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Introduction

Recreation is an Authority-registered subject.

Successfully completed Authority-registered subjects contribute four credits towards the Queensland Certificate of Education (QCE). Results in these subjects are not used in the calculation of Overall Positions (OPs) and Field Positions (FPs).

Study plans

A study plan is the school’s plan of how the course of study will be delivered and assessed. Study plan requirements are available on the Recreation Study plan tab: www.qcaa.qld.edu.au/30486-sp.html.

Study plans are submitted online at: www.qcaa.qld.edu.au/wponline/login.qcaa.

Composite classes

This subject area syllabus enables teachers to develop a course of study that caters for a variety of ways to organise learning, such as combined classes for Years 11 and 12, shared campuses, or modes of delivery involving periods of student-managed study.

A subject-specific support resource for composite classes is available on the Recreation Study plan tab: www.qcaa.qld.edu.au/30490-sp.html.
1 Rationale

Physical forms of recreation are growth industries in Australian society. These forms of recreation include social sport, fitness programs and outdoor pursuits. They are an intrinsic part of the Australian psyche and form a substantial part of leisure time.

Recreation focuses on the role recreation has in the life of individuals and communities. It is a subject that provides students with the opportunities to learn in, through and about recreation activities.

Recreation activities are defined as those requiring exertion and human activity, engaged in for competition, relaxation or simply enjoyment. Recreation activities include active play and minor games, challenge and adventure activities, games and sports, health-related physical activities, and rhythmic and expressive movement activities. Recreation builds on the knowledge, skills and understandings of the Australian Curriculum: Health and Physical Education syllabus (www.australiancurriculum.edu.au/healthandphysicaleducation).

Through the study of Recreation students will examine:

- the relevance of recreation in Australian culture
- the contribution recreation makes to health and wellbeing
- factors that influence participation in recreation
- how physical skills can enhance participation in recreation activities
- how interpersonal skills support effective interaction with others
- the promotion of safety in recreation activities
- technology in recreation activities
- how the recreation industry contributes to individuals and communities.

Recreation can make an important contribution to enhancing students’ opportunities regarding employment, enterprise, further study, leisure and lifelong learning. It provides a unique opportunity for students to experience the challenge and fun of active participation in physical activity while developing beneficial vocational and life skills. The skills developed in 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 their involvement in recreation activities, and to continue their active participation in personal and community recreational activities in their adult life.

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

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

A course of study in 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.
2 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-semester 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.

2.1 Dimension 1: Acquiring

*Acquiring* refers to the ability to acquire knowledge, understanding and skills in, about and through participation in 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 recreation activities
- describe the benefits of recreation on health and wellbeing
- explain procedures and strategies, concepts and information using terminology and examples in, about and through recreation activities.

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

When students describe, they outline, state or provide details about the potential health and wellbeing benefits achieved through participation in recreation activities.

When students explain, they use terminology and provide examples from recreation activities to help clarify the meaning of procedures and strategies, concepts and information. Strategies include those concerned with health promotion, skill enhancement, physical performances and fitness.

2.2 Dimension 2: Applying

*Applying* refers to the ability to apply knowledge, understanding and skills in, about and through participation in 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 recreation activities
- manage individual and group recreation activities
- apply health promotion strategies in personal and group recreation activities
- use language conventions and features to achieve particular purposes.

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

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

When students apply, they demonstrate their understanding of health promotion strategies by using these in both personal and group 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.

---

2.3 Dimension 3: Evaluating

Evaluating refers to the ability to evaluate knowledge, understanding and skills in, about and through participation in 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 the effects of recreation on individuals and communities
- evaluate individual and group physical responses and interpersonal strategies to improve outcomes in recreation activities
- evaluate strategies that seek to promote health in recreation activities and provide recommendations
- create communications that convey meaning for particular audiences and purposes.

When students evaluate the effects of recreation on individuals and communities, they determine and make judgments about the physical, emotional and social responses that participation in 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 recreation activities with the aim of improving outcomes.

When students evaluate strategies that seek to promote health, they investigate strategies that promote health and make decisions about the effectiveness of these.

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

Recreation is a four-semester course of study.

Semesters 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 semesters as students develop greater independence as learners.

Semesters 3 and 4 consolidate student learning.

3.1 Underpinning factors

There are five factors that underpin subject area syllabuses and that are essential for defining the distinctive nature of Authority-registered subjects:

- applied learning
- community connections
- Core Skills for Work (CSfW)
- literacy
- numeracy.

These factors, which overlap and interact, are derived from current education, industry and community expectations, and inform and shape Recreation.

All subject area 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-semester 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 Recreation.

3.1.1 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 workplace, 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.

3.1.2 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.
3.1.3 Core Skills for Work (CSfW)

In August 2013, the Australian Government released the Core Skills for Work Developmental Framework (CSfW). The CSfW describes a set of knowledge, understanding and non-technical skills that underpin successful participation in work. 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 Recreation. Relevant aspects of Core Skills for Work are assessed, as described in the standards.

