

# Sport and Recreation 2019 v1.0

Applied Senior Syllabus

This syllabus is for implementation with Year 11 students in 2019.

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# 1 Course overview

## 1.1 Introduction

### 1.1.1 Rationale

Sport and recreation activities are a part of the fabric of Australian life and represent growth industries in Australian society. Sport and recreation activities can encompass aspects such as social and competitive sport, fitness programs and outdoor pursuits. These activities are an intrinsic part of Australian culture and for many people, form a substantial component of their leisure time. Participation in sport and recreation can also provide employment opportunities and make positive contributions to a person's total wellbeing.

The subject of Sport and Recreation focuses on the role of sport and recreation in the lives of individuals and communities. It is a subject that provides students with opportunities to learn in, through and about sport and active recreation activities.

Sport is defined as activities requiring physical exertion, personal challenge and skills as the primary focus, along with elements of competition. Within these activities, rules and patterns of behaviour governing the activity exist formally through organisations. Recreation activities are defined as those active pastimes engaged in for the purpose of relaxation, health and wellbeing and/or enjoyment and are recognised as having socially worthwhile qualities. Active recreation requires physical exertion and human activity. Physical activities that meet these classifications can include active play and minor games, challenge and adventure activities, games and sports, lifelong physical activities, and rhythmic and expressive movement activities. Sport and Recreation builds on the knowledge, skills and understandings of the *Australian Curriculum: Health and Physical Education* ([www.australiancurriculum.edu.au/f-10-curriculum/health-and-physical-education](http://www.australiancurriculum.edu.au/f-10-curriculum/health-and-physical-education)).

Through the study of Sport and Recreation students will examine:

- the relevance of sport and active recreation in Australian culture
- the contribution sport and active recreation makes to employment growth, health and wellbeing
- factors that influence participation in sport and active recreation
- how physical skills can enhance participation and performance in sport and active recreation activities
- how interpersonal skills support effective interaction with others
- the promotion of safety in sport and active recreation activities
- technology in sport and active recreation activities
- how the sport and recreation industry contributes to individual and community outcomes.

Participation in sport and recreation activities can contribute to enhancing students' experiences and opportunities regarding employment, enterprise, further study, leisure and lifelong learning. They provide a unique opportunity for students to experience the challenge and fun of active participation in physical activity while developing beneficial vocational, life and physical skills. The skills developed in Sport and Recreation may be oriented towards work, personal fitness, or general health and wellbeing. Students will be involved in learning experiences that allow them to develop their interpersonal abilities and encourage them to appreciate and value active involvement in sporting and recreational activities, contributing to ongoing personal and community development throughout their adult life.

In Sport and Recreation, students are involved in communicating ideas and information in, about and through sport and recreation activities. These activities will be the medium through which students examine the effects of sport and recreation on individuals and communities, investigate the role of sport and recreation in maintaining good health, evaluate strategies to promote health and safety, and investigate personal and interpersonal skills to achieve goals.

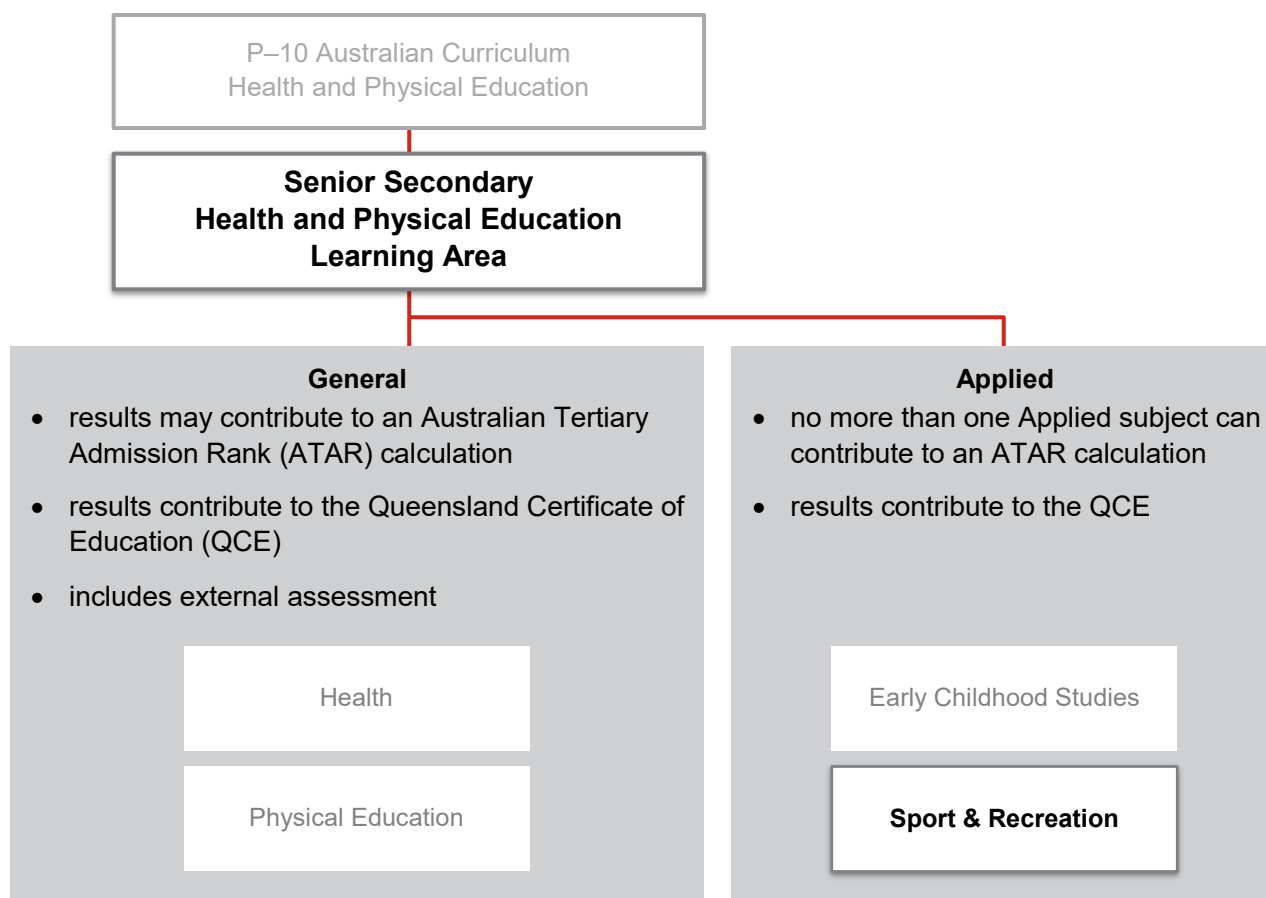
Sport and recreation involves students working individually, in groups and in teams. Students will be involved in acquiring, applying and evaluating information about and in physical activities and performances, planning and organising activities, investigating solutions to individual and community challenges, and using suitable technologies where relevant.

## **Pathways**

A course of study in Sport and Recreation can establish a basis for further education and employment in the fields of fitness, outdoor recreation and education, sports administration, community health and recreation and sport performance.

## 1.1.2 Learning area structure

Figure 1: Summary of subjects offered in the Health and Physical Education learning area



## 1.2 Teaching and Learning

### 1.2.1 Dimensions and objectives

The dimensions are the salient properties or characteristics of distinctive learning for this subject. The objectives describe what students should know and be able to do by the end of the course of study.

Progress in a particular dimension may depend on the knowledge, understanding and skills developed in other dimensions. Learning through each of the dimensions increases in complexity to allow for greater independence for learners over a four-unit course of study.

The standards have a direct relationship with the objectives and are described in the same dimensions as the objectives. Schools assess how well students have achieved all of the objectives using the standards.

The dimensions for a course of study in this subject are:

- Dimension 1: Acquiring
- Dimension 2: Applying
- Dimension 3: Evaluating.

#### **Dimension 1: Acquiring**

Acquiring refers to the ability to acquire knowledge, understanding and skills in, about and through participation in sport and recreation activities.

#### **Objectives**

By the conclusion of the course of study, students should:

- demonstrate physical responses and interpersonal strategies in individual and group situations in sport and recreation activities
- describe concepts and ideas about sport and recreation using terminology and examples
- explain procedures and strategies in, about and through sport and recreation activities for individuals and communities.

When students demonstrate, they reproduce physical responses and interpersonal strategies in both individual and group situations in sport and recreation activities. Physical responses may include skill performances, demonstrations and coaching instruction. Interpersonal strategies may include leadership, conflict resolution, assertiveness and cooperation skills.

When students describe, they use appropriate terminology and examples to outline, state or provide details about the concepts and ideas relevant to sport and recreation activities.

When students explain, they make an idea or situation clear through the provision of a detailed description or reveal relevant facts and provide examples from sport and recreation activities to help clarify the meaning of procedures and strategies. Strategies include health and sport promotion, skill enhancement, physical performances and fitness activities or plans for individuals and communities.

## Dimension 2: Applying

Applying refers to the ability to apply knowledge, understanding and skills in, about and through participation in sport and recreation activities.

### Objectives

By the conclusion of the course of study, students should:

- apply concepts and adapt procedures, strategies and physical responses in individual and group sport and recreation activities
- manage individual and group sport and recreation activities
- apply strategies in sport and recreation activities to enhance health, wellbeing, and participation for individuals and communities
- use language conventions and textual features to achieve particular purposes.

When students apply, they demonstrate their understanding of concepts by using them in sport and recreation activities. When students adapt, they are actively engaged in modifying procedures, strategies and physical responses for themselves and others in sport and recreation contexts.

