

# Sport and Recreation 2019

## Study plan 2

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### Section 1: School statement

<b>School:</b>	Queensland Curriculum and Assessment Authority
<b>Subject code:</b>	6403
<b>Combined class:</b>	No
<b>School contact:</b>	SEO
<b>Phone:</b>	(07) 3864 0375
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### Section 2: Course and assessment overview

Sport and Recreation is a four-unit course of study.

Units 1 and 2 of the course are designed to allow students to begin their engagement with the course content, i.e. the knowledge, understanding and skills of the subject. Course content, learning experiences and assessment increase in complexity across the four units as students develop greater independence as learners.

Units 3 and 4 consolidate student learning.

### QCAA approval

<b>QCAA officer:</b>	<b>Date:</b>
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Unit	Module number and description	Time in hours	Electives and Categories	Core concepts and ideas	Assess no.	Assessment technique, description and conditions	Dimensions
1	<p><b>Module 1: Sport nutrition</b> This module develops students' understanding of nutrition and nutritional requirements for performance in sport. Students will demonstrate physical performance in different contexts. Typical course: Soccer (Football). Sport specialist course: Rugby league.</p>	30	<p><b>Electives</b></p> <ul style="list-style-type: none"> <li>• Rugby League</li> <li>• Soccer (Football)</li> </ul> <p><b>Categories</b></p> <ul style="list-style-type: none"> <li>• Games and sports</li> </ul>	<p><b>Sport, recreation and healthy living</b></p> <ul style="list-style-type: none"> <li>• C2.1 Physical activity in sport and recreation activities supports the development and maintenance of health and performance</li> </ul> <p><b>Health and safety in sport and recreation activities</b></p> <ul style="list-style-type: none"> <li>• C3.1 Policies, strategies, rules and technology can be used to promote health and safety in sport and recreation activities</li> </ul> <p><b>Personal and interpersonal skills in sport and recreation activities</b></p> <ul style="list-style-type: none"> <li>• C4.1 Personal and interpersonal skills, including leadership and communication skills, are essential for effective participation in sport and recreation activities</li> </ul>	1	<p><b>Investigation</b> Investigate and justify the development of a nutritional plan for a three-day soccer competition (Typical course) or a rugby league competition (Sport specialist course). • Written response Research report. 600–800 words</p>	<ul style="list-style-type: none"> <li>• Acquiring</li> <li>• Applying</li> <li>• Evaluating</li> </ul>
1	<p><b>Module 2: Sport officiating</b> This module develops students' knowledge and skills required to officiate sporting games and/or competitions as a referee or linesman. Students will demonstrate physical performance and refereeing skills in different contexts. Typical course: Basketball. Sport specialist course: Rugby league.</p>	25	<p><b>Electives</b></p> <ul style="list-style-type: none"> <li>• Basketball</li> <li>• Rugby League</li> </ul> <p><b>Categories</b></p> <ul style="list-style-type: none"> <li>• Games and sports</li> </ul>	<p><b>Sport and recreation in the community</b></p> <ul style="list-style-type: none"> <li>• C1.1 Sport and recreation have an important role within Australian society</li> <li>• C1.2 Agencies have a role in the promotion of sport and recreation, in the broader community</li> </ul> <p><b>Sport, recreation and healthy living</b></p> <ul style="list-style-type: none"> <li>• C2.1 Physical activity in sport and recreation activities supports the development and maintenance of health and performance</li> </ul> <p><b>Health and safety in sport and recreation activities</b></p> <ul style="list-style-type: none"> <li>• C3.1 Policies, strategies, rules and technology can be used to promote health and safety in sport and recreation activities</li> </ul> <p><b>Personal and interpersonal skills in sport and recreation activities</b></p> <ul style="list-style-type: none"> <li>• C4.1 Personal and interpersonal skills, including leadership and communication skills, are essential for effective participation in sport and recreation activities</li> </ul>	2	<p><b>Performance</b> Demonstrate application of officiating and refereeing knowledge and skills in physical performance contexts and evaluate personal performance to make recommendations for future performances. Typical course: Basketball. Sport specialist course: Rugby league. 2.0–4.0 minutes</p>	<ul style="list-style-type: none"> <li>• Acquiring</li> <li>• Applying</li> <li>• Evaluating</li> </ul>