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

<table>
<thead>
<tr>
<th>Skill areas</th>
<th>Skill cluster 1: Navigate the world of work</th>
<th>Skill cluster 2: Interacting with others</th>
<th>Skill cluster 3: Getting the work done</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manage career and work life</td>
<td>Communicate for work</td>
<td>Plan and organise</td>
<td></td>
</tr>
<tr>
<td>Work with roles, rights and protocols</td>
<td>Connect and work with others</td>
<td>Make decisions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Recognise and utilise diverse perspectives</td>
<td>Identify and solve problems</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Create and innovate</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Work in a digital world</td>
<td></td>
</tr>
</tbody>
</table>

3.1.4 Literacy in Recreation

The information and ideas that make up the Recreation 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 subject area 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 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 Recreation. Students need to learn and use the knowledge and skills of writing, composing and speaking to convey the Recreation content they have learnt.

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

To analyse and evaluate Recreation content, teaching and learning strategies include:
- making conclusions about the purpose and audience of Recreation language and texts
- analysing the ways language is used to convey ideas and information in Recreation texts
- transforming language and texts to convey Recreation ideas and information in particular ways to suit audience and purpose.

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2 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.
Relevant aspects of literacy knowledge and skills are assessed, as described in the standards.

### 3.1.5 Numeracy in 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.\(^3\)

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 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.

### 3.2 Planning a course of study

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

A course of study for Recreation develops students’ abilities to acquire and demonstrate knowledge and understanding, to apply procedural knowledge and to evaluate ideas and performances in, through and about recreation activity activities.

A four-semester course of study for Recreation includes:

- learning experiences that explore the core in Year 11 and further develop it in Year 12
- the core, integrated in four to eight units of work, which have been developed from one to eight elective recreation activities explored.

Each year of the course 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 units of work
- one to four elective recreation activities explored.

The relationship between the core, electives and units of work is shown in Figure 1 below.

---

3.3 Core

The core:

- is integrated and progressively developed throughout the two-year course of study
- focuses on the cultural, social, physical, and health significance of participation in recreation
- is explored from both individual/personal and community/agency perspectives
- 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: Recreation, you and the community
- Core topic 2: Physical activity and healthy living
- Core topic 3: Health and safety in recreation
- Core topic 4: Personal and interpersonal skills in recreation activities

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

### 3.3.1 Core topic 1: Recreation, you and the community

<table>
<thead>
<tr>
<th>Concepts and ideas</th>
<th>Knowledge, understanding and skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Inquiry questions</strong></td>
<td><strong>Subject matter</strong></td>
</tr>
<tr>
<td>What is recreation?</td>
<td>the differences between recreation, leisure, play and sport</td>
</tr>
<tr>
<td></td>
<td>categorisation of physical activities/recreation activities</td>
</tr>
<tr>
<td></td>
<td>the role of recreation in the Australian psyche</td>
</tr>
<tr>
<td>What are the benefits of recreation to you and the community?</td>
<td>the health benefits of recreation, including psychological, emotional, social, physical and spiritual benefits</td>
</tr>
<tr>
<td></td>
<td>the health benefits of the recreation activity under study</td>
</tr>
<tr>
<td></td>
<td>cost of health vs cost of recreation</td>
</tr>
<tr>
<td></td>
<td>associated costs of the recreation activity under study</td>
</tr>
<tr>
<td>How can communities support recreation?</td>
<td>town planning and infrastructure — parks, recreational facilities, e.g. police citizens youth clubs, fitness equipment in public parks</td>
</tr>
<tr>
<td></td>
<td>school/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</td>
</tr>
<tr>
<td></td>
<td>human resources, e.g. council-supported recreation programs, first-aid officers, guest speakers, role models, mentoring programs</td>
</tr>
<tr>
<td>What vocational pathways are available in the recreation industry?</td>
<td>fitness industry, e.g. personal trainers, dieticians,</td>
</tr>
<tr>
<td></td>
<td>outdoor education, e.g. leadership coaches,</td>
</tr>
<tr>
<td></td>
<td>sporting clubs, e.g. coaching</td>
</tr>
<tr>
<td></td>
<td>sport bodies, e.g. Soccer Queensland</td>
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<td></td>
<td>facility management, e.g. indoor rock climbing, school gymnasiums</td>
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<tr>
<td></td>
<td>volunteer programs, e.g. scouts</td>
</tr>
<tr>
<td>Why do people participate in recreation activities?</td>
<td>the social benefits of recreation, e.g. team membership, sense of identity and belonging</td>
</tr>
<tr>
<td></td>
<td>health benefits of recreation, e.g. weight control, stress management, bone density, resilience, cardio-vascular fitness</td>
</tr>
<tr>
<td>Concepts and ideas</td>
<td>Knowledge, understanding and skills</td>
</tr>
<tr>
<td>-------------------</td>
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</tr>
</tbody>
</table>
| **Recreation has an important role within Australian society.** | • What influences you to participate in recreation activities?  
• What might influence you to participate in the recreation activity under study?  
• demographic and socioeconomic status, including age, gender, education, economic status, income, education  
• access, including issues of equity, diversity, proximity, availability, disability  
• cultural  
• historical  
• individual needs and aptitudes, including the considerations of inclusion and exclusion, body type, personal aptitudes  
• identity and social identity, including the influences of family, role models, peers, personality type |
| **Agencies have a role in the promotion of recreation, physical activity and health in the broader community.** | • What recreation activities are available in your local community?  
• community stocktake of clubs, organisations and facilities, including fitness facilities and spaces, sporting clubs, community centres, parks and outdoor education facilities, community organisations  
• What agencies promote recreation and physical activity in your community?  
• characteristics of recreation agencies, local councils, sporting clubs, recreation groups and clubs, e.g. bushwalkers, CrossFit, scouts  
• How could agencies improve the provision of recreation opportunities in your community?  
• service provision and access, e.g. designated spaces, information and help lines, advertising  
• participation strategies, e.g. reducing membership fees, supplying equipment  
• What is the role of marketing in recreation?  
• marketing strategies, e.g. promotion of health agencies, media and body/health image, case studies  
• ethics and the promotion of recreation, e.g. exploitation of individuals vs real benefit to communities/individuals  
• Why do some agencies or communities promote some recreation activities over others?  
• the role of media and populist culture in recreation, e.g. sponsorship, media worthiness, fads  
• How can communities benefit from their members participating in recreation activities?  
• 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 |
### 3.3.2 Core topic 2: Physical activity and healthy living