When students manage, they organise and monitor individuals and groups in sport and recreation activities, for example, using safety and risk management principles, skills and procedures.

When students apply, they demonstrate their understanding of strategies designed to enhance health, wellbeing, and participation for individuals and communities in sport and recreation activities.

When students use language conventions and features, they use correct grammar, spelling, punctuation, vocabulary, text types and structures in written, oral and visual modes to achieve particular purposes.

## Dimension 3: Evaluating

Evaluating refers to the ability to evaluate knowledge, understanding and skills in, about and through participation in sport and recreation activities. Evaluating also encompasses the ability to create written, spoken or physical communications.

### Objectives

By the conclusion of the course of study, students should:

- evaluate individual and group physical responses and interpersonal strategies to improve outcomes in sport and recreation activities
- evaluate the effects of sport and recreation on individuals and communities
- evaluate strategies that seek to enhance health, wellbeing, and participation in sport and recreation activities and provide recommendations
- create communications that convey meaning for particular audiences and purposes.

When students evaluate the effects of sport and recreation on individuals and communities, they determine and make judgments about the physical, psychological, emotional and social responses that participation in sport and recreation activities has on individuals and communities.

When students evaluate individual and group physical responses and interpersonal strategies, they examine physical responses and interpersonal strategies, make judgments about improvements and implement these in sport and recreation activities with the aim of improving outcomes.



When students evaluate strategies that seek to enhance health, wellbeing and participation in sport and recreation activities, they investigate, critique and make decisions about the effectiveness of these strategies. Recommendations are then proposed to further enhance the value of these strategies.

When students create communications, they generate written, spoken, visual or physical responses to convey meaning for intended audiences and purposes.

## 1.2.2 Underpinning factors

There are five factors that underpin and are essential for defining the distinctive nature of Applied syllabuses:

- applied learning
- community connections
- core skills for work
- literacy
- numeracy.

These factors, build on the general capabilities found in the P–10 Australian Curriculum. They overlap and interact, are derived from current education, industry and community expectations, and inform and shape Sport and Recreation.

All Applied syllabuses cover all of the underpinning factors in some way, though coverage may vary from syllabus to syllabus. Students should be provided with a variety of opportunities to learn through and about the five underpinning factors across the four-unit course of study.

Applied learning and community connections emphasise the importance of applying learning in workplace and community situations. Applied learning is an approach to contextualised learning; community connections provide contexts for learning, acquiring and applying knowledge, understanding and skills. Core skills for work, literacy and numeracy, however, contain identifiable knowledge and skills which can be directly assessed. The relevant knowledge and skills for these three factors are contained in the course dimensions and objectives for Sport and Recreation.

### Applied learning

Applied learning is the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts. Contexts should be authentic and may encompass work place, industry and community situations.

Applied learning values knowledge — including subject knowledge, skills, techniques and procedures — and emphasises learning through doing. It includes both theory and the application of theory, connecting subject knowledge and understanding with the development of practical skills.

Applied learning:

- links theory and practice
- integrates knowledge and skills in real-world and/or lifelike contexts
- encourages students to work individually and in teams to complete tasks and solve problems
- enables students to develop new learnings and transfer their knowledge, understanding and skills to a range of contexts
- uses assessment that is authentic and reflects the content and contexts.

## Community connections

Community connections build students' awareness and understanding of life beyond school through authentic, real-world interactions. This understanding supports transition from school to participation in, and contribution to, community, industry, work and not-for-profit organisations (NFPOs). 'Community' includes the school community and the wider community beyond the school, including virtual communities.

Valuing a sense of community encourages responsible citizenship. Connecting with community seeks to deepen students' knowledge and understanding of the world around them and provide them with the knowledge, understanding, skills and dispositions relevant to community, industry and workplace contexts. It is through these interactions that students develop as active and informed citizens.

Schools plan connections with community as part of their teaching and learning programs to connect classroom experience with the world outside the classroom. It is a mutual or reciprocal arrangement encompassing access to relevant experience and expertise. The learning can be based in community settings, including workplaces, and/or in the school setting, including the classroom.

Community connections can occur through formal arrangements or more informal interactions. Opportunities for community connections include:

- visiting a business or community organisation or agency
- organising an event for the school or local community
- working with community groups in a range of activities
- providing a service for the local community
- attending industry expos and career 'taster' days
- participating in mentoring programs and work shadowing
- gaining work experience in industry
- participating in community service projects or engaging in service learning
- interacting with visitors to the school, such as community representatives, industry experts, employers, employees and the self-employed
- internet, phone or video conferencing with other school communities.

## Core skills for work

In August 2013, the Australian Government released the *Core Skills for Work Developmental Framework (CSfW)*<sup>1</sup>. The *CSfW* describes a set of knowledge, understanding and non-technical skills that underpin successful participation in work.<sup>2</sup> These skills are often referred to as generic or employability skills. They contribute to work performance in combination with technical skills, discipline-specific skills, and core language, literacy and numeracy skills.

The *CSfW* describes performance in ten skill areas grouped under three skill clusters, shown in the table below. These skills can be embedded, taught and assessed across Sport and Recreation. Relevant aspects of Core Skills for Work are assessed, as described in the standards.

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<sup>1</sup> More information about the *Core Skills for Work Developmental Framework* is available at <https://docs.education.gov.au/node/37095>.

<sup>2</sup> The term 'work' is used in the broadest sense: activity that is directed at a specific purpose, which may or may not be for remuneration or gain.

**Table 1: Core Skills for Work skill clusters and skill areas**

	<b>Skill cluster 1: Navigate the world of work</b>	<b>Skill cluster 2: Interacting with others</b>	<b>Skill cluster 3: Getting the work done</b>
<b>Skill areas</b>	<ul style="list-style-type: none"> <li>• Manage career and work life</li> <li>• Work with roles, rights and protocols</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate for work</li> <li>• Connect and work with others</li> <li>• Recognise and utilise diverse perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and organise</li> <li>• Make decisions</li> <li>• Identify and solve problems</li> <li>• Create and innovate</li> <li>• Work in a digital world</li> </ul>

## **Literacy in Sport and Recreation**

The information and ideas that make up the Sport and Recreation syllabus are communicated in language and texts. Literacy is the set of knowledge and skills about language and texts that is essential for understanding and conveying this content.

Each Applied syllabus has its own specific content and ways to convey and present this content. On-going systematic teaching and learning focused on the literacy knowledge and skills specific to Sport and Recreation is essential for student achievement.

Students need to learn and use knowledge and skills of reading, viewing and listening to understand and learn the content of Sport and Recreation. Students need to learn and use the knowledge and skills of writing, composing and speaking to convey the Sport and Recreation content they have learnt.

In teaching and learning in Sport and Recreation, students learn a variety of strategies to understand, use, analyse and evaluate ideas and information conveyed in language and texts.

To understand and use Sport and Recreation content, teaching and learning strategies include:

- breaking the language code to make meaning of Sport and Recreation language and texts
- comprehending language and texts to make literal and inferred meanings about Sport and Recreation content
- using Sport and Recreation ideas and information in classroom, real-world and/or lifelike contexts to progress their own learning.

To analyse and evaluate Sport and Recreation content, teaching and learning strategies include:

- making conclusions about the purpose and audience of Sport and Recreation language and texts
- analysing the ways language is used to convey ideas and information in Sport and Recreation texts
- transforming language and texts to convey Sport and Recreation ideas and information in particular ways to suit audience and purpose.

Relevant aspects of literacy knowledge and skills are assessed, as described in the standards.

## **Numeracy in Sport and Recreation**

Numeracy is about using mathematics to make sense of the world and applying mathematics in a context for a social purpose.

Numeracy encompasses the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations. Numeracy involves students recognising and

understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully.<sup>3</sup>

Although much of the explicit teaching of numeracy skills occurs in Mathematics, being numerate involves using mathematical skills across the curriculum. Therefore, a commitment to numeracy development is an essential component of teaching and learning across the curriculum and a responsibility for all teachers.

To understand and use Sport and Recreation content, teaching and learning strategies include:

- identifying the specific mathematical information in their learning area
- providing learning experiences and opportunities that support the application of students' general mathematical knowledge and problem-solving processes
- communicating and representing the language of numeracy in teaching, as appropriate.

Relevant aspects of numeracy knowledge and skills are assessed, as described in the standards.

### 1.2.3 Planning a course of study

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.

The minimum number of hours of timetabled school time, including assessment, for a course of study developed from this Applied syllabus is 55 hours per unit. A course of study will usually be completed over four units (220 hours).

A four-unit course of study for Sport and Recreation includes:

- learning experiences that explore the core (see Figure 2) by midway through the course (end of Unit 2) and further develop by the end of the course (end of Unit 4)
- the integration of the core into four to eight modules of work, which have been developed by exploring two to eight electives.

