Physical Recreation

LEVEL 1

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE SPAN</th>
<th>READING AND WRITING STANDARD</th>
<th>MATHEMATICS STANDARD</th>
<th>COMPUTERS AND INTERNET STANDARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>REC110113</td>
<td>2013 — 2017</td>
<td>NO</td>
<td>NO</td>
<td>NO</td>
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This course was delivered in 2017. 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

Learners studying Physical Recreation will develop physical sport and recreation skills, knowledge and understanding of health and fitness concepts, and the capacity to work constructively with others. The course supports national and state government initiatives to develop people’s awareness of health and wellbeing, and the value of exercise.

Learning Statement

Physical Recreation is a course in the Health and Wellbeing learning area. This learning area provides learners with opportunities to develop their understanding of the place of activity, sport, recreation and fitness in their present life, further education, workplace and in the wider community. By undertaking courses within the Health and Wellbeing learning area, learners will develop overall health, fitness, self esteem and a sense of identity as individuals and in communities.

The Health and Wellbeing learning area provides a variety of courses covering social, psychological and physical development. Health and Wellbeing involves learners in physical activity and knowledge based courses which promote immediate, as well as life-long, health benefits. Learners will acquire an understanding of human functioning and physical activity, skills in communication and investigation, and the ability to apply theory to practical situations.

Rationale

Physical activity plays an important role in personal development: physically; socially; mentally environmentally; and spiritually. Learners studying this course will develop physical sport and recreation skills, knowledge and understanding of health and fitness concepts, and the capacity to work constructively with others. The course supports national and state government initiatives to develop people’s awareness of health and wellbeing, and the value of exercise.
Learning Outcomes

On successful completion of this course, learners will develop:

- and apply physical skills in selected sporting and recreational activities
- an understanding of basic human movement
- personal organisation skills in areas such as preparedness to undertake sporting activities
- basic techniques to support teamwork necessary for the achievement of group goals in a sporting/recreational context
- an understanding of a range of recreational and fitness facilities and programs in their local community
- an understanding of the rules, terminology and scoring mechanisms related to selected sporting and recreational activities
- an understanding of the positive benefits of participating in physical activities
- an awareness and understanding of the different abilities and attitudes of others
- an understanding and sense of fair play and sportspersonship.

Access

The capacity to demonstrate fundamental movement skills applicable to selected activities/sports is an essential requirement of the course. Teamwork and interaction with others is a fundamental part of this course. Candidates must provide evidence of cooperating effectively within a group situation.

Learners must undertake a recognised fitness test(s).

Pathways

This course can be a preparatory course for learners intending to study other courses in the Health and Wellbeing learning area, for example Sports Science – Foundation. The course also provides relevant background and experience for learners who plan to enrol in VET courses such as: Certificate I and II in Sport and Recreation; and Certificate II in Community Recreation.

Course Size And Complexity

This course has a complexity level of 1.

At Level 1, the learner is expected to carry out tasks and activities that draw on a limited range of knowledge and skills. The tasks and activities generally have a substantial repetitive aspect to them. Minimum judgement is needed as there are usually very clear rules, guidelines or procedures to be followed. VET competencies at this level are often those characteristic of an AQF Certificate I.

This course has a size value of 10.

Course Description

A major focus of the course is an emphasis on individual and group activities utilising movement skills and fitness through regular involvement in recreational and sporting activities. The course also aims to engage learners in physical activity in a way that promotes immediate as well as long-term benefits for personal growth, interpersonal skills and the ability to interact with others in a safe, non-threatening and enjoyable environment. The course also provides opportunities for learners to gain understanding of fitness development and health issues.
Course Content

Learners will undertake a range of activities from all four (4) activity groups listed below.

At least two activities from each group will be undertaken (i.e. at least eight (8) activities).

The selection and delivery time allowed for each activity will be based on the needs and interests of learners, and the local availability of facilities.

All learners will undertake at least one recognised fitness test. It is recommended that this be undertaken early in the delivery of the course, and that it be followed by a similar test towards the end of the course in order to allow learners an opportunity to develop their understanding of – and to reflect on – issues regarding the maintenance/improvement of personal fitness levels (See Criterion 5).

GROUP 1: INDIVIDUAL ACTIVITIES

- Tennis
- Badminton
- Carpet Bowls
- Swimming
- Cycling
- Squash
- Racquetball
- Table Tennis
- Surfing
- Snorkelling.

GROUP 2: TEAM /GROUP ACTIVITIES

- Cricket
- Softball
- Volleyball
- Basketball
- Touch
- Australian Rules
- Hockey
- Vigoro
- Netball
- Soccer
- Ultimate
- Handball.

GROUP 3: RECREATIONAL / LEISURE ACTIVITIES

- Golf
- Mountain Biking
- Orienteering
- Lawn Bowls
- Snooker
- Ten Pin Bowling
- Skating
- Walking.