<table>
<thead>
<tr>
<th>Concepts and ideas</th>
<th>Knowledge, understanding and skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Inquiry questions</strong></td>
<td><strong>Subject matter</strong></td>
</tr>
</tbody>
</table>
| • How does the development of physical skills support effective participation in recreation and the development of personal health? | • types of physical skills, e.g. gross motor and fine manipulative skill  
  • effects of physical activity on health, e.g. cardio-vascular fitness, confidence  
  • learning physical skills, e.g. skill acquisition theories, transference  
  • understanding personal performance, e.g. physical dispositions, attitude, motivation |
| • What are the benefits of participating in recreation activities? | • social health  
  • emotional health  
  • physical health  
  • spiritual health |
| • How does the physical participation in recreation activities support psychological, emotional, social, physical and spiritual health? | • physical activity and stress management and depression  
  • weight management  
  • resilience  
  • identity and self-concept  
  • personal goals |
| • How can I support my participation and the participation of others in recreation activities? | • inclusive practices  
  • time management  
  • community spirit  
  • competition vs. participation |
| • What recreation activities and strategies do individuals and organisations employ to promote their own and other Australian's health? | • health literacy  
  • public health campaigns  
  • technologies |
| • How do these strategies contribute to local, state and national goals for healthy living? | • Australian Institute of Health and Welfare goals and determinants |
### 3.3.3 Core topic 3: Health and safety in recreation

<table>
<thead>
<tr>
<th>Concepts and ideas</th>
<th>Knowledge, understanding and skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Inquiry questions</strong></td>
<td><strong>Subject matter</strong></td>
</tr>
<tr>
<td>Policies, strategies, rules and technology can be used to promote health and safety in recreation activities.</td>
<td>• How do policies, strategies, rules and technology promote health and safety in recreation activities?</td>
</tr>
<tr>
<td></td>
<td>• public health surveys and campaigns</td>
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<tr>
<td></td>
<td>• government policy interventions,</td>
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<tr>
<td></td>
<td>• occupational health and safety</td>
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<tr>
<td></td>
<td>• How can technology be used to ethically promote health and safety in recreation activities?</td>
</tr>
<tr>
<td></td>
<td>• digital and mobile technologies</td>
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<tr>
<td></td>
<td>• technological advancement in equipment</td>
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<td></td>
<td>• What safety strategies should you and others know and implement when participating in recreation activities?</td>
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<td></td>
<td>• codes of conduct</td>
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<td></td>
<td>• equipment and facilities</td>
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<td>• personal behaviours</td>
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</tbody>
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### 3.3.4 Core topic 4: Personal and interpersonal skills in recreation activities

<table>
<thead>
<tr>
<th>Concepts and ideas</th>
<th>Knowledge, understanding and skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Inquiry questions</strong></td>
<td><strong>Subject matter</strong></td>
</tr>
<tr>
<td>Personal and interpersonal skills, including leadership and communication skills, are essential for effective participation in recreation activities.</td>
<td>• What personal and interpersonal skills are required for effective participation in recreation activities?</td>
</tr>
<tr>
<td></td>
<td>• communication skills</td>
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<td></td>
<td>• conflict resolution</td>
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<td>• group dynamics</td>
</tr>
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<td></td>
<td>• sports psychology</td>
</tr>
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<td></td>
<td>• types of feedback</td>
</tr>
<tr>
<td></td>
<td>• coaching strategies</td>
</tr>
<tr>
<td></td>
<td>• How can the identification of personal attributes and the diverse range of attributes in others benefit participation in recreation activities?</td>
</tr>
<tr>
<td></td>
<td>• self-analysis</td>
</tr>
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<td>• goal setting</td>
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<td>• assertive behaviours</td>
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<td>• acknowledging success</td>
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<td></td>
<td>• personal values</td>
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<td>• diversity</td>
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</table>
3.4 Electives: Recreation activities

The electives in this subject are the recreation activities schools choose to undertake.

