

Sport and Recreation for Life

LEVEL PRE	0
	TCE CREDIT POINTS
COURSE CODE	PRE010114
COURSE SPAN	2014 — 2018
READING AND WRITING STANDARD	NO
MATHEMATICS STANDARD	NO
COMPUTERS AND INTERNET STANDARD	NO

This course was delivered in 2018. Use [A-Z Courses](#) to find the current version (if available).

Physical activity plays an important role in personal development: physically, socially, mentally, environmentally and spiritually

Sport and Recreation for Life is designed to provide learners with opportunities to be physically active and to experience the benefits of participation. It is in line with national and state government initiatives to develop people's awareness of health and wellbeing, and the value of exercise.

Course Description

Learning through physical activity is the main aim of Sport and Recreation for Life. It emphasises the participation of learners in individual and group activities, and the development of movement skills and fitness through regular involvement in recreational and sporting activities. A major focus of the course is to engage learners in physical activity in a way that promotes immediate, as well as long-term benefits. The course also aims to foster personal growth, interpersonal skills and the ability to interact with others in a safe, non-threatening and enjoyable environment. There is scope in this course for learners to gain an understanding of fitness development and some health issues.

Rationale

This course is part of a suite of courses designed to provide basic skills to high needs learners, many of whom have a learning difficulty.

Physical activity plays an important role in personal development: physically, socially, mentally, environmentally and spiritually. This course is designed to provide learners with opportunities to be physically active and to experience the benefits of participation. It is in line with national and state government initiatives to develop people's awareness of health and wellbeing, and the value of exercise.

Some learners may need this full suite of courses for study in both their Years 11 and 12, others may need it for only part of their course load, and others may need only some courses in Year 11 before moving into other programs for Year 12.

Learning Outcomes

On successful completion of this course, learners will be able to:

1. understand that there are different types of team and individual sporting activities, and these use a range of sporting and recreational equipment
2. understand some basic personal health issues
3. apply basic human movement skills to sporting and recreational activities
4. understand that there is a range of recreational and fitness facilities and programs in their local community
5. follow the main rules of games and activities, and demonstrate the principle of 'fair play'
6. understand that there are immediate and long-term benefits of physical activity
7. apply personal organisational skills to participate in a variety of sporting and recreational activities.

Pathways

This course provides a very basic introduction to learning in the sport and recreation for life area of the curriculum. It is preparatory to Physical Recreation Level 1.

Resource Requirements

All learners have a right to an education that meets their needs through full participation and engagement with learning. Teachers need to enhance the quality of all students' learning through responsive and planned learning programs that optimise achievement using inclusive practices.

Learners should have access to appropriate resources such as professional support staff; or adult assistance, and equipment such as assistive technology or modified facilities, as required. The *Disability Standards for Education*, 2005 outline the obligations that educational providers must meet in supporting the needs of students with disability through reasonable adjustments.

Adjustments include a range of supports and accommodations including but not limited to: supportive learning environments, tailored delivery models, visual and organisational supports, multimodal learning and assessment opportunities, varying levels of prompting and adult assistance. In the instance of online, distance or flexible delivery, adjustments may be made to the courses by teachers to suit the individual student's learning environment. This may involve adaptation of the course to reflect the resources readily available to the learner within their home or community.

Course Size And Complexity

This course has a complexity level preliminary to Level 1.

It has a size value of 10.

Relationship Of Qualifications to TASC Certificates

Tasmanian Certificate of Education: The qualifications available have a level of complexity preliminary to that of Level 1. Achievement of the qualifications does not, therefore, contribute credit points towards meeting the participation and achievement standard of the Tasmanian Certificate of Education qualification.

Qualifications Certificate: The qualifications available can be listed on the Qualifications Certificate issued by the TASC.

Course Content

The content is divided into two compulsory parts:

CORE: Foundation Concepts

ELECTIVES: Practical Activities

Sport and Recreation for Life requires coverage of the Foundation Concepts **and** a range of activities from at **least** three (3) of the four (4) Elective Units. Units can be selected based on the needs of learners, staffing and facilities of the provider. All units involve learning based on practical activities.

CORE: FOUNDATION CONCEPTS

Sport and Recreation for Life is based on some fundamental concepts and this background will be explicitly taught. These concepts can be covered through specific activities or integrated with the delivery of the electives in an holistic way.

To be able to participate in an effective, safe and worthwhile manner, learners will work towards developing:

- skills and techniques for specific activities / sports
- an understanding of fair play
- skills in basic movement
- an understanding of safety and injury prevention
- an understanding of teamwork and etiquette
- an awareness of community facilities
- an awareness of personal hygiene.

ELECTIVE UNITS: PRACTICAL ACTIVITIES

Unit 1: Individual Activities: such as where participation and success in participation is reliant on self rather than others.

Illustrative examples of individual activities include, but are not limited to:

- racquet sports
- aquatics
- minigolf
- lawn and/or ten pin bowling
- archery.

Unit 2: Group / Team Activities: such as where participation and success in participation is reliant on others. Illustrative examples of group/team activities include, but are not limited to:

- striking games (e.g. softball, cricket, baseball)
- court games (e.g. badminton, squash, table tennis, tennis, volleyball)
- invasion games (e.g. soccer, hockey, AFL, rugby, netball, basketball, soft cross)
- target games (e.g. lawn bowls, ten pin bowls, bocce, croquet, billiards, snooker).

Unit 3: Recreational Activities: such as where participation is community focussed. Illustrative examples of recreational activities include, but are not limited to:

- walking in local parks/reserves
- using local sporting facilities
- participating in local community events.

