday 27th May 2026 (Period 1)

**Task Distributed** Week beginning  
04/05/2026

**Unit:** Issues in physical activities and sport

**Task Type:** Essay- In class, ALARM  
scaffold- online submission

**Task Weighting:** 20%

**Outcomes:** PASS5-1, PASS5-2

### Task Description

#### Part A- Complete ALARM scaffold-submit to Google classroom (5 Marks)

**Analyse how drug use in sport is just another technique of gaining an advantage to improve an athlete's performance.**

Students are to research information (pros and cons-effects; impact of the athlete; impact on the community and the sport) surrounding the issues of drug use in sport and more specifically the question above. Students are to complete the ALARM (A Learning and Responding Matrix) scaffold provided, to assist in writing the essay. ***This scaffold is to be submitted on Google classroom by the due date.***

#### Part B- Extended Response - Completed by the due date (during class) (15 marks)

**Analyse how drug use in sport is just another technique of gaining an advantage to improve an athlete's performance.**

Students will be required to complete the question above. Students will be required to write their response in paragraph format and build upon the information from their ALARM scaffold.

### NESA Glossary of Key Words

Understand the verb associated with the task. The verb will provide an understanding of the detail needed to successfully answer the question.

- Analyse: Identify components and the relationship between them; draw out and relate implications.

Check the NESA Glossary of Key Words for further guidance <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords>

## Details of Submission

Students will submit the ALARM Scaffold (PART A) by **Tuesday 26th May 2026 at 5:00pm**

Students will complete the Extended Response (PART B) on **Period 1- Wednesday 27th May 2026**

## Teacher Feedback and Student Self-Reflection

- The task will typically be returned to students within 14 days of the due date.
- At this time feedback including information on how to improve will be provided through written feedback.
- Students can clarify or seek further feedback by speaker with their teacher or the assessment marker.
- You will also receive feedback on your literacy performance based on the criteria in the school's literacy marking rubric. The marks achieved for literacy will account for between 10% – 20% of the maximum task value.

Upon return of the task, students will also be expected to complete a self-reflection.

Students will identify **THREE** areas of strength and **THREE** areas of improvement after receiving back their task.

## How does this link to my learning?

- This task focuses on a significant issue in the context of Issues in physical activities and sport.
- The students will be able to discuss the issue of sports enhancing drugs and the implications on the individual, community and sport in Australia.
- This assessment task addresses the following Report Outcomes: RO1, RO2, RO5

## Assessment Procedures

All students should be fully aware of the School Assessment Procedures for their year group. These were provided at the beginning of the school year and are available off the school website under the Learning Tab for each year group.

Level of Achievement	ALARM scaffold RO2	Extended response RO5	Literacy	Overall Mark
Extensive	5	13-15	5	21 - 25
Thorough	4	10-12	4	16 – 20
Sound	3	7-9	3	11 – 15
Basic	2	4-6	2	6 – 10
Elementary	1	1-3	1	1 – 5

**Part A - ALARM Scaffold Hand in (RO2)**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>● ALARM Scaffold is completed with an extensive level of information.</li><li>● Extensive knowledge and understanding of the use of drugs in sport and the impact they have on athletes, the community and the sport.</li><li>● Include highly relevant examples.</li></ul>	<b>5</b>
<ul style="list-style-type: none"><li>● ALARM Scaffold is completed with a thorough level of information.</li><li>● Thorough knowledge and understanding of the use of drugs in sport and the impact they have on athletes, the community and the sport.</li><li>● Include relevant examples.</li></ul>	<b>4</b>
<ul style="list-style-type: none"><li>● ALARM Scaffold is completed with a sound level of information.</li><li>● Some knowledge and understanding of the use of drugs in sport and the impact they have on athletes, the community and the sport.</li><li>● Include examples.</li></ul>	<b>3</b>
<ul style="list-style-type: none"><li>● ALARM Scaffold is mostly completed with a basic level of information.</li><li>● Basic knowledge and understanding of the use of drugs in sport.</li><li>● Includes some examples</li></ul>	<b>2</b>
<ul style="list-style-type: none"><li>● ALARM Scaffold is partly completed with a very limited level of information.</li><li>● Minimal points of information about drugs in sport.</li></ul>	<b>1</b>