Unit	Module number and description	Time in hours	Electives and Categories	Core concepts and ideas	Assess no.	Assessment technique, description and conditions	Dimensions
2	<b>Module 3: Coaching your team</b> This module develops students' understanding of coaching principles and allows them to demonstrate and refine their coaching skills in different physical performance contexts. Typical course: Touch football. Sport specialist course: Rugby league.	30	<b>Electives</b> <ul style="list-style-type: none"> <li>Rugby League</li> <li>Touch football</li> </ul> <b>Categories</b> <ul style="list-style-type: none"> <li>Games and sports</li> </ul>	<b>Sport and recreation in the community</b> <ul style="list-style-type: none"> <li>C1.1 Sport and recreation have an important role within Australian society</li> <li>C1.2 Agencies have a role in the promotion of sport and recreation, in the broader community</li> </ul> <b>Sport, recreation and healthy living</b> <ul style="list-style-type: none"> <li>C2.1 Physical activity in sport and recreation activities supports the development and maintenance of health and performance</li> </ul> <b>Health and safety in sport and recreation activities</b> <ul style="list-style-type: none"> <li>C3.1 Policies, strategies, rules and technology can be used to promote health and safety in sport and recreation activities</li> </ul> <b>Personal and interpersonal skills in sport and recreation activities</b> <ul style="list-style-type: none"> <li>C4.1 Personal and interpersonal skills, including leadership and communication skills, are essential for effective participation in sport and recreation activities</li> </ul>	3	<b>Project</b> Plan and implement a coaching session (Typical course: Touch football or Sport specialist course: Rugby league) for an identified group of participants. Evaluate the effectiveness of the coaching session and make recommendations to enhance future performance. <ul style="list-style-type: none"> <li>Written component Report including a plan of the coaching session, the required equipment for the session and the target audience. 400–700 words</li> <li>Performance component Demonstration of the coaching skills and principles required to manage an identified group of participants. 2.0–4.0 minutes</li> <li>Spoken component Interview evaluating individual performance during the delivery of the coaching session and making recommendations to enhance future performances. 1.5–3.5 minutes</li> </ul>	<ul style="list-style-type: none"> <li>Acquiring</li> <li>Applying</li> <li>Evaluating</li> </ul>

Unit	Module number and description	Time in hours	Electives and Categories	Core concepts and ideas	Assess no.	Assessment technique, description and conditions	Dimensions
2	<b>Module 4: Training for fitness — Strength and conditioning</b> This module develops students' understanding of strength and conditioning fitness requirements and how they can enhance physical performance. Students will plan and demonstrate physical performance in a variety of fitness contexts.	25	<b>Electives</b> <ul style="list-style-type: none"> <li>Strength and conditioning</li> </ul> <b>Categories</b> <ul style="list-style-type: none"> <li>Lifelong physical activities</li> </ul>	<b>Sport and recreation in the community</b> <ul style="list-style-type: none"> <li>C1.1 Sport and recreation have an important role within Australian society</li> </ul> <b>Sport, recreation and healthy living</b> <ul style="list-style-type: none"> <li>C2.1 Physical activity in sport and recreation activities supports the development and maintenance of health and performance</li> </ul> <b>Health and safety in sport and recreation activities</b> <ul style="list-style-type: none"> <li>C3.1 Policies, strategies, rules and technology can be used to promote health and safety in sport and recreation activities</li> </ul> <b>Personal and interpersonal skills in sport and recreation activities</b> <ul style="list-style-type: none"> <li>C4.1 Personal and interpersonal skills, including leadership and communication skills, are essential for effective participation in sport and recreation activities</li> </ul>	4	<b>Performance</b> Demonstrate application of knowledge and skills about strength and conditioning in a range of fitness contexts and evaluate personal performance in the module, making recommendations for future performance. 2.0–4.0 minutes	<ul style="list-style-type: none"> <li>Acquiring</li> <li>Applying</li> <li>Evaluating</li> </ul>