By midway through the course (end of Unit 2) and again by the end of the course (end of Unit 4) a course of study includes:

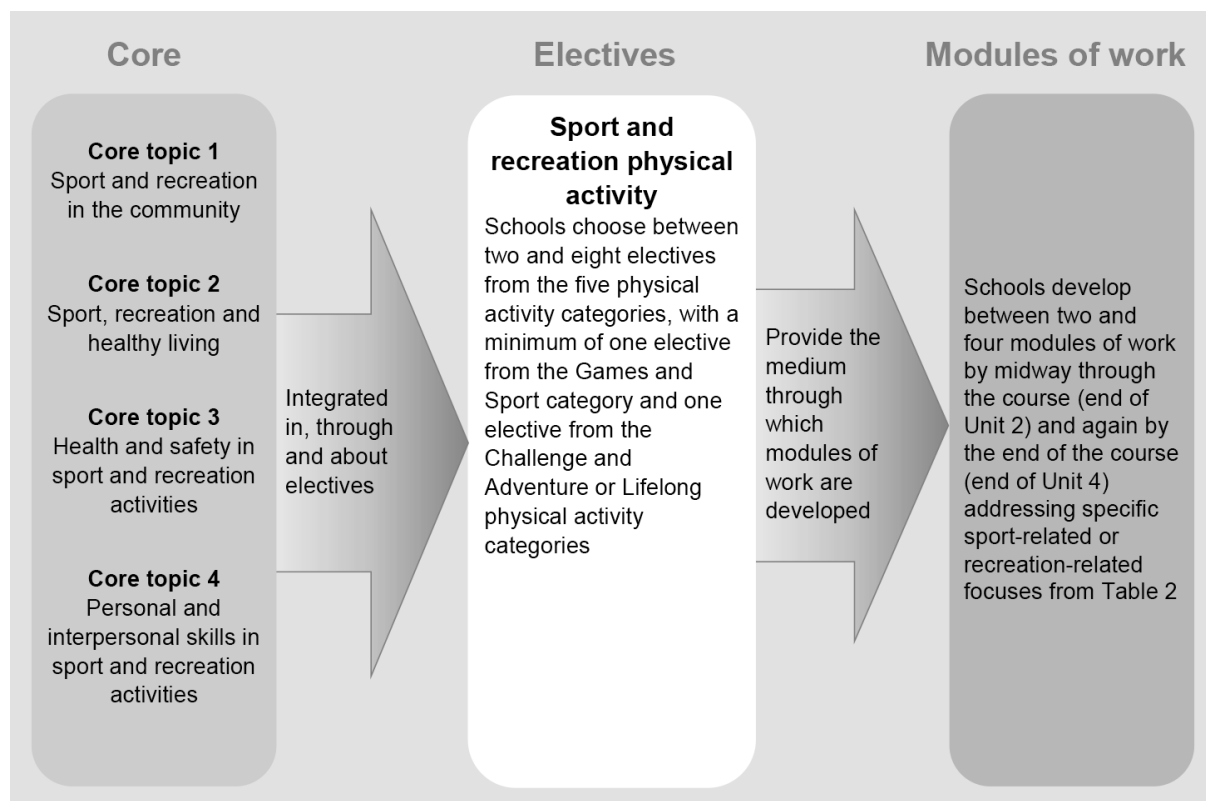
- sufficient coverage of the core so that students are able to demonstrate the dimensions and objectives of the course of study
- two to four modules of work that address specific sport-related focuses or recreation-related focuses
- two to four sport and recreation physical activity electives. Schools select a minimum of one elective from:
  - the games and sport category and
  - the challenge and adventure or lifelong physical activities category.

The relationship between the core, electives and modules of work is shown in Figure 2.

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<sup>3</sup> ACARA, General Capabilities, Numeracy, [www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/numeracy](http://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/numeracy)

**Figure 2: A course of study — the relationship between core, electives and modules of work**



### 1.2.4 Developing a module of work

Schools are required to develop two to four modules of work by midway through the course (end of Unit 2) and again by the end of the course (end of Unit 4) addressing specific sport-related and recreation-related focuses from the provided list (refer to Table 2).

A module of work is developed by:

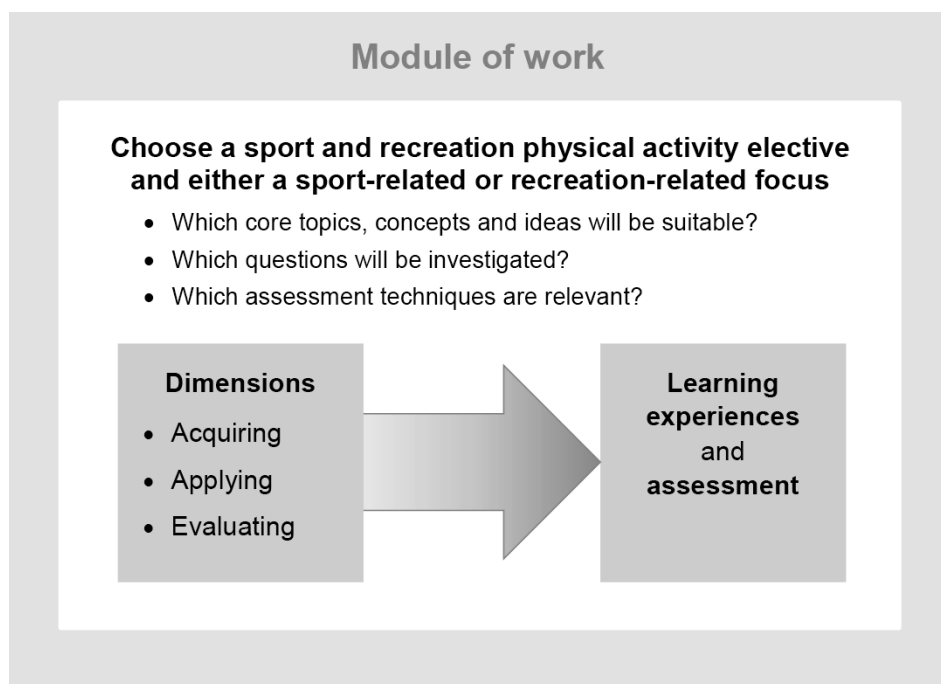
- choosing a sport-related or recreation-related focus
- choosing a sport and recreation physical activity elective
- identifying the core topics, concepts and ideas, inquiry questions
- identifying the relevant subject matter and learning experiences that are applicable to the chosen elective.

The planned learning experiences will support the students' demonstration of the dimensions and objectives of the subject through the assessment opportunities provided in the module of work. This relationship is demonstrated in Figure 3.

All core topics, concepts and ideas do not need to be evident in each module of work. Schools may choose to incorporate certificates (e.g. first aid) in modules of work but it is not a requirement of this subject and evidence collected of student work must match the syllabus objectives.

Schools choose between two and eight electives from the five physical activity categories, with a minimum of one elective from the Games and Sport category and one elective from the Challenge and Adventure or Lifelong physical activity categories.

Figure 3: Developing a module of work



The sport-related focus or recreation-related focus should come from the provided list (refer to Table 2). These topics should allow for integration with the electives chosen by the school to support learning in, through and about sport and recreation.

Table 2: Sport-related and recreation-related focuses

Sport-related focuses	Recreation-related focuses
<ul style="list-style-type: none"> <li>• Tournament organisation</li> <li>• Sport nutrition</li> <li>• Sport medicine and first aid</li> <li>• Coaching</li> <li>• Sports officiating</li> <li>• Sports marketing</li> <li>• Careers in sport</li> <li>• Sports journalism</li> </ul>	<ul style="list-style-type: none"> <li>• Community recreation</li> <li>• Recreation and fitness industry</li> <li>• Careers in recreation</li> <li>• Training for fitness</li> <li>• Expedition planning</li> <li>• Health and safety</li> <li>• Lifesaving and water safety</li> <li>• First aid for Outdoor Education</li> </ul>

**Table 3: An example of a module of work**

Sport-related focus	Core topics	Concepts and ideas	Elective
Coaching	<ul style="list-style-type: none"> <li>• Sport, recreation and healthy living</li> <li>• Health and safety in sport and recreation activities</li> <li>• Personal and interpersonal skills in sport and recreation activities</li> </ul>	<ul style="list-style-type: none"> <li>• Physical activity in sport and recreation supports the development and maintenance of health and performance</li> <li>• Policies, strategies, rules and technology can be used to promote health and safety in sport and recreation activities</li> <li>• Physical and interpersonal skills, including leadership and communication skills, are essential for effective participation in sport and recreation activities</li> </ul>	Volleyball (Games and Sports)

### 1.2.5 Aboriginal perspectives and Torres Strait Islander perspectives

The Queensland Government has a vision that Aboriginal and Torres Strait Islander Queenslanders have their cultures affirmed, heritage sustained and the same prospects for health, prosperity and quality of life as other Queenslanders. The QCAA is committed to helping achieve this vision and encourages teachers to include Aboriginal perspectives and Torres Strait Islander perspectives in the curriculum.

The QCAA recognises Aboriginal peoples and Torres Strait Islander peoples, their traditions, histories and experiences from before European settlement and colonisation through to the present time. Opportunities exist in Sport and Recreation to encourage engagement with Aboriginal peoples and Torres Strait Islander peoples, strengthening students' appreciation and understanding of:

- frameworks of knowledge and ways of learning
- contexts in which Aboriginal peoples and Torres Strait Islander peoples live
- contributions to Australian society and cultures.

Guidelines about Aboriginal perspectives and Torres Strait Islander perspectives and resources for teaching are available at [www.qcaa.qld.edu.au/k-12-policies/aboriginal-torres-strait-islander-perspectives](http://www.qcaa.qld.edu.au/k-12-policies/aboriginal-torres-strait-islander-perspectives).

## 2 Subject matter

### 2.1 Core

The core:

- is integrated and progressively developed throughout the four-unit course of study within the chosen electives and modules of work
- focuses on the cultural, social, physical, and health significance of participation and performance in sport and recreation
- is explored from a variety of perspectives encompassing individual and community experiences
- must be undertaken in its entirety prior to the completion of the course of study.