GROUP 4: FITNESS AND HEALTH

- Jogging/Running
- Circuit Training
- Community Fitness Classes
Agility/Speed Training
Swimming
Resistance Training
Flexibility Exercises
Warm Up/Cool Down.

All activities must be conducted in a manner that facilitates the development of:

- personal skills and techniques in selected activities/sports
- knowledge of basic rules, scoring mechanisms and terminology
- understanding of safety issues and injury prevention
- appropriate equipment use and care
- appropriate use of community facilities.

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 competencies specified in the course and the skills and knowledge demonstrated by learners
- community confidence in the integrity and meaning of the qualification.

Process– TASC will verify that the provider's course delivery and assessment standards meet the course requirements and community expectations for fairness, integrity and validity of qualifications TASC issues. This will involve checking:

- learner attendance records
- course delivery plans (the sequence of course delivery/tasks and when assessments take place)
- assessment instruments and rubrics (the ‘rules’ or marking guide used to judge achievement)
- class records of assessment
- examples of learner work that demonstrate the use of the marking guide
- samples of current learner's work, including that related to any work requirements articulated in the course document.

This process will usually also include interviews with past and present learners.

It will be scheduled by TASC using a risk-based approach.
Criteria

The assessment for Physical Recreation Level 1 will be based on whether the learner can:

1. Demonstrate basic physical skills appropriate to a variety of sport and recreational activities
2. Demonstrate personal organisational skills
3. Demonstrate an understanding of basic rules and equipment use
4. Demonstrate understanding and application of safety processes and procedures
5. Demonstrate understanding of how fitness levels are measured and improved
Standards

Criterion 1: Demonstrate basic physical skills appropriate to a variety of sport and recreational activities

The learner:

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<td>consistently demonstrates fundamental movement patterns appropriate to a variety of activities (such as running, jumping, dodging, catching, passing, dribbling, shooting, throwing, bowling, fielding)</td>
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<tr>
<td>applies appropriate skills in a variety of sporting and recreational activities</td>
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<tr>
<td>plays in a cooperative manner to achieve team aims in a variety of sporting and recreational activities.</td>
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Criterion 2: Demonstrate personal organisational skills

The learner:

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<td>consistently ensures that they meet requirements regarding personal preparedness for activities (for example, have appropriate equipment and clothing at required times)</td>
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<tr>
<td>appropriately assists others in the setting-up and packing away of sporting/recreational equipment</td>
</tr>
<tr>
<td>verbally describes some of the main sporting, recreational and fitness facilities in their local community and how these are accessed. The description is largely accurate.</td>
</tr>
<tr>
<td>verbally describes some of the main sporting, recreational and fitness programs available in their local community and how these are accessed. The description is largely accurate.</td>
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<tr>
<td>appropriately performs two or more roles in games and sports (player, scorer, umpire, spectator, coach, organiser).</td>
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Criterion 3: Demonstrate an understanding of basic rules and equipment use

The learner:

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<td>verbally describes the rules of a variety of games and activities. The description is largely accurate.</td>
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<tr>
<td>abides by the rules when engaged in a game/activity</td>
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<tr>
<td>A learner verbally describes the game/activity using appropriate terminology. The description is largely accurate.</td>
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<tr>
<td>uses equipment in an appropriate manner</td>
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<tr>
<td>employs appropriate scoring methods (paper, electronic, flip-board) and terminology (such as goals, points, 'under par', sets, match).</td>
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Criterion 4: Demonstrate understanding and application of safety processes and procedures

The learner:

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recognises major hazards related to their own engagement in games and activities, and follows safe procedures

verbally describes processes for the safe use of a range of sporting/recreational facilities and equipment. The description is largely accurate.

uses appropriate warm-up and cool-down strategies

demonstrates correct techniques for resistance training exercises.

Criterion 5: Demonstrate understanding of how fitness levels are measured and improved

The learner:

Rating C

verbally describes the procedures used in a fitness test they have undertaken, what was tested, how this was measured and the meaning of the results. The description is largely accurate.

verbally describes how fitness activities/programs they have completed impacted on their personal fitness, and identifies areas for future improvement. The description is largely accurate.

identifies basic exercises used to maintain or improve fitness levels.

Qualifications Available

Physical Recreation Level 1 (with the award of):

PASS

Award Requirements

The final award will be determined by the Office of Tasmanian Assessment, Standards and Certification from 5 ratings.

The minimum requirement for the award in Physical Recreation Level 1 is as follows:

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

PRELIMINARY ACHIEVEMENT (PA)
3 C ratings ('Preliminary 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

Department of Education, Tasmania.

Accreditation

The accreditation period for this course is from 1 January 2013 to 31 December 2017.

Version History

Version 1 – Accredited version 14 November 2012. This course replaces Physical Recreation (REC105108), (REC110108) and (REC115108) which expired on 31 December 2012.