Unit 4: Fitness Development and / or Hygiene Activities

Within this Unit, depending on individual learner needs, there is flexibility for learners to develop an understanding of personal fitness and hygiene issues, or specialise in one of these areas. Learners will also gain knowledge about the safe use of basic fitness equipment.

Examples of activities/actions include but are not limited to:

- correctly using gym equipment and weights
- using a towel to wipe down equipment
- showering and toileting before entering a pool (with assistance if required)
- showering after exercise
- wearing appropriate attire and footwear
- keeping hydrated during exercise.

Assessment

Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate end-point of study. Although assessment – as part of the learning program – is continuous, much of it is formative, and is done to help learners identify what they need to do to attain the maximum benefit from their study of the course. Therefore, assessment for summative reporting to TASC will focus on what both teacher and learner understand to reflect end-point achievement.

The standard of achievement each learner attains on each criterion is recorded as a rating of 'C' (satisfactory standard) according to the outcomes specified in the standards section of the course document.

A 't' notation must be used where a learner demonstrates any achievement against a criterion less than the standard specified for the 'C' rating. The 't' notation is not described in course standards.

A 'z' notation is to be used where a learner provides no evidence of achievement at all.

Providers offering this course must participate in quality assurance processes specified by TASC to ensure provider validity and comparability of standards across all awards. To learn more, see TASC's [quality assurance](#) processes and [assessment](#) information.

Internal assessment of all criteria will be made by the provider. Assessment processes must gather evidence that clearly shows the match between individual learner performance, the standards of the course and the learner's award. Providers will report the learner's rating for each criterion to TASC.

Quality Assurance Process

The following process will be facilitated by TASC to ensure there is:

- a match between the standards of achievement specified in the course and the skills and knowledge demonstrated by learners
- community confidence in the integrity and meaning of the qualification.

Process – Each provider is responsible for ensuring the integrity and validity of their assessment results against the requirements of the course, including standards, and for maintaining records and documentation that will demonstrate the integrity, accuracy and validity of the award decisions they make each year.

Where TASC identifies sufficient potential for concern about the integrity or validity of a provider's award decisions it will undertake an investigation. After such an investigation is completed, TASC may take action under Section 33 of the *Office of Assessment, Standards and Certification Act 2003* as it considers appropriate, including but not limited to:

- giving the school/college a direction in relation to the provision or assessment of the course (section 33 (2))
- refusing to accept results for this course from the provider (section 33 (4)).

Criteria

The assessment for Sport and Recreation for Life will be based on whether the learner can:

1. apply physical skills in sport and recreation activities
2. apply personal organisational skills in relation to sport and recreational activities
3. demonstrate basic knowledge of community facilities and programs for sport and recreational activities
4. apply basic knowledge of rules, terminology and equipment used for sport and recreational activities
5. apply personal hygiene practices in connection with sport and recreational activity

Standards

Criterion 1: apply physical skills in sport and recreation activities

The learner will:

Rating C
use at least three physical skill sets appropriate to a given activity (e.g. a set of arm, leg or whole of body movements)
follow safety and injury prevention rules as directed.

Criterion 2: apply personal organisational skills in relation to sport and recreational activities

The learner will:

Rating C
identify and use equipment (as directed) relevant to various sporting and recreational activities
collect and replace sport and leisure equipment as directed.

Criterion 3: demonstrate basic knowledge of community facilities and programs for sport and recreational activities

The learner will:

Rating C
identify the purpose of a variety of facilities for sport and recreational activities (e.g. a swimming pool is used for swimming)
select appropriate sport or recreational activities.

Criterion 4: apply basic knowledge of rules, terminology and equipment used for sport and recreational activities

The learner will:

Rating C
follow the main rules of games and activities
demonstrate the principle of 'fair play' when participating in sport and recreational activities
identify (with support if required) basic signs or terminology specific to a sport or recreational activity (e.g. goal, pass, hit, swimming pool, score, park, team).

Criterion 5: apply personal hygiene practices in connection with sport and recreational activity

The learner will:

Rating C
use footwear and/or clothing suitable for participation in an activity

with support if required, follow directions regarding application of personal hygiene matters (e.g. bring and use a towel, wash hands).

bring a change of clothes for after exercise.

Qualifications Available

Sport and Recreation for Life (with the award of):

SATISFACTORY ACHIEVEMENT (SA)

PRELIMINARY ACHIEVEMENT (PA)

Award Requirements

The minimum requirements for an award in Sport and Recreation for Life are as follows:

SATISFACTORY ACHIEVEMENT (SA)
4 C ratings ('Satisfactory Standard')

PRELIMINARY ACHIEVEMENT (PA)
3 C ratings ('Satisfactory Standard')

Course Evaluation

The Department of Education's Curriculum Services will develop and regularly revise the curriculum. This evaluation will be informed by the experience of the course's implementation, delivery and assessment.

In addition, stakeholders may request Curriculum Services to review a particular aspect of an accredited course.

Requests for amendments to an accredited course will be forwarded by Curriculum Services to the Office of TASC for formal consideration.

Such requests for amendment will be considered in terms of the likely improvements to the outcomes for learners, possible consequences for delivery and assessment of the course, and alignment with Australian Curriculum materials.

A course is formally analysed prior to the expiry of its accreditation as part of the process to develop specifications to guide the development of any replacement course.

Course Developer

The Department of Education acknowledges the leadership role undertaken by Rosny College in the development of this course.

Expectations Defined By National Standards

There are no statements of national standards relevant to this course.

Accreditation

The accreditation period for this course is from 1 January 2014 to 31 December 2018.

Version History

Version 1 - Accredited on 4 December 2013 for use from 1 January 2014 to 31 December 2018.

Version 1.a - Minor amendments to course content and criteria standards. 22 December 2017.