The core consists of four topics, which are presented in tables on the following pages:

- Core topic 1: Sport and recreation in the community
- Core topic 2: Sport, recreation and healthy living
- Core topic 3: Health and safety in sport and recreation activities
- Core topic 4: Personal and interpersonal skills in sport and recreation activities.

The topics are interrelated and are not intended to be treated in isolation. Each topic is organised into concepts and ideas and knowledge, understanding and skills. Together these are designed to encapsulate and develop an understanding of the importance of sport and recreation and the role it plays in individual and community life in Australia, particularly the potential health, social and economic benefits that arise from engagement in sport and recreation activities.

The concepts and ideas provide focus for each topic. The knowledge, understanding and skills include inquiry questions and subject matter. The inquiry questions are used to explore the concepts and ideas and are intended to be posed in the context of the elective under study. For each inquiry question, the minimum subject matter that students would be expected to engage with is provided. It is anticipated that further knowledge, understanding and skills will arise from each inquiry question and that this should be explored as relevant to the learning context. The school decides the depth to which each inquiry question is investigated.

Upon completing this course of study students should be able to respond in an informed way to each of the inquiry questions.



## 2.1.1 Core topic 1: Sport and recreation in the community

Concepts and ideas	Knowledge, understanding and skills	
<p><b>Sport and recreation have an important role within Australian society.</b></p>	<b>Inquiry questions</b>	<b>Subject matter</b>
	<ul style="list-style-type: none"> <li>• What is recreation?</li> <li>• What is sport?</li> </ul>	<ul style="list-style-type: none"> <li>• the differences between recreation, leisure, play and sport</li> <li>• categorisation and classification of sport and recreation activities</li> <li>• the role of sport and recreation in Australian culture</li> </ul>
	<ul style="list-style-type: none"> <li>• What are the benefits of sport and recreation to you and the community?</li> </ul>	<ul style="list-style-type: none"> <li>• the health benefits of sport and recreation, including psychological, emotional, social, physical and spiritual benefits</li> <li>• the health benefits of the sport or recreation activity under study</li> <li>• the social, physical and economic benefits of sport and recreation</li> <li>• cost of health vs. cost of sport and recreation</li> <li>• overcoming social disadvantage</li> <li>• enhanced engagement within the community</li> </ul>
	<ul style="list-style-type: none"> <li>• How can communities support sport and recreation?</li> </ul>	<ul style="list-style-type: none"> <li>• town planning and infrastructure — parks, recreational facilities, e.g. police citizens youth clubs, fitness equipment in public parks</li> <li>• school and community relationships, e.g. community groups using school facilities; enlisting community members' assistance in school recreation activities such as coaching, officiating, guest lectures; club and school affiliations</li> <li>• human resources, e.g. council-supported recreation programs, first-aid officers, guest speakers, role models, mentoring programs</li> <li>• specialist sport development programs</li> <li>• talent identification programs</li> <li>• impact of sponsorship</li> <li>• Government initiatives</li> </ul>
	<ul style="list-style-type: none"> <li>• What vocational and employment pathways are available in the sport and recreation industries?</li> </ul>	<ul style="list-style-type: none"> <li>• fitness industry, e.g. personal trainers, dieticians</li> <li>• outdoor education, e.g. leadership coaches, instructors, tour guides</li> <li>• sporting clubs, e.g. coaching, officiating, sports trainers</li> <li>• sport bodies, e.g. sport development officers</li> <li>• professional athletes</li> <li>• facility management, e.g. indoor rock climbing, school gymnasiums, leisure centre managers</li> <li>• volunteer programs, e.g. Scouts</li> </ul>
	<ul style="list-style-type: none"> <li>• Why do people participate in sport and recreation activities?</li> </ul>	<ul style="list-style-type: none"> <li>• the social benefits of sport and recreation, e.g. team membership, sense of identity and belonging</li> </ul>

Concepts and ideas	Knowledge, understanding and skills	
		<ul style="list-style-type: none"> <li>• health benefits of sport and recreation, e.g. weight control, stress management, bone density, resilience, cardio-vascular fitness</li> <li>• desire for competition</li> <li>• improve physical skills</li> </ul>
<p><b>Sport and recreation have an important role within Australian society.</b></p>	<ul style="list-style-type: none"> <li>• What influences you to participate in sport and recreation activities?</li> <li>• What might influence you to participate in the sport or recreation activity under study?</li> </ul>	<ul style="list-style-type: none"> <li>• demographic and socioeconomic status, including age, gender, education, economic status, income, education</li> <li>• access, including issues of equity, diversity, proximity, availability, disability, finances</li> <li>• cultural influences, e.g. traditions of family and community, Indigenous traditions and games</li> <li>• historical influences</li> <li>• individual needs and aptitudes, including the considerations of inclusion and exclusion, body type, personal aptitudes, performance capabilities and excellence</li> <li>• identity and social identity, including the influences of family, role models, peers, personality type</li> <li>• media and online influences, e.g. coverage, promotion</li> </ul>
	<ul style="list-style-type: none"> <li>• What sport and recreation activities are available in your local community?</li> </ul>	<ul style="list-style-type: none"> <li>• community stocktake of clubs, organisations and facilities, including fitness facilities and spaces, sporting clubs, community centres, parks and outdoor education facilities, community organisations</li> <li>• links between schools and community organisations</li> </ul>
<p><b>Agencies have a role in the promotion of sport and recreation, in the broader community.</b></p>	<ul style="list-style-type: none"> <li>• What agencies promote sport and recreation in your community?</li> </ul>	<ul style="list-style-type: none"> <li>• characteristics of recreation agencies, local councils, sporting clubs, recreation groups and clubs, e.g. bushwalkers, CrossFit, Scouts</li> <li>• schools and educational institutions</li> <li>• Government initiatives</li> </ul>
	<ul style="list-style-type: none"> <li>• How could agencies improve the provision of sport and recreation opportunities in your community?</li> </ul>	<ul style="list-style-type: none"> <li>• service provision and access, e.g. designated spaces, information and help lines, advertising, transport</li> <li>• participation strategies, e.g. reducing membership fees, supplying equipment, increasing accessibility by reducing barriers</li> </ul>
	<ul style="list-style-type: none"> <li>• What is the role of marketing in sport and recreation?</li> </ul>	<ul style="list-style-type: none"> <li>• marketing strategies, e.g. promotion of health agencies, media and body/health image, case studies, sports marketing</li> <li>• ethics and the promotion of recreation, e.g. exploitation of individuals vs. real benefit to communities and individuals, popularity of the sport and fitness industry</li> </ul>
	<ul style="list-style-type: none"> <li>• Why do some agencies or communities promote</li> </ul>	<ul style="list-style-type: none"> <li>• the role of media and populist culture in sport and recreation, e.g. sponsorship, media</li> </ul>

Concepts and ideas	Knowledge, understanding and skills	
	some sport and recreation activities over others?	worthiness, fads
	<ul style="list-style-type: none"> <li>How can communities benefit from their members participating in sport and recreation activities?</li> </ul>	<ul style="list-style-type: none"> <li>community connections, e.g. breaking down social barriers, developing a sense of community, quality of life, support mechanisms, community investment, chronic and long-term health costs, individual and community identity established through success</li> </ul>

## 2.1.2 Core topic 2: Sport, recreation and healthy living

Concepts and ideas	Knowledge, understanding and skills	
<b>Physical activity in sport and recreation activities supports the development and maintenance of health and performance.</b>	<b>Inquiry questions</b>	<b>Subject matter</b>
	<ul style="list-style-type: none"> <li>How does the development of physical skills support effective participation in sport and recreation and the development of personal health?</li> </ul>	<ul style="list-style-type: none"> <li>types of physical skills, e.g. gross motor and fine manipulative skill</li> <li>effects of physical activity on health, e.g. cardio-vascular fitness, confidence</li> <li>learning physical skills, e.g. skill acquisition theories, transference</li> <li>understanding personal performance, e.g. physical dispositions, attitude, motivation</li> </ul>
	<ul style="list-style-type: none"> <li>What are the benefits of participating in sport and recreation activities?</li> </ul>	<ul style="list-style-type: none"> <li>social health</li> <li>emotional health</li> <li>physical health</li> <li>psychological health</li> <li>spiritual health</li> <li>environmental health</li> </ul>
	<ul style="list-style-type: none"> <li>How does physical participation in sport and recreation activities support psychological, emotional, social, physical and spiritual health?</li> </ul>	<ul style="list-style-type: none"> <li>physical activity and stress management and depression</li> <li>weight management</li> <li>resilience</li> <li>identity and self-concept</li> <li>personal goals</li> <li>sport nutrition</li> </ul>
	<ul style="list-style-type: none"> <li>How can I support my participation and the participation of others in sport and recreation activities?</li> </ul>	<ul style="list-style-type: none"> <li>inclusive practices</li> <li>time management, e.g. study, training, social and family commitments</li> <li>community spirit</li> <li>competition vs. participation</li> </ul>
	<ul style="list-style-type: none"> <li>What strategies do individuals and organisations employ to promote their own and other Australian's health?</li> </ul>	<ul style="list-style-type: none"> <li>health literacy</li> <li>public health campaigns</li> <li>technologies</li> <li>junior sporting and recreation programs</li> </ul>
	<ul style="list-style-type: none"> <li>How do these strategies contribute to local, state and national goals for</li> </ul>	<ul style="list-style-type: none"> <li>Australian Institute of Health and Welfare goals and determinants</li> <li>established goals and /or targets for sporting</li> </ul>