Recreation activities in this syllabus are defined as activities that require exertion and human activity, and are engaged in for competition, relaxation and/or enjoyment.

Schools choose between one and eight recreation activities that meet these criteria to study over the course of study. To support learning in, through and about recreation, at least 50% of learning will be spent actively participating in recreation activities.

The choice of activity is dependent on:

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

Recreation activities may be chosen from the following five categories, which are drawn from the Australian Curriculum: Health and Physical Education:

- **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.

- **Challenge and adventure activities**
  
  Challenge and adventure activities incorporate many outdoor pursuits, such as rock climbing, hiking, whitewater rafting. These activities are often individual or small group rather than team, where participants challenge themselves to reach personal goals.

- **Games and sports**
  
  Games and sports are organised competitive activities, where individuals verse individuals, or teams verse teams. Examples include soccer, volleyball, and badminton.

- **Health-related physical activities**
  
  Health-related physical activities incorporate those activities where participation is focused on improving personal health and fitness. Examples are weight training, CrossFit and jogging.

- **Rhythmic and expressive movement activities**
  
  Rhythmic and expressive movement activities are often associated with movement to music or movement as an aesthetic expression. Examples are forms of dance, aerobics and gymnastics.
3.5 Teaching and learning

The Recreation teaching & learning tab (www.qcaa.qld.edu.au/30486-teaching.html) has a range of resources supporting implementation of the syllabus, including:

- literacy in Recreation (see Section 3.1.4)
- numeracy in Recreation (see Section 3.1.5)
- sample learning experiences — examples of learning experiences in units of work
- reference materials — a support resource providing links to reference materials (books, newspaper reports, periodicals, websites, electronic media and learning technology), organisations and community resources.

3.5.1 Units of work

A unit of work is developed by choosing a recreation activity, and then identifying the core topics, key ideas, and the inquiry questions that are applicable to the recreation activity. Learning experiences are then planned that will support the students’ demonstration of the dimensions and objectives of the subject through the assessment opportunities provided in the unit of work. This relationship is demonstrated in Figure 2 below.

All core topics and key ideas do not need to be evident in each unit of work. Schools may choose to incorporate certificates (e.g. First Aid) in units of work but it is not a requirement of this subject.

Figure 2: Developing a unit of work

3.5.2 Aboriginal 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 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 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 and Torres Strait Islander perspectives and resources for teaching are available on the QCAA website: www.qcaa.qld.edu.au/577.html.

3.5.3 Embedding educational equity in the course of study

Equity means fair treatment of all. In developing study plans from this subject area syllabus, schools need to provide opportunities for all students to demonstrate what they know and what they can do. All students, therefore, should have equitable access to educational programs and human and material resources.

In addition to the subject-specific resources available on the Recreation subject page, guidelines about educational equity and resources for devising an inclusive study plan are available on the QCAA website: www.qcaa.qld.edu.au/10188.html.
4 Assessment

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 levels of achievement in each Authority-registered subject which may contribute credit towards a Queensland Certificate of Education
- 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 Queensland, 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.

4.1 Planning an assessment program

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

- administer assessment instruments at suitable intervals throughout the course
- provide students with opportunities in Semesters 1 and 2 to become familiar with the assessment techniques that will be used in Semesters 3 and 4
- assess the dimensions and objectives a number of times using a variety of assessment techniques
- 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 semesters, only assessment evidence from Semesters 3 and 4 contributes towards decisions at exit.

Further information can be found on the Recreation Assessment tab: www.qcaa.qld.edu.au/30486-assessment.html.
4.2 Special provisions

Guidance about the nature and appropriateness of special provisions for particular students are described in QCAA’s *A–Z of Senior Moderation* (www.qcaa.qld.edu.au/2132.html):

- Policy 1.2: Special provisions for school-based assessments in Authority and Authority-registered subjects
- Policy 1.1: Late and non-submission of student responses to assessment instruments in Authority and Authority-registered subjects.

4.3 Authentication of student work

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.

The QCAA’s *A–Z of Senior Moderation* (www.qcaa.qld.edu.au/10773.html) provides further guidance through the following strategies:

- Strategy 4.1: Authenticating authorship of student responses
- Strategy 4.6: Making judgments when student authorship cannot be authenticated.

4.4 Assessment techniques

The assessment techniques relevant to this syllabus are identified in the diagram below, and described in detail in Sections 4.4.1 to 4.4.5.

Figure 3: Recreation assessment techniques

Schools design assessment instruments from the assessment techniques relevant to this syllabus. The assessment instruments students respond to in Semesters 1 and 2 should support those techniques included in Semesters 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 Section 4.7.3: 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 Section 4.7.2: Awarding exit levels of achievement). 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.