Unit	Module number and description	Time in hours	Electives and Categories	Core concepts and ideas	Assess no.	Assessment technique, description and conditions	Dimensions
3	<p><b>Module 5: Water safety and lifesaving or training for fitness — Resistance training</b></p> <p>For students in the Typical course: This module develops students' understanding of the skills and concepts involved in water safety and lifesaving, particularly in the completion of a Bronze Medallion. Students will demonstrate physical performance in lifesaving contexts. For students in the Sport specialist course: This module develops students' understanding of resistance training and how it can enhance physical performance. Students will demonstrate performance in a variety of fitness contexts.</p>	25	<p><b>Electives</b></p> <ul style="list-style-type: none"> <li>• Lifesaving</li> <li>• Resistance training</li> <li>• Swimming</li> </ul> <p><b>Categories</b></p> <ul style="list-style-type: none"> <li>• Lifelong physical activities</li> </ul>	<p><b>Sport and recreation in the community</b></p> <ul style="list-style-type: none"> <li>• C1.1 Sport and recreation have an important role within Australian society</li> <li>• C1.2 Agencies have a role in the promotion of sport and recreation, in the broader community</li> </ul> <p><b>Sport, recreation and healthy living</b></p> <ul style="list-style-type: none"> <li>• C2.1 Physical activity in sport and recreation activities supports the development and maintenance of health and performance</li> </ul> <p><b>Health and safety in sport and recreation activities</b></p> <ul style="list-style-type: none"> <li>• C3.1 Policies, strategies, rules and technology can be used to promote health and safety in sport and recreation activities</li> </ul> <p><b>Personal and interpersonal skills in sport and recreation activities</b></p> <ul style="list-style-type: none"> <li>• C4.1 Personal and interpersonal skills, including leadership and communication skills, are essential for effective participation in sport and recreation activities</li> </ul>	5	<p><b>Performance</b></p> <p>Typical course: Demonstrate application of knowledge and skills about lifesaving and water safety in a range of contexts. Evaluate personal performance while demonstrating lifesaving skills and make recommendations to enhance performance. Sport specialist: Rugby league course: Demonstrate application of knowledge and skills about resistance training in a range of fitness contexts. Evaluate personal performance in the module and make recommendations to enhance performance.</p> <p>2.0–4.0 minutes</p>	<ul style="list-style-type: none"> <li>• Acquiring</li> <li>• Applying</li> <li>• Evaluating</li> </ul>

Unit	Module number and description	Time in hours	Electives and Categories	Core concepts and ideas	Assess no.	Assessment technique, description and conditions	Dimensions
3	<p><b>Module 6: Event management — Tournament organisation</b></p> <p>This module develops students' understanding of policies and procedures involved in event management and tournament organisation. Students will apply their knowledge to organise and conduct a tournament in different physical performance contexts.</p> <p>Typical course: Volleyball. Sport specialist course: Rugby league or touch football.</p>	30	<p><b>Electives</b></p> <ul style="list-style-type: none"> <li>• Rugby League</li> <li>• Touch football</li> <li>• Volleyball</li> </ul> <p><b>Categories</b></p> <ul style="list-style-type: none"> <li>• Games and sports</li> </ul>	<p><b>Sport and recreation in the community</b></p> <ul style="list-style-type: none"> <li>• C1.1 Sport and recreation have an important role within Australian society</li> <li>• C1.2 Agencies have a role in the promotion of sport and recreation, in the broader community</li> </ul> <p><b>Sport, recreation and healthy living</b></p> <ul style="list-style-type: none"> <li>• C2.1 Physical activity in sport and recreation activities supports the development and maintenance of health and performance</li> </ul> <p><b>Health and safety in sport and recreation activities</b></p> <ul style="list-style-type: none"> <li>• C3.1 Policies, strategies, rules and technology can be used to promote health and safety in sport and recreation activities</li> </ul> <p><b>Personal and interpersonal skills in sport and recreation activities</b></p> <ul style="list-style-type: none"> <li>• C4.1 Personal and interpersonal skills, including leadership and communication skills, are essential for effective participation in sport and recreation activities</li> </ul>	6	<p><b>Project</b></p> <p>Plan and implement a volleyball or a rugby league/touch football tournament, reflect on an individual's role within the organisation of the tournament and evaluate the effectiveness of the tournament.</p> <ul style="list-style-type: none"> <li>• Performance component Demonstration of the skills necessary for running a tournament. 2.0–4.0 minutes</li> <li>• Spoken component Interview evaluating individual performance during the implementation of the tournament and making recommendations to improve future implementation. 2.5–3.5 minutes</li> <li>• Written component Report identifying individual roles and responsibilities while planning for the implementation of the tournament. 500–900 words</li> </ul>	<ul style="list-style-type: none"> <li>• Acquiring</li> <li>• Applying</li> <li>• Evaluating</li> </ul>