Concepts and ideas	Knowledge, understanding and skills	
	healthy living, community engagement and sporting success?	agencies, e.g. Australian Sports Commission

### 2.1.3 Core topic 3: Health and safety in sport and recreation activities

Concepts and ideas	Knowledge, understanding and skills	
<b>Policies, strategies, rules and technology can be used to promote health and safety in sport and recreation activities.</b>	Inquiry questions	Subject matter
	<ul style="list-style-type: none"> <li>How do policies, strategies, rules and technology promote health and safety in sport and recreation activities?</li> </ul>	<ul style="list-style-type: none"> <li>public health surveys and campaigns</li> <li>government policy interventions</li> <li>occupational health and safety, e.g. risk assessment and management policies and procedures</li> </ul>
	<ul style="list-style-type: none"> <li>How can technology be used to ethically promote health and safety in sport and recreation activities?</li> </ul>	<ul style="list-style-type: none"> <li>digital and mobile technologies</li> <li>technological advancement in equipment</li> <li>impacts of increased accessibility to gambling sites and social media</li> </ul>
	<ul style="list-style-type: none"> <li>What safety strategies should you and others know and implement when participating in sport and recreation activities?</li> </ul>	<ul style="list-style-type: none"> <li>codes of conduct</li> <li>equipment and facilities</li> <li>personal behaviours</li> <li>awareness of health and safety requirements in different sporting, recreational and outdoor education contexts</li> <li>risk assessment and management</li> <li>first aid knowledge and application</li> </ul>

### 2.1.4 Core topic 4: Personal and interpersonal skills in sport and recreation activities

Concepts and ideas	Knowledge, understanding and skills	
<b>Personal and interpersonal skills, including leadership and communication skills, are essential for effective participation in sport and recreation activities.</b>	Inquiry questions	Subject matter
	<ul style="list-style-type: none"> <li>What personal and interpersonal skills are required for effective participation in sport and recreation activities?</li> <li>How can the identification of personal attributes and the diverse range of attributes in others benefit participation in sport and recreation activities?</li> </ul>	<ul style="list-style-type: none"> <li>communication skills</li> <li>cooperative strategies and skills</li> <li>conflict resolution</li> <li>group dynamics</li> <li>team cohesion</li> <li>types of feedback</li> <li>coaching strategies</li> <li>self-analysis</li> <li>goal setting</li> <li>assertive behaviours</li> <li>acknowledging success</li> <li>personal values</li> <li>diversity</li> </ul>

## 2.2 Electives

The electives in this subject are the physical activities that schools choose to undertake over the course of study.

In this syllabus, sport is defined as activities requiring physical exertion, personal challenge and skills as the primary focus, along with elements of competition. Within these activities, rules and patterns of behaviour governing the activity exist formally through organisations. Recreation activities are defined as those pastimes engaged in for the purpose of relaxation, health and wellbeing and/or enjoyment and are recognised as having socially worthwhile qualities. Active recreation requires physical exertion and human activity.

Schools are to choose between two and eight electives to investigate across the course of study. The physical activities have been grouped into five categories and these are listed below. These categories are drawn from the focus areas identified in the Australian Curriculum: Health and Physical Education.

A minimum of one elective must be undertaken from the Games and Sport category and one elective must be undertaken from the Challenge and Adventure or Lifelong physical activity categories.

To support learning in, through and about sport and recreation, at least 50% of learning will be spent actively participating in physical activities. The choice of electives are dependent on:

- the interests of the student cohort
- the expertise of teachers
- available facilities and resources.

The five categories of physical activities are as follows:

### 1 Active play and minor games

Active play incorporates those activities where students physically play, with little or no organisation, using simple rules and structures, often with minimal equipment. The emphasis is fun, enjoyment and participation. Examples include chasing games such as tag and red rover, and throwing and catching balls and frisbees. Minor games may have few or simplified rules and are often the precursors to more organised and competitive sports, for example, kanga cricket.

### 2 Challenge and adventure activities

Challenge and adventure activities incorporate many outdoor pursuits, such as rock climbing, hiking, canoeing, orienteering, abseiling and fishing. These activities often involve individual or small groups rather than being team based, where participants challenge themselves to reach personal goals.

### 3 Games and sports

Games and sports are organised competitive activities, where individuals verse individuals, or teams verse teams. Activities can meet traditional guidelines for competitive sports such as soccer, touch, volleyball, and badminton or they can have a recreational focus such as golf, lawn bowls, mountain biking, archery and surfing.

### 4 Lifelong physical activities

Lifelong physical activities incorporate those activities where participation is focused on improving personal health, fitness and wellbeing across a person's lifespan. Examples can include weight (resistance) training, strength and conditioning training, CrossFit, swimming and jogging.

## **5 Rhythmic and expressive movement activities**

Rhythmic and expressive movement activities are often associated with movement to music or movement as an aesthetic expression. Examples can include forms of dance, aerobics and gymnastics.

# 3 Assessment

## 3.1 Assessment — general information

Assessment is an integral part of the teaching and learning process. It is the purposeful, systematic and ongoing collection of information about student learning outlined in the syllabus.

The major purposes of assessment are to:

- promote, assist and improve learning
- inform programs of teaching and learning
- advise students about their own progress to help them achieve as well as they are able
- give information to parents, carers and teachers about the progress and achievements of individual students to help them achieve as well as they are able
- provide comparable exit results in each Applied syllabus which may contribute credit towards a Queensland Certificate of Education (QCE); and may contribute towards Australian Tertiary Admission Rank (ATAR) calculations
- provide information about how well groups of students are achieving for school authorities and the State Minister responsible for Education.

Student responses to assessment opportunities provide a collection of evidence on which judgments about the quality of student learning are made. The quality of student responses is judged against the standards described in the syllabus.

In Applied syllabuses, assessment is standards-based. The standards are described for each objective in each of the three dimensions. The standards describe the quality and characteristics of student work across five levels from A to E.

### 3.1.1 Planning an assessment program

When planning an assessment program over a developmental four-unit course, schools should:

- administer assessment instruments at suitable intervals throughout the course
- provide students with opportunities in Units 1 and 2 to become familiar with the assessment techniques that will be used in Units 3 and 4
- assess all of the dimensions in each unit
- assess each objective at least twice by midway through the course (end of Unit 2) and again by the end of the course (end of Unit 4)
- assess only what the students have had the opportunity to learn, as prescribed in the syllabus and outlined in the study plan.

For a student who studies four units, only assessment evidence from Units 3 and 4 contributes towards decisions at exit.

Further guidance can be found in the QCE and QCIA policy and procedures handbook.

### 3.1.2 Authentication of student work

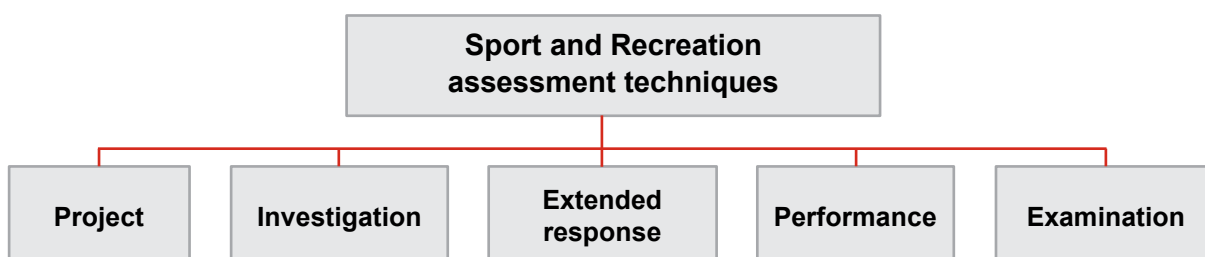
Schools and teachers must have strategies in place for ensuring that work submitted for summative assessment is the student's own. Judgments about student achievement are based on evidence of the demonstration of student knowledge, understanding and skills. Schools ensure responses are validly each student's own work.

Guidance about authentication strategies which includes guidance for drafting, scaffolding and teacher feedback can be found in the QCE and QCIA policy and procedures handbook.

## 3.2 Assessment techniques

The diagram below identifies the assessment techniques relevant to this syllabus. The subsequent sections describe each assessment technique in detail.

Figure 4: Sport and Recreation assessment techniques



Schools design assessment instruments from the assessment techniques relevant to this syllabus. The assessment instruments students respond to in Units 1 and 2 should support those techniques included in Units 3 and 4.

For each assessment instrument, schools develop an instrument-specific standards matrix by selecting the syllabus standards descriptors relevant to the task and the dimension/s being assessed (see Standards matrix).

The matrix is used as a tool for making judgments about the quality of students' responses to the instrument and is developed using the syllabus standards descriptors. Assessment is designed to allow students to demonstrate the range of standards (see Determining an exit result). Teachers give students an instrument-specific standards matrix for each assessment instrument.

Where students undertake assessment in a group or team, instruments must be designed so that teachers can validly assess the work of individual students and not apply a judgment of the group product and processes to all individuals.

### Evidence

Evidence includes the student's responses to assessment instruments and the teacher's annotated instrument-specific standards matrixes. Evidence may be direct, e.g. student responses to assessment instruments, or indirect, e.g. supporting documentation. Within a student folio, indirect evidence should be balanced with direct evidence. Evidence should be gathered for all components of student work, including physical performance.

Further guidance can be found in the QCE and QCIA policy and procedures handbook.



## **Conditions of assessment**

Over a four-unit course of study, students are required to complete assessment under a range of conditions (see Planning an assessment program).