Further guidance is available in the QCAA’s moderation handbooks (www.qcaa.qld.edu.au/10773.html):

- Quality assurance of Authority-registered subjects and short courses
- A–Z of Senior Moderation.

Conditions of assessment
Over a four-semester course of study, students are required to complete assessment under a range of conditions (see Section 4.1: Planning an assessment program).

Conditions may vary according to assessment. They should be stated clearly 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.
### 4.4.1 Project

#### Purpose

This technique assesses a response to a single task, situation and/or scenario in a unit 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

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**.

#### 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 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
- 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 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.

<table>
<thead>
<tr>
<th>Assessment conditions</th>
<th>Semesters 1–2</th>
<th>Semesters 3–4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written component</td>
<td>400–700 words</td>
<td>500–900 words</td>
</tr>
<tr>
<td>Spoken component</td>
<td>1½ – 3½ minutes</td>
<td>2½ – 3½ minutes</td>
</tr>
<tr>
<td>Multimodal component</td>
<td>2–4 minutes</td>
<td>3–6 minutes</td>
</tr>
<tr>
<td>Performance component</td>
<td>No conditions stipulated</td>
<td>No conditions stipulated</td>
</tr>
</tbody>
</table>

### 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 Semesters 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.
### 4.4.2 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 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

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.

#### 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, blog
- essays, e.g. analytical, persuasive/argumentative, informative
- reviews, e.g. literature, film
- letters 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.

<table>
<thead>
<tr>
<th>Assessment conditions</th>
<th>Semesters 1–2</th>
<th>Semesters 3–4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written</td>
<td>600–800 words</td>
<td>600–1000 words</td>
</tr>
<tr>
<td>Spoken</td>
<td>2–4 minutes</td>
<td>3–4 minutes</td>
</tr>
<tr>
<td>Multimodal</td>
<td>3–5 minutes</td>
<td>4–7 minutes</td>
</tr>
</tbody>
</table>

**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.
- The required length of student responses should be considered in the context of the tasks — longer is not necessarily better.
- 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 Semesters 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.
- Indicate on the assessment the dimensions and objectives that will be assessed, and explain the instrument-specific standards matrix.
### 4.4.3 Extended response to stimulus

<table>
<thead>
<tr>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>This technique assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials. While students may undertake some research in the writing of the extended response to stimulus, it is not the focus of this technique.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dimensions to be assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>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:</td>
</tr>
<tr>
<td>• Acquiring</td>
</tr>
<tr>
<td>• Applying</td>
</tr>
<tr>
<td>• Evaluating</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Types of extended response to stimulus</th>
</tr>
</thead>
<tbody>
<tr>
<td>An extended response to stimulus 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.</td>
</tr>
<tr>
<td>Stimulus material could include:</td>
</tr>
<tr>
<td>• data from primary or secondary sources</td>
</tr>
<tr>
<td>• magazine articles</td>
</tr>
<tr>
<td>• quotes</td>
</tr>
<tr>
<td>• photographs, video images</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Written response</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Examples include:</td>
</tr>
<tr>
<td>• articles for magazines or journals</td>
</tr>
<tr>
<td>• essays, e.g. analytical, persuasive/argumentative, informative</td>
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<tr>
<td>• reviews, e.g. literature, film</td>
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<tr>
<td>• reports, which will normally be presented with section headings, and may include tables, graphs and/or diagrams, and analysis of data supported by references</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spoken response</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Examples include:</td>
</tr>
<tr>
<td>• oral presentations</td>
</tr>
<tr>
<td>• debates</td>
</tr>
<tr>
<td>• interviews</td>
</tr>
<tr>
<td>• podcasts</td>
</tr>
<tr>
<td>• seminars</td>
</tr>
</tbody>
</table>
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.

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<tr>
<th>Assessment conditions</th>
<th>Semesters 1–2</th>
<th>Semesters 3–4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written</td>
<td>500–800 words</td>
<td>600–1000 words</td>
</tr>
<tr>
<td>Spoken</td>
<td>2–4 minutes</td>
<td>3–4 minutes</td>
</tr>
<tr>
<td>Multimodal</td>
<td>3–5 minutes</td>
<td>4–7 minutes</td>
</tr>
</tbody>
</table>

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. Word lengths and time limits are given as guides.
- 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 Semesters 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.
- Indicate on the assessment the dimensions and objectives that will be assessed, and explain the instrument-specific standards matrix.
4.4.4 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, 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.

Types of performance
Students will demonstrate physical performances in a wide range of physical 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 recreation activities, e.g. initiative games in outdoor recreation contexts
- 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 may include:
- notes or annotations
- journal entries
- teacher observations and checklists.