Unit	Module number and description	Time in hours	Electives and Categories	Core concepts and ideas	Assess no.	Assessment technique, description and conditions	Dimensions
4	<p><b>Module 7: Sport medicine and first aid</b></p> <p>This module develops students' understanding of first aid principles and injury prevention strategies for sports. Students will demonstrate physical performance in different contexts.</p> <p>Typical course: Netball. Sport specialist course: Rugby league.</p>	30	<p><b>Electives</b></p> <ul style="list-style-type: none"> <li>• Netball</li> <li>• Rugby League</li> </ul> <p><b>Categories</b></p> <ul style="list-style-type: none"> <li>• Games and sports</li> </ul>	<p><b>Sport and recreation in the community</b></p> <ul style="list-style-type: none"> <li>• C1.1 Sport and recreation have an important role within Australian society</li> <li>• C1.2 Agencies have a role in the promotion of sport and recreation, in the broader community</li> </ul> <p><b>Sport, recreation and healthy living</b></p> <ul style="list-style-type: none"> <li>• C2.1 Physical activity in sport and recreation activities supports the development and maintenance of health and performance</li> </ul> <p><b>Health and safety in sport and recreation activities</b></p> <ul style="list-style-type: none"> <li>• C3.1 Policies, strategies, rules and technology can be used to promote health and safety in sport and recreation activities</li> </ul> <p><b>Personal and interpersonal skills in sport and recreation activities</b></p> <ul style="list-style-type: none"> <li>• C4.1 Personal and interpersonal skills, including leadership and communication skills, are essential for effective participation in sport and recreation activities</li> </ul>	7	<p><b>Investigation</b></p> <p>Investigate and justify injury prevention strategies and first aid treatment options for participants in a weekend competition. Typical course: Netball competition. Sport specialist course: Rugby league competition.</p> <ul style="list-style-type: none"> <li>• Written response Research report. 600–1000 words</li> </ul>	<ul style="list-style-type: none"> <li>• Acquiring</li> <li>• Applying</li> <li>• Evaluating</li> </ul>

SAMPLE

Unit	Module number and description	Time in hours	Electives and Categories	Core concepts and ideas	Assess no.	Assessment technique, description and conditions	Dimensions
4	<p><b>Module 8: Sport, recreation and fitness industry</b></p> <p>For students in the Typical course: Badminton: This module develops students' understanding of the resources and agencies available for sport, recreation and fitness within the community, as well as identifying the available vocational and employment pathways. Students will demonstrate physical performance in badminton contexts.</p> <p>For students in the Sport specialist course: Rugby league: This module will have particular emphasis on pathways and agencies in rugby league. Students will demonstrate physical performance in rugby league contexts.</p>	25	<p><b>Electives</b></p> <ul style="list-style-type: none"> <li>• Badminton</li> <li>• Rugby League</li> </ul> <p><b>Categories</b></p> <ul style="list-style-type: none"> <li>• Games and sports</li> </ul>	<p><b>Sport and recreation in the community</b></p> <ul style="list-style-type: none"> <li>• C1.1 Sport and recreation have an important role within Australian society</li> <li>• C1.2 Agencies have a role in the promotion of sport and recreation, in the broader community</li> </ul> <p><b>Sport, recreation and healthy living</b></p> <ul style="list-style-type: none"> <li>• C2.1 Physical activity in sport and recreation activities supports the development and maintenance of health and performance</li> </ul> <p><b>Health and safety in sport and recreation activities</b></p> <ul style="list-style-type: none"> <li>• C3.1 Policies, strategies, rules and technology can be used to promote health and safety in sport and recreation activities</li> </ul> <p><b>Personal and interpersonal skills in sport and recreation activities</b></p> <ul style="list-style-type: none"> <li>• C4.1 Personal and interpersonal skills, including leadership and communication skills, are essential for effective participation in sport and recreation activities</li> </ul>	8	<p><b>Performance</b></p> <p>Demonstrate application of knowledge and skills about badminton or rugby league in a wide range of contexts and evaluate personal performance in the module to make recommendations to enhance future performances.</p> <p>2.0–4.0 minutes</p>	<ul style="list-style-type: none"> <li>• Acquiring</li> <li>• Applying</li> <li>• Evaluating</li> </ul>

SAMPLE



# Sport and Recreation 2019

Teacher:

Class:

Student name:

Year:

Unit	Module of work	Assessment Instrument No.	Assessment Instrument	Formative or Summative	Acquiring	Applying	Evaluating
1	<b>Module one</b> Sport nutrition	1	Investigation	F			
	<b>Module two</b> Sport officiating	2	Performance	F			
2	<b>Module three</b> Coaching your team	3	Project	F			
	<b>Module four</b> Training for fitness — Strength and conditioning	4	Performance	F			
Interim Standards							
Interim Result							
3	<b>Module five</b> Water safety and lifesaving or training for fitness — Resistance training	5	Performance	S			
	<b>Module six</b> Event management — Tournament organisation	6	Project	S			
4	<b>Module seven</b> Sport medicine and first aid	7	Investigation	S			
	<b>Module eight</b> Sport, recreation and fitness industry	8	Performance	S			
Exit Standards							
Exit Result							