Conditions may vary according to the assessment technique. The conditions should be clearly stated on assessment instruments, for example:

- supervised or unsupervised
- individual, group or team
- time allowed (with perusal time as needed)
- length required
- seen or unseen questions
- using sources and/or notes (open book).

Where support materials or particular equipment, tools or technologies are used under supervised conditions, schools must ensure that the purpose of supervised conditions (i.e. to authenticate student work) is maintained.

## **Assessment of group work**

When students undertake assessment in a group or team, instruments must be designed so that teachers can validly assess the work of individual students and not apply a judgment of the group product and processes to all individuals.

## 3.2.1 Project

### Purpose

This technique assesses a response to a single task, situation and/or scenario in a module of work that provides students with authentic and/or real-world opportunities to demonstrate their learning. The student response will consist of a collection of **at least two** assessable components, demonstrated in different circumstances, places and times, and may be presented to different audiences, and through differing modes.

### Dimensions to be assessed

This assessment technique is to be used to determine student achievement in objectives from all of the following dimensions:

- Acquiring
- Applying
- Evaluating.

Not every objective from each dimension needs to be assessed.

### Types of projects

A project occurs over a set period of time. Students may use class time and their own time to develop a response. A project consists of **at least two** different assessable components from the following:

- written
- spoken
- multimodal
- performance.

The selected assessable components must contribute significantly to the task and to the overall result for the project. A variety of technologies may be used in the creation or presentation of the response.

**Note:** Spoken delivery of a written component or a transcript of a spoken component (whether written, electronic, or digital) constitutes one component, not two.

Examples of projects in Sport and Recreation include:

- organising, conducting and evaluating a recreation or training/coaching session
- event organisation and management
- coaching a school team for a season.

### Written component

This component requires students to use written language to communicate ideas and information to readers for a particular purpose. A written component may be supported by references or, where appropriate, data, tables, flow charts or diagrams.

Examples include:

- articles for magazines or journals
- essays, e.g. analytical, persuasive/argumentative, informative
- reviews, e.g. literature, film, products or services
- reports, which will normally be presented with section headings, and may include tables, graphs and/or diagrams, and analysis of data supported by references
- folio of evidence depicting planning for an event/activity.

### Spoken component

This component requires students to use spoken language to communicate ideas and information to a live or virtual audience (that is, through the use of technology) for a particular purpose. Examples include:

- oral presentations
- debates
- interviews
- podcasts
- seminars.

### Multimodal component

This component requires students to use a combination of at least two modes delivered at the same time to communicate ideas and information to a live or virtual audience for a particular purpose. The selected modes are integrated to allow both modes to contribute significantly to the multimodal component. Modes include:

- written
- spoken/signed
- nonverbal, e.g. physical, visual, auditory.

Examples include:

- digital presentations
- vodcasts
- seminars
- webinars.

A variety of technologies may be used in the creation or presentation of the component. Replication of a written document into an electronic or digital format does not constitute a multimodal component.

### Performance component

This component refers to physical demonstrations as outcomes of applying a range of cognitive, technical, physical and/or creative/expressive skills.

Performance components involve student application of identified skill/s when responding to a task that involves solving a problem, providing a solution, or conveying meaning or intent. Examples include:

- demonstrations
- teaching sessions
- coaching sessions
- physical performances.

Assessment conditions	Units 1–2	Units 3–4
Written component	400–700 words	500–900 words
Spoken component	1½ – 3½ minutes	2½ – 3½ minutes
Multimodal component	2–4 minutes	3–6 minutes
Performance component	2–4 minutes Evidence must include annotated records that clearly identify the application of standards to performance	2–4 minutes Evidence must include annotated records that clearly identify the application of standards to performance

### Further guidance

- Establish a focus for the project, or work with the student to develop a focus.
- Allow class time for the student to effectively undertake each component of the project. Independent student time will be required to complete the project.
- The required length of student responses should be considered in the context of the number of components in the project.
- Implement strategies to promote the authenticity of student work. Strategies may include note-taking, journals or experimental logs, drafting, research checklists, referencing and teacher observation sheets.
- Scaffolding is part of the teaching and learning that supports student development of the requisite knowledge, understanding and skills integral to completing the project and demonstrating what the assessment requires. The scaffolding should be reduced in Units 3 and 4 as students develop greater independence as learners.
- Provide students with learning experiences in the use of appropriate communication strategies.
- Indicate on the assessment the dimensions and objectives that will be assessed, and explain the instrument-specific standards matrix.
- Evidence of spoken/multimodal components need to be gathered and saved (in the form of .avi or .mp4 files)
  - ensure the student/s being assessed can be seen and heard clearly
  - clearly label the recording to identify students.

## 3.2.2 Investigation

### Purpose

This technique assesses investigative practices and the outcomes of applying these practices. Investigation includes locating and using information beyond students' own knowledge and the data they have been given. In Sport and Recreation, investigations involve research and follow an inquiry approach. Investigations provide opportunity for assessment to be authentic and set in lifelike contexts.

### Dimensions to be assessed

This assessment technique is to be used to determine student achievement in objectives from all of the following dimensions:

- Acquiring
- Applying
- Evaluating.

Not every objective from each dimension needs to be assessed.

### Types of investigations and responses

An investigation occurs over a set period of time. Students may use class time and their own time to develop a response. In this assessment technique, students investigate or research a specific question or hypothesis through collection, analysis and synthesis of primary and/or secondary data obtained through research.

### Written response

This response requires students to use written language to communicate ideas and information to readers for a particular purpose. A written response may be supported by references or, where appropriate, data, tables, flow charts or diagrams. Examples include:

- articles for magazines, journals, blogs
- essays, e.g. analytical, persuasive/argumentative, informative
- reviews, e.g. literature, film, products or services
- letter to the editor
- reports, which will normally be presented with section headings, and may include tables, graphs and/or diagrams, and analysis of data supported by references.

### Spoken response

This response requires students to use spoken language to communicate ideas and information to a live or virtual audience (that is, through the use of technology) for a particular purpose. Examples include:

- oral presentations
- debates
- interviews
- podcasts
- seminars.

## Multimodal response

This response requires students to use a combination of at least two modes **delivered at the same time** to communicate ideas and information to a live or virtual audience for a particular purpose. The selected modes are integrated to allow both modes to contribute significantly to the multimodal response. Modes include:

- written
- spoken/signed
- nonverbal, e.g. physical, visual, auditory.

Examples include:

- digital presentations
- vodcasts
- seminars
- webinars.

A variety of technologies may be used in the creation or presentation of the response. Replication of a written document into an electronic or digital format does not constitute a multimodal response.

When making judgments about multimodal responses, teachers apply the standards to the entire response, i.e. to all modes used to communicate the response.

Assessment conditions	Units 1–2	Units 3–4
Written	600–800 words	600–1000 words
Spoken	2–4 minutes	3–4 minutes
Multimodal	3–5 minutes	4–7 minutes

## Further guidance

- Establish a focus for the investigation, or work with the student to develop a focus.
- Allow class time for the student to effectively undertake each part of the investigation assessment. Independent student time will be required to complete the task.
- Establish the required length of student responses within the assessment conditions (see above); the required length of student responses should be considered in the context of the tasks — longer is not necessarily better; word lengths and time limits are given as guides.
- Implement strategies to promote the authenticity of student work. Strategies may include note-taking, journals or experimental logs, drafting, research checklists, referencing and/or teacher observation sheets.
- Scaffolding is part of the teaching and learning that supports student development of the requisite knowledge, understanding and skills integral to completing an assessment task and demonstrating what the assessment is requiring. The scaffolding should be reduced in Units 3 and 4 as students develop greater independence as learners.
- Provide students with learning experiences in the use of appropriate communication strategies, including the generic requirements for presenting research, e.g. research report structures, referencing conventions.
- Evidence of spoken/multimodal components need to be gathered and saved (in the form of .avi or .mp4 files)
  - ensure the student/s being assessed can be seen and heard clearly,
  - clearly label the recording to identify students.

### 3.2.3 Extended response

#### Purpose

This technique assesses the interpretation, analysis/examination and/or evaluation of ideas and information in response to provided stimulus materials/task statements. While students may undertake some research in the writing of the extended response, it is not the focus of this technique.

#### Dimensions to be assessed

This assessment technique is to be used to determine student achievement in objectives from all of the following dimensions:

- Acquiring
- Applying
- Evaluating.

Not every objective from each dimension needs to be assessed.

#### Types of extended response

An extended response occurs over a set period of time. Students may use class time and their own time to develop a response. Students respond to a question or statement about the provided stimulus materials.

Stimulus material could include:

- data from primary or secondary sources
- magazine articles
- quotes
- photographs, video images.

#### Written response

This response requires students to use written language to communicate ideas and information to readers for a particular purpose. A written response may be supported by references or, where appropriate, data, tables, flow charts or diagrams.

Examples include:

- articles for magazines or journals
- essays, e.g. analytical, persuasive/argumentative, informative
- reviews, e.g. literature, film, products or services
- reports, which will normally be presented with section headings, and may include tables, graphs and/or diagrams, and analysis of data supported by references.

#### Spoken response

This response requires students to use spoken language to communicate ideas and information to a live or virtual audience (that is, through the use of technology) for a particular purpose.

Examples include:

- oral presentations
- debates
- interviews
- podcasts
- seminars.