Assessment conditions

<table>
<thead>
<tr>
<th></th>
<th>Semesters 1–2</th>
<th>Semesters 3–4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performances</td>
<td>None stipulated</td>
<td>None stipulated</td>
</tr>
</tbody>
</table>

Further guidance
This technique requires teachers to observe a defined activity within a recreation activity, such as performance of:
- physical responses required to perform a recreation activity
- relevant physical responses, tactics and strategies in a recreation activity
- relevant physical responses in a 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
- completing defined tasks within a designated timeline, e.g. fitness testing, coaching sessions
- working within a simulated or real community situation
- participation in completion of team tasks.
4.4.5 Examination

**Purpose**
This technique assesses the application of a range of cognition to provided questions, scenarios and/or problems. Responses are completed individually, under supervised conditions and in a set timeframe.

**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.

**Type of examination**

**Short response test**

- Short response tests typically consist of a number of items that may include students responding to some or all of the following activities:
  - drawing, labelling or interpreting equipment, graphs, tables or diagrams
  - calculating using algorithms
  - responding to seen or unseen stimulus materials
  - interpreting ideas and information.
- Short response tests occur under supervised conditions as students produce work individually and in a set time to ensure authenticity.
- Questions, scenarios and problems are typically unseen. If seen, teachers must ensure the purpose of this technique is not compromised.
- Stimulus materials may also be used and may be seen or unseen.
- 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.

<table>
<thead>
<tr>
<th>Assessment conditions</th>
<th>Semesters 1–2</th>
<th>Semesters 3–4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recommended duration</td>
<td>60–90 minutes</td>
<td>60–90 minutes</td>
</tr>
<tr>
<td>Short response test</td>
<td>50–150 words per item (diagrams and workings not included in word count)</td>
<td>50–250 words per item (diagrams and workings not included in word count)</td>
</tr>
</tbody>
</table>

**Further guidance**
- Format the assessment to allow for ease of reading and responding.
- Consider the language needs of the students and avoid ambiguity.
- Ensure questions allow the full range of standards to be demonstrated.
- Consider the instrument conditions in relation to the requirements of the question/stimulus.
- Outline any permitted material in the instrument conditions, e.g. one page of handwritten notes.
- 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.
- Provide students with learning experiences that support the types of items, including opportunities to respond to unseen tasks using appropriate communication strategies.
- Indicate on the assessment the dimensions and objectives that will be assessed, and explain the instrument-specific standards.
4.5 Folio requirements

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

4.5.1 Folios for external moderation

QCAA quality assurance processes require that evidence about school assessment decisions be externally moderated. Evidence presented as part of the moderation process is a sample of the decisions a school makes about student achievement, in response to the techniques of the syllabus. These processes may occur at a juncture when a complete folio is not available.

Further guidance is available in the QCAA’s Quality assurance of Authority-registered subjects and short courses: www.qcaa.qld.edu.au/10773.html.

4.5.2 Exit folios

The exit folio is the collection of evidence of student work from Semesters 3 and 4 that is used to determine the student’s exit level of achievement. Each folio must include:

- a minimum of four and a maximum of six assessment instruments, and the relevant student responses
- evidence of student work from Semesters 3 and 4 only
- evidence of all dimensions being assessed in each assessment
- at least one project
- at least one extended written response
- at least two performances (separate to a component of a project)
- a student profile completed to date.

4.6 Exit standards

Exit standards are used to make judgments about students’ levels of achievement at exit 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 (see Section 4.7.3: Standards matrix).

The following dimensions must be used:

Dimension 1: Acquiring

Dimension 2: Applying

Dimension 3: Evaluating.

Each dimension must be assessed in each semester, and each dimension is to make an equal contribution to the determination of exit levels of achievement.
4.7 Determining exit levels of achievement

When students exit the course of study, the school is required to award each student an exit level of achievement from one of the five levels:

- Very High Achievement (VHA)
- High Achievement (HA)
- Sound Achievement (SA)
- Limited Achievement (LA)
- Very Limited Achievement (VLA).

Exit levels of achievement are summative judgments made when students exit the course of study. For most students this will be after four semesters. 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 semesters, judgments are made based on the evidence of achievement to that stage of the course of study.

4.7.1 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.

4.7.2 Awarding exit levels of achievement

When standards have been determined in each of the dimensions for this subject, Table 2 below is used to award exit levels of achievement, 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 2: Awarding exit levels of achievement

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>VHA</td>
<td>Standard A in any two dimensions and no less than a B in the remaining dimension</td>
</tr>
<tr>
<td>HA</td>
<td>Standard B in any two dimensions and no less than a C in the remaining dimension</td>
</tr>
<tr>
<td>SA</td>
<td>Standard C in any two dimensions and no less than a D in the remaining dimension</td>
</tr>
<tr>
<td>LA</td>
<td>At least Standard D in any two dimensions and an E in the remaining dimension</td>
</tr>
<tr>
<td>VLA</td>
<td>Standard E in the three dimensions</td>
</tr>
</tbody>
</table>

Further guidance is available in the QCAA’s Quality assurance of Authority-registered subjects and short courses: www.qcaa.qld.edu.au/10773.html.
### Standards matrix