**PART B – Extended response (RO5)**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>● Draws out information relating to the use of drugs in sport and comprehensively discusses the pros and cons of using drugs in sport, including the short-term and long-term effects on athletes.</li><li>● Extensively discusses the impact drug use has on other athletes and the community.</li><li>● Includes highly relevant examples to support the discussion.</li></ul>	<b>13-15</b>
<ul style="list-style-type: none"><li>● Draws out information relating to the use of drugs in sport and discusses the pros and cons of using drugs in sport, including the short-term and long-term effects on athletes</li></ul>	<b>10-12</b>

<ul style="list-style-type: none"> <li>Thoroughly discusses the impact drug use has on other athletes and the viewing public.</li> <li>Includes relevant examples to support the discussion.</li> </ul>	
<ul style="list-style-type: none"> <li>Draws out some information relating to the use of drugs in sport and identifies and discusses some pros and cons of using drugs in sport, including short-term and/or long-term effects on athletes.</li> <li>Provides some points on the impact drug use has on other athletes and the viewing public.</li> <li>Include some examples to support the discussion.</li> </ul>	<b>7-9</b>
<ul style="list-style-type: none"> <li>Discusses some pros and cons of using drugs in sport e.g. short-term or long-term effects.</li> <li>Provides two points on the impact drug use has on other athletes and the viewing public.</li> <li>Limited examples to support the discussion.</li> </ul>	<b>4-6</b>
<ul style="list-style-type: none"> <li>List a pro and con for using drugs in sport eg short-term or long-term effects</li> <li>Provides a point on the impact drug use has on other athletes and the viewing public.</li> </ul>	<b>1-3</b>

Literacy Outcomes	Elementary achievement You have:	Limited achievement You have:	Satisfactory achievement You have:	High achievement You have:	Outstanding achievement You have:
	<b>0</b>	<b>0.25</b>	<b>0.5</b>	<b>0.75</b>	<b>1</b>
<b>Vocabulary</b> <i>Uses technical vocabulary to explain concepts and/or range of precise and appropriate words for effect</i>	Very limited response. Few content words used.	Only simple words are used.	Some precise and technical words are used.	Sustained use of precise and technical words.	Sustained, consistent and fluent use of precise and technical words.
<b>Punctuation</b> <i>Use of correct and appropriate sentence and other punctuation for effect, and to aid in reading of the text</i>	No evidence of correct sentence punctuation.	Sentence punctuation is correctly used in at least one place - <i>one sentence is punctuated correctly.</i>	Some correct sentence level punctuation (at least 50%). May attempt other punctuation where it is required.	Mostly correct sentence level punctuation (80%) and at least two correct examples of other punctuation.	Writing contains accurate use of all applicable punctuation.
<b>Sentences &amp; Cohesion</b> <i>The intentional construction of a variety of sentences to match purpose and audience, and the control of multiple sentence threads across the whole text.</i>	No clear evidence of sentences: a list of words OR text fragments.	At least one sentence is used correctly. Some meaning can be construed from the text.	Some correct formation of sentences. Mainly uses simple and compound sentences, but may attempt more complex structures.	Most sentences are correct. Range of sentence types and connectives are evident, but with varied effectiveness.	All sentences are correct, effective and controlled, and include a range of sentence types and connectives (complex sentences and other sophisticated structures)

<p><b>Paragraphs</b>  <i>Paragraphs are used to effectively structure information and partition events and ideas</i></p>	<p>No correct use of paragraphing; may be a block of text or random breaks.</p>	<p>Ideas are separated; paragraphs may contain some unrelated ideas.</p>	<p>At least ONE paragraph is well structured and develops an idea</p>	<p>Writing is organised into paragraphs that assist the reader to digest chunks of the text, but may not be linked or executed effectively.</p>	<p>All components of the paragraphs are evident and paragraphing is consistent and well-developed across the whole text.</p>
<p><b>Text Structure</b>  <i>Uses features of the appropriate text type</i></p>	<p>No evidence of the structural features of the appropriate text type. <i>No attempt to write in the appropriate text type and/or response is off task.</i></p>	<p>Minimal evidence of the structural features - <i>1 component evident</i> - of the appropriate text type.</p>	<p>Some evidence of the structural features - <i>2 components evident</i> - of the appropriate text type.</p>	<p>Substantial evidence of the structural features - <i>all components evident but there may be some lapses</i> - of the appropriate text type.</p>	<p>Coherent and controlled use of <b>all</b> the appropriate structural features of the text type.</p>