## Multimodal response

This response requires students to use a combination of at least two modes **delivered at the same time** to communicate ideas and information to a live or virtual audience for a particular purpose. The selected modes are integrated to allow both modes to contribute significantly to the multimodal response. Modes include:

- written
- spoken/signed
- nonverbal, e.g. physical, visual, auditory.

Examples include:

- digital presentations
- vodcasts
- seminars
- webinars

A variety of technologies may be used in the creation or presentation of the response. Replication of a written document into an electronic or digital format does not constitute a multimodal response.

When making judgments about multimodal responses, teachers apply the standards to the entire response, i.e. to all modes used to communicate the response.

Assessment conditions	Units 1–2	Units 3–4
Written	500–800 words	600–1000 words
Spoken	2–4 minutes	3–4 minutes
Multimodal	3–5 minutes	4–7 minutes

## Further guidance

- Establish a focus for the response, or work with the student to develop a focus.
- Allow class time for the student to effectively undertake the assessment. Independent student time may be required to complete the task.
- The required length of student responses should be considered in the context of the tasks.
- Implement strategies to promote the authenticity of student work. Strategies may include note-taking, journals, drafting, referencing and teacher observation sheets.
- Scaffolding is part of the teaching and learning that supports student development of the requisite knowledge, understanding and skills integral to completing an assessment task and demonstrating what the assessment requires. The scaffolding should be reduced in Units 3 and 4 as students develop greater independence as learners.
- Provide students with learning experiences in the use of appropriate communication strategies, including the skills required to work in other modes if relevant.
- Evidence of spoken/multimodal components need to be gathered and saved (in the form of .avi or .mp4 files)
  - ensure the student/s being assessed can be seen and heard clearly,
  - clearly label the recording to identify students.



## 3.2.4 Performance

### Purpose

This technique assesses physical demonstrations as outcomes of applying a range of cognitive, technical, physical and/or creative/expressive skills.

Performance assessments involve student application of identified skill/s when responding to a task that involves solving a problem, providing a solution, providing instruction or conveying meaning or intent.

### Dimensions to be assessed

The dimensions to be assessed should be clearly stated on assessment instruments. This assessment technique is used to determine student achievement in objectives from all of the dimensions:

- Acquiring
- Applying
- Evaluating.

Not every objective from each dimension needs to be assessed.

### Types of performance

Students will demonstrate physical performances in a wide range of sport and recreation contexts, which may include individual, group, team and community environments. Indicators of performance will require students to be involved as participants, organisers and supervisors over the course of study. These may include:

- sport-specific skills in game contexts
- participating in sport and recreation activities, e.g. initiative games
- coaching
- officiating and refereeing
- supervising fitness activities
- personal training
- teaching
- organising and managing events
- demonstration of health and safety mechanisms and procedures, e.g. first aid, lifesaving.

### Supporting evidence

Supporting evidence is required to substantiate teacher decisions made on performances for exit purposes. Evidence to support performances should include:

- notes or annotations,
- journal entries,
- teacher observations and checklists
- video evidence.

Assessment conditions	Units 1–2	Units 3–4
Performances	2–4 minutes Evidence must include annotated records that clearly identify the application of standards to performance	2–4 minutes Evidence must include annotated records that clearly identify the application of standards to performance

### Further guidance

This technique requires teachers to observe a defined activity within a sport and recreation activity, such as performance of:

- physical responses required to perform a sport or recreation activity
- relevant physical responses, tactics and strategies in a sport or recreation activity
- relevant physical responses in a sport or recreation activity within a changing environment
- role-playing of group or team situations, e.g. identification of group tasks and allocation of responsibilities
- applying knowledge or following industry guidelines and procedures in a workplace or workplace-related situation
- operating equipment, e.g. gym equipment, outdoor recreation equipment, sporting equipment
- completing defined tasks within a designated timeline, e.g. fitness testing, coaching sessions, tournament organisation
- working within a simulated or real community situation
- participation in completion of team tasks.

### 3.2.5 Examination

Purpose		
This technique assesses the application of a range of cognitions to provided questions, scenarios and/or problems. Responses are completed individually, under supervised conditions and in a set timeframe.		
Dimensions to be assessed		
This assessment technique is used to determine student achievement in objectives from all of the following dimensions:		
<ul style="list-style-type: none"> <li>• Acquiring</li> <li>• Applying</li> <li>• Evaluating.</li> </ul> Not every objective from each dimension needs to be assessed.		
Type of examination		
Short response test		
<ul style="list-style-type: none"> <li>• Short response tests typically consist of a number of items that may include students responding to some or all of the following activities:               <ul style="list-style-type: none"> <li>– drawing, labelling or interpreting equipment, graphs, tables or diagrams</li> <li>– calculating using algorithms</li> <li>– responding to seen or unseen stimulus materials</li> <li>– interpreting ideas and information.</li> </ul> </li> <li>• Short response tests occur under supervised conditions as students produce work individually and in a set time to ensure authenticity.</li> <li>• Questions, scenarios and problems are typically unseen. If seen, teachers must ensure the purpose of this technique is not compromised.</li> <li>• Stimulus materials may also be used and may be seen or unseen.</li> <li>• Unseen questions, statements or stimulus materials should not be copied from information or texts that students have previously been exposed to or have directly used in class.</li> </ul>		
Assessment conditions	Units 1–2	Units 3–4
Recommended duration	60–90 minutes	60–90 minutes
Short response test	50–150 words per item (diagrams and workings not included in word count)	50–250 words per item (diagrams and workings not included in word count)
Further guidance		
<ul style="list-style-type: none"> <li>• Format the assessment to allow for ease of reading and responding.</li> <li>• Consider the language needs of the students and avoid ambiguity.</li> <li>• Ensure questions allow the full range of standards to be demonstrated.</li> <li>• Consider the instrument conditions in relation to the requirements of the question/stimulus.</li> <li>• Outline any permitted material in the instrument conditions, e.g. one page of handwritten notes.</li> <li>• Determine appropriate use of stimulus materials and student notes. Ensure stimulus materials are succinct enough to allow students to engage with them in the time provided; if they are lengthy, consider giving students access to them before the assessment.</li> <li>• Provide students with learning experiences that support the types of items, including opportunities to respond to unseen tasks using appropriate communication strategies.</li> </ul>		

## 3.3 Exiting a course of study

### 3.3.1 Folio requirements

A folio is a collection of one student's responses to the assessment instruments on which exit results are based. The folio is updated when earlier assessment responses are replaced with later evidence that is more representative of student achievement.

### 3.3.2 Exit folios

The exit folio is the collection of evidence of student work from Units 3 and 4 that is used to determine the student's exit result. Each folio must include:

- four assessment instruments, and the student responses
- evidence of student work from Units 3 and 4 only
- evidence of all dimensions being assessed in each assessment instrument
- one project (annotated records of the performance is also required)
- one investigation, extended response or examination
- annotated records of two performances (separate to an assessable component of a project)
- a completed student profile.

For the quality assurance process of Applied subjects, it is a requirement that school's judgments about application of standards to performances be supported by visual evidence. The school selects visual evidence of a Standard A and Standard C performance from one performance assessment.

### 3.3.3 Exit standards

Exit standards are used to make judgments about students' exit result from a course of study. The standards are described in the same dimensions as the objectives of the syllabus. The standards describe how well students have achieved the objectives and are stated in the standards matrix.

The following dimensions must be used:

- Dimension 1: Acquiring
- Dimension 2: Applying
- Dimension 3: Evaluating.

Each dimension must be assessed in each unit, and each dimension is to make an equal contribution to the determination of an exit result.

### 3.3.4 Determining an exit result

When students exit the course of study, the school is required to award each student an A—E exit result.

Exit results are summative judgments made when students exit the course of study. For most students, this will be after four units. For these students, judgments are based on exit folios providing evidence of achievement in relation to all objectives of the syllabus and standards.

For students who exit before completing four units, judgments are made based on the evidence of achievement to that stage of the course of study.

## Determining a standard

The standard awarded is an on-balance judgment about how the qualities of the student's responses match the standards descriptors in each dimension. This means that it is not necessary for the student's responses to have been matched to every descriptor for a particular standard in each dimension.

## Awarding an exit result

When standards have been determined in each of the dimensions for this subject, Table 4 below is used to award an exit result, where A represents the highest standard and E the lowest. The table indicates the minimum combination of standards across the dimensions for each level.

**Table 4: Awarding exit results**

Exit result	Minimum combination of standards
<b>A</b>	Standard A in any two dimensions and no less than a B in the remaining dimension
<b>B</b>	Standard B in any two dimensions and no less than a C in the remaining dimension
<b>C</b>	Standard C in any two dimensions and no less than a D in the remaining dimension
<b>D</b>	At least Standard D in any two dimensions and an E in the remaining dimension
<b>E</b>	Standard E in the three dimensions

Further guidance can be found in the QCE and QCIA policy and procedures handbook.