<table>
<thead>
<tr>
<th>Standard A</th>
<th>Standard B</th>
<th>Standard C</th>
<th>Standard D</th>
<th>Standard E</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Acquiring</strong></td>
<td><strong>Applying</strong></td>
<td><strong>Acquiring</strong></td>
<td><strong>Applying</strong></td>
<td><strong>Acquiring</strong></td>
</tr>
<tr>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
</tr>
<tr>
<td>• proficient demonstration of sophisticated physical responses and interpersonal strategies in individual and group situations in recreation activities</td>
<td>• skilled demonstration of physical responses and effective interpersonal strategies in individual and group situations in recreation activities</td>
<td>• demonstration of physical responses and interpersonal strategies in individual and group situations in recreation activities</td>
<td>• variable demonstration of basic physical responses and interpersonal strategies in individual and group situations in recreation activities</td>
<td>• variable demonstration of aspects of simple physical responses and basic interpersonal strategies in individual and group situations in recreation activities</td>
</tr>
<tr>
<td>• comprehensive description of the benefits of recreation on health and wellbeing</td>
<td>• thorough description of the benefits of recreation on health and wellbeing</td>
<td>• description of the benefits of recreation on health and wellbeing</td>
<td>• superficial description of the benefits of recreation on health and wellbeing</td>
<td>• partial description of benefits of recreation on health and wellbeing</td>
</tr>
<tr>
<td>• comprehensive explanations of significant procedures and strategies, concepts and information using accurate terminology and effective examples in, about and through recreation activities.</td>
<td>• thorough explanations of procedures and strategies, concepts and information using relevant terminology and effective examples in, about and through recreation activities.</td>
<td>• explanations of procedures and strategies, concepts and information using terminology and examples in, about and through recreation activities.</td>
<td>• superficial explanations of procedures and strategies, concepts and information using basic terminology and examples in, about and through recreation activities.</td>
<td>• partial explanations of procedures or strategies, concepts or information using minimal terminology and variable examples in, about and through recreation activities.</td>
</tr>
<tr>
<td><strong>Applying</strong></td>
<td><strong>Applying</strong></td>
<td><strong>Applying</strong></td>
<td><strong>Applying</strong></td>
<td><strong>Applying</strong></td>
</tr>
<tr>
<td>The student work has the following characteristics:</td>
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<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
</tr>
<tr>
<td>• proficient application of concepts and adaption of complex procedures, strategies and physical responses in individual and group recreation activities</td>
<td>• effective application of concepts and adaption of procedures, strategies and physical responses in individual and group recreation activities</td>
<td>• application of concepts and adaption of procedures, strategies and physical responses in individual and group recreation activities</td>
<td>• variable application of concepts and superficial adaption of procedures, strategies and physical responses in individual and group recreation activities</td>
<td>• isolated application of concepts and minimal adaption of some procedures, strategies and physical responses in individual and group recreation activities</td>
</tr>
<tr>
<td>• proficient management of individual and group recreation activities</td>
<td>• responsive management of individual and group recreation activities</td>
<td>• management of individual and group recreation activities</td>
<td>• fragmented management of individual and group recreation activities</td>
<td>• minimal and variable organisation of individual and group recreation activities</td>
</tr>
<tr>
<td>Standard A</td>
<td>Standard B</td>
<td>Standard C</td>
<td>Standard D</td>
<td>Standard E</td>
</tr>
<tr>
<td>------------</td>
<td>------------</td>
<td>------------</td>
<td>------------</td>
<td>------------</td>
</tr>
<tr>
<td>• comprehensive application of health promotion strategies in personal and group recreation activities</td>
<td>• thorough application of health promotion strategies in personal and group recreation activities</td>
<td>• application of health promotion strategies in personal and group recreation activities</td>
<td>• variable application of health promotion strategies in personal and group recreation activities</td>
<td>• isolated application of some simplistic health promotion strategies in personal and group recreation activities</td>
</tr>
<tr>
<td>• controlled use of language conventions and features to achieve particular purposes.</td>
<td>• effective use of language conventions and features to achieve particular purposes.</td>
<td>• use of language conventions and features to achieve particular purposes.</td>
<td>• variable use of language conventions and features that achieve aspects of particular purposes.</td>
<td>• partial and sometimes inappropriate use of language conventions and features.</td>
</tr>
<tr>
<td><strong>Applying</strong></td>
<td><strong>Applying</strong></td>
<td><strong>Applying</strong></td>
<td><strong>Applying</strong></td>
<td><strong>Applying</strong></td>
</tr>
<tr>
<td>The student work has the following characteristics:</td>
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<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
</tr>
<tr>
<td>• valid evaluation of the effects of recreation on individuals and communities</td>
<td>• considered evaluation of the effects of recreation on individuals and communities</td>
<td>• evaluation of the effects of recreation on individuals and communities</td>
<td>• superficial evaluation of the effects of recreation on individuals and communities</td>
<td>• statements of the effects of recreation on individuals and communities</td>
</tr>
<tr>
<td>• valid evaluation of individual and group physical responses and interpersonal strategies to successfully improve outcomes in recreation activities</td>
<td>• considered evaluation of individual and group physical responses and interpersonal strategies to improve outcomes in recreation activities</td>
<td>• evaluation of individual and group physical responses and interpersonal strategies to improve outcomes in recreation activities</td>
<td>• superficial evaluation of individual and group physical responses and interpersonal strategies to improve outcomes in recreation activities</td>
<td>• partial evaluation of some individual and group physical responses and interpersonal strategies used in recreation activities</td>
</tr>
<tr>
<td>• valid evaluation of strategies that seek to promote health in recreation activities with logical recommendations</td>
<td>• considered evaluation of strategies that seek to promote health in recreation activities with logical recommendations</td>
<td>• evaluation of strategies that seek to promote health in recreation activities with recommendations</td>
<td>• superficial evaluation of strategies that seek to promote health in recreation activities with variable recommendations</td>
<td>• vague strategies that seek to promote health in recreation activities</td>
</tr>
<tr>
<td>• creation of sophisticated communications that convey meaning suited to particular audiences and purposes.</td>
<td>• creation of effective communications that convey meaning suited to particular audiences and purposes.</td>
<td>• creation of communications that convey meaning suited to particular audiences and purposes.</td>
<td>• creation of superficial communications that convey variable meaning to particular audiences and purposes.</td>
<td>• partial creation of communications with vague meanings.</td>
</tr>
<tr>
<td><strong>Evaluating</strong></td>
<td><strong>Evaluating</strong></td>
<td><strong>Evaluating</strong></td>
<td><strong>Evaluating</strong></td>
<td><strong>Evaluating</strong></td>
</tr>
<tr>
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<td>The student work has the following characteristics:</td>
<td>The student work has the following characteristics:</td>
</tr>
</tbody>
</table>
## Glossary