### 3.3.5 Standards matrix

	Standard A	Standard B	Standard C	Standard D	Standard E
<b>Acquiring</b>	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:
	<ul style="list-style-type: none"> <li>• proficient demonstration of sophisticated physical responses and interpersonal strategies in individual and group situations in sport and recreation activities</li> <li>• comprehensive description of concepts and ideas about sport and recreation using accurate terminology and effective examples</li> <li>• comprehensive explanations of significant procedures and strategies, in, about and through sport and recreation activities for individuals and communities.</li> </ul>	<ul style="list-style-type: none"> <li>• skilled demonstration of physical responses and effective interpersonal strategies in individual and group situations in sport and recreation activities</li> <li>• thorough description of concepts and ideas about sport and recreation using relevant terminology and effective examples</li> <li>• thorough explanations of procedures and strategies, in, about and through sport and recreation activities for individuals and communities.</li> </ul>	<ul style="list-style-type: none"> <li>• demonstration of physical responses and interpersonal strategies in individual and group situations in sport and recreation activities</li> <li>• description concepts and ideas about sport and recreation using terminology and examples</li> <li>• explanations of procedures and strategies in, about and through sport and recreation activities for individuals and communities.</li> </ul>	<ul style="list-style-type: none"> <li>• variable demonstration of basic physical responses and interpersonal strategies in individual and group situations in sport and recreation activities</li> <li>• superficial description of concepts and ideas about sport and recreation using basic terminology and examples</li> <li>• superficial explanations of procedures and strategies, in, about and through sport and recreation activities for individuals and communities.</li> </ul>	<ul style="list-style-type: none"> <li>• variable demonstration of aspects of simple physical responses and basic interpersonal strategies in individual and group situations in sport and recreation activities</li> <li>• partial description of concepts and ideas about sport and recreation using minimal terminology and variable examples</li> <li>• partial explanations of procedures or strategies, in, about and through sport and recreation activities for individuals and communities.</li> </ul>
<b>Applying</b>	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:
	<ul style="list-style-type: none"> <li>• proficient application of concepts and adaption of complex procedures, strategies and physical responses in individual and group sport and, recreation activities</li> <li>• proficient management of individual and group sport and recreation activities</li> </ul>	<ul style="list-style-type: none"> <li>• effective application of concepts and adaption of procedures, strategies and physical responses in individual and group sport and recreation activities</li> <li>• responsive management of individual and group sport and recreation activities</li> </ul>	<ul style="list-style-type: none"> <li>• application of concepts and adaption of procedures, strategies and physical responses in individual and group sport and recreation activities</li> <li>• management of individual and group sport and recreation activities</li> </ul>	<ul style="list-style-type: none"> <li>• variable application of concepts and superficial adaption of procedures, strategies and physical responses in individual and group sport and recreation activities</li> <li>• fragmented management of individual and group sport and recreation activities</li> </ul>	<ul style="list-style-type: none"> <li>• isolated application of concepts and minimal adaption of some procedures, strategies and physical responses in individual and group sport and recreation activities</li> <li>• minimal and variable organisation of individual and group sport and recreation activities</li> </ul>

	Standard A	Standard B	Standard C	Standard D	Standard E
	<ul style="list-style-type: none"> <li>comprehensive application of strategies in personal and group sport and recreation activities to enhance health, wellbeing and participation for individuals and communities</li> <li>controlled use of language conventions and textual features to achieve particular purposes.</li> </ul>	<ul style="list-style-type: none"> <li>thorough application of strategies in personal and group sport and recreation activities to enhance health, wellbeing and participation for individuals and communities</li> <li>effective use of language conventions and textual features to achieve particular purposes.</li> </ul>	<ul style="list-style-type: none"> <li>application of strategies in personal and group sport and recreation activities to enhance health, wellbeing and participation for individuals and communities</li> <li>use of language conventions and textual features to achieve particular purposes.</li> </ul>	<ul style="list-style-type: none"> <li>variable application of strategies in personal and group sport and recreation activities to enhance health, wellbeing and participation for individuals and communities</li> <li>variable use of language conventions and textual features that achieve aspects of particular purposes.</li> </ul>	<ul style="list-style-type: none"> <li>isolated application of some simplistic strategies in personal and group sport and recreation activities to enhance health, wellbeing and participation for individuals and communities</li> <li>partial and sometimes inappropriate use of language conventions and textual features.</li> </ul>
<b>Evaluating</b>	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:
	<ul style="list-style-type: none"> <li>valid evaluation of individual and group physical responses and interpersonal strategies to successfully improve outcomes in sport and recreation activities</li> <li>valid evaluation of the effects of sport and recreation on individuals and communities</li> <li>valid evaluation of strategies that seek to enhance health, wellbeing and participation in sport and recreation activities with logical recommendations</li> </ul>	<ul style="list-style-type: none"> <li>considered evaluation of individual and group physical responses and interpersonal strategies to successfully improve outcomes in sport and recreation activities</li> <li>considered evaluation of the effects of sport and recreation on individuals and communities</li> <li>considered evaluation of strategies that seek to enhance health, wellbeing and participation in sport and recreation activities with plausible recommendations</li> </ul>	<ul style="list-style-type: none"> <li>evaluation of individual and group physical responses and interpersonal strategies to successfully improve outcomes in sport and recreation activities</li> <li>evaluation of the effects of sport and recreation on individuals and communities</li> <li>evaluation of strategies that seek to enhance health, wellbeing and participation in sport and recreation activities with recommendations</li> </ul>	<ul style="list-style-type: none"> <li>superficial evaluation of individual and group physical responses and interpersonal strategies to successfully improve outcomes in sport and recreation activities</li> <li>superficial evaluation of the effects of sport and recreation on individuals and communities</li> <li>superficial evaluation of strategies that seek to enhance health, wellbeing, and participation in sport and recreation activities with variable recommendations</li> </ul>	<ul style="list-style-type: none"> <li>partial evaluation of individual and group physical responses and interpersonal strategies to successfully improve outcomes in sport and recreation activities</li> <li>statements of the effects of sport and recreation on individuals and communities</li> <li>vague strategies that seek to enhance health, wellbeing and participation in sport and recreation activities</li> </ul>

	Standard A	Standard B	Standard C	Standard D	Standard E
	<ul style="list-style-type: none"> <li>• creation of sophisticated communications that convey meaning suited to particular audiences and purposes.</li> </ul>	<ul style="list-style-type: none"> <li>• creation of effective communications that convey meaning suited to particular audiences and purposes.</li> </ul>	<ul style="list-style-type: none"> <li>• creation of communications that convey meaning suited to particular audiences and purposes.</li> </ul>	<ul style="list-style-type: none"> <li>• creation of superficial communications that convey variable meaning to particular audiences and purposes.</li> </ul>	<ul style="list-style-type: none"> <li>• partial creation of communications with vague meanings.</li> </ul>



## 4 Glossary

Term	Explanation
<b>A</b>	
<b>aspects</b>	parts of a whole
<b>C</b>	
<b>complex</b>	relationships or interactions that have a number of elements, components, or steps; consisting of multiple interconnected parts or factors
<b>comprehensive</b>	detailed and thorough, including all that is relevant (of large content or scope)
<b>considered</b>	formed after careful (deliberate) thought
<b>controlled</b>	exercise direction over, or mastery of
<b>E</b>	
<b>effective</b>	meeting the assigned purpose to a high standard
<b>F</b>	
<b>fragmented</b>	reduced to fragments; disorganised; broken down
<b>G</b>	
<b>guided</b>	work produced primarily in response to the facilitator's direction; under supervision
<b>I</b>	
<b>inconsistent</b>	containing aspects or parts that conflict with or contradict each other; unpredictable or unreliable by being likely to behave differently or achieve a different result if a particular situation is repeated
<b>independent</b>	thinking or acting for oneself; not influenced by others
<b>intended</b>	purposed to be done or accomplished; designed, meant; done on purpose, intentional
<b>isolated</b>	detached, separate, or unconnected with other things
<b>L</b>	
<b>logical</b>	rational and valid; internally consistent
<b>M</b>	
<b>minimal</b>	small, the least amount; negligible

Term	Explanation
<b>module of work</b>	<p>a module of work provides effective teaching strategies and learning experiences that facilitate students' demonstration of the dimensions and objectives as described in the syllabus</p> <p>A module of work:</p> <ul style="list-style-type: none"> <li>• draws from relevant aspects of the underpinning factors</li> <li>• identifies relevant concepts and ideas, and associated subject matter from the core topics</li> <li>• provides an alignment between core subject matter, learning experiences and assessment.</li> </ul>
<b>P</b>	
<b>partial</b>	attempted, with evidence provided, but incomplete
<b>personal attributes</b>	the attributes that contribute to overall employability: loyalty and reliability, common sense, motivation, resilience (ability to deal with pressure; positive self-esteem; adaptability), commitment, enthusiasm, a balanced attitude to work and home life, honesty and integrity, personal presentation, a sense of humour
<b>plausible</b>	credible and possible
<b>proficient</b>	skilled and adept
<b>purposeful</b>	having an intended or desired result
<b>R</b>	
<b>responsive</b>	acting in response to a stimulus
<b>rudimentary</b>	simple or basic
<b>S</b>	
<b>significant</b>	includes all that is important
<b>simple</b>	easy to understand and deal with; may concern a single or basic aspect, few steps, obvious data/outcomes, limited or no relationships
<b>skilled</b>	having practical ability; possessing skill; expert, dexterous, clever
<b>sophisticated</b>	employing advanced or refined methods or concepts; highly developed or complicated
<b>successful</b>	achieving or having achieved success
<b>superficial</b>	apparent and sometimes trivial
<b>T</b>	
<b>thorough</b>	carried out through or applied to the whole of something
<b>U</b>	
<b>unit</b>	a unit is 55 hours of timetabled school time, including assessment. A course of study will usually be completed over four units (220 hours).
<b>V</b>	
<b>vague</b>	couched in general or indefinite terms; not definitely or precisely expressed; deficient in details or particulars

Term	Explanation
<b>valid</b>	able to be supported; legitimate and defensible; applicable
<b>variable</b>	liable or apt to vary or change; (readily) susceptible or capable of variation; mutable, changeable, fluctuating, uncertain

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