<table>
<thead>
<tr>
<th>Term</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>aspects</td>
<td>parts of a whole</td>
</tr>
<tr>
<td>complex</td>
<td>relationships or interactions that have a number of elements, components, or steps; consisting of multiple interconnected parts or factors</td>
</tr>
<tr>
<td>comprehensive</td>
<td>detailed and thorough, including all that is relevant (of large content or scope)</td>
</tr>
<tr>
<td>considered</td>
<td>formed after careful (deliberate) thought</td>
</tr>
<tr>
<td>controlled</td>
<td>exercise direction over, or mastery of</td>
</tr>
<tr>
<td>effective</td>
<td>meeting the assigned purpose to a high standard</td>
</tr>
<tr>
<td>fragmented</td>
<td>reduced to fragments; disorganised; broken down</td>
</tr>
<tr>
<td>guided</td>
<td>work produced primarily in response to the facilitator’s direction; under supervision</td>
</tr>
<tr>
<td>inconsistent</td>
<td>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</td>
</tr>
<tr>
<td>independent</td>
<td>thinking or acting for oneself; not influenced by others</td>
</tr>
<tr>
<td>intended</td>
<td>purposed to be done or accomplished; designed, meant; done on purpose, intentional</td>
</tr>
<tr>
<td>isolated</td>
<td>detached, separate, or unconnected with other things</td>
</tr>
<tr>
<td>logical</td>
<td>rational and valid; internally consistent</td>
</tr>
<tr>
<td>minimal</td>
<td>small, the least amount; negligible</td>
</tr>
<tr>
<td>partial</td>
<td>attempted, with evidence provided, but incomplete</td>
</tr>
<tr>
<td>personal attributes</td>
<td>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</td>
</tr>
<tr>
<td>plausible</td>
<td>credible and possible</td>
</tr>
<tr>
<td>proficient</td>
<td>skilled and adept</td>
</tr>
<tr>
<td>purposeful</td>
<td>having an intended or desired result</td>
</tr>
<tr>
<td>responsive</td>
<td>acting in response to a stimulus</td>
</tr>
<tr>
<td>rudimentary</td>
<td>simple or basic</td>
</tr>
<tr>
<td>significant</td>
<td>includes all that is important</td>
</tr>
<tr>
<td>simple</td>
<td>easy to understand and deal with; may concern a single or basic aspect, few steps, obvious data/outcomes, limited or no relationships</td>
</tr>
<tr>
<td>skilled</td>
<td>having practical ability; possessing skill; expert, dexterous, clever</td>
</tr>
<tr>
<td>Term</td>
<td>Explanation</td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>sophisticated</td>
<td>employing advanced or refined methods or concepts; highly developed or complicated</td>
</tr>
<tr>
<td>successful</td>
<td>achieving or having achieved success</td>
</tr>
<tr>
<td>superficial</td>
<td>apparent and sometimes trivial</td>
</tr>
<tr>
<td>thorough</td>
<td>carried out through or applied to the whole of something</td>
</tr>
<tr>
<td>vague</td>
<td>couched in general or indefinite terms; not definitely or precisely expressed; deficient in details or particulars</td>
</tr>
<tr>
<td>valid</td>
<td>able to be supported; legitimate and defensible; applicable</td>
</tr>
<tr>
<td>variable</td>
<td>liable or apt to vary or change; (readily) susceptible or capable of variation; mutable, changeable, fluctuating, uncertain</td>
</tr>
</tbody>
</table>