

Erindale College

Assessment Period:	2021 S2
Course:	PHYSICAL EDUCATION STUDIES
Unit:	Leisure & Recreation (1.0)
Accreditation:	A
Year:	12

Unit Goals

- understand and gain an appreciation of the role of physical activity in developing health and well-being
- participate actively in a range of recreational activities to develop physical literacy and social skills

Content Description

Concepts, theories and models

- analyse and apply concepts surrounding leisure & recreation involvement and participation in physical activity, for example, enjoyment, relaxation, rejuvenation and play
- analyse and apply theories associated with the purpose of leisure and recreation through research, observation and participation in physical activity, for example, social connection, recreation, play, state of mind and self-expression
- analyse the relationship of participation in recreational and leisure activities to emotional, physical and mental health and well-being

Principles, strategies, methodology

- analyse and apply principles, strategies and methodologies in leisure and recreation skills, for example, accessibility, equity, funding, planning, community partnerships, facilities, resources, occupational health and safety
- analyse and apply practical techniques with reference to specific skill criteria in recreation and leisure activities

Nature and purpose

- evaluate the significance, nature and purpose of leisure and recreation, for example, quality of fitness, health and wellbeing
- understand that physical activity/sports can provide opportunities for personal enjoyment, challenge and self-expression

Representations and interpretations

- analyse issues, problems and practices in leisure and recreation, for example, demographic, socio economic status including age, gender, education, income, influence of family, role models and peers, personality type
- plan and undertake an independent inquiry, evaluating and analysing data
- critically evaluate whether sources of information are valid and reliable

Communication

- understand numerical comparisons, grouping, estimating, counting, statistical information, measuring instruments, interpreting, and using graphs, tables and diagrams
- communicate using effective language, correct terminologies, language convention, forms and acknowledging sources appropriately

- communicate effectively in a range of contexts and practical situations

Assessment Tasks

Name	Due Date	Weighting
Exam	Week 8: 30 August - 3 September	20%
Performance and Skills	Ongoing throughout term three: 12 July - 3 September	30%
Assignment	5 November	20%
Performance and Skills	Ongoing throughout term four: 6 September - 16 November	30%

School Assessment Information

For penalties for late and non-submission of work

See [BSSS Policy and Procedure Manual 4.3.10](#) for further information.

For academic integrity

See [BSSS Policy and Procedure Manual 4.3.12](#) for further information.

For appeals processes

See [BSSS Policy and Procedure Manual 7.2](#) for further information.

For moderation procedures (internal and external)

See [BSSS Policy and Procedure Manual 5](#) for further information.

Achievement Standards for PHYSICAL EDUCATION STUDIES A - Year 12

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Knowledge and understanding	<ul style="list-style-type: none"> ● analyses health, outdoor, physical education theories, concepts and models and explains their limitations and assumptions ● analyses health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures and explains their validity and reliability ● analyses health, outdoor, physical activity topics and explains their significance ● communicates ideas with coherent arguments using appropriate evidence, language and accurate referencing 	<ul style="list-style-type: none"> ● explains health, outdoor, physical education theories, concepts and models and discusses their limitations and assumptions ● explains health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures and discusses their validity and reliability ● explains health, outdoor, physical education topics and discusses their significance ● communicates ideas and arguments using appropriate evidence, language and accurate referencing 	<ul style="list-style-type: none"> ● discusses health, outdoor, physical education theories, concepts and models and describes their limitations and assumptions ● discusses health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures and describes their validity and reliability ● discusses health, outdoor, physical education topics describes their significance ● communicates ideas and arguments with referencing 	<ul style="list-style-type: none"> ● describes health, outdoor, physical education theories, concepts and models with some reference to their limitations and assumptions ● describes health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures with some reference to their validity and reliability ● describes health, outdoor, physical education topics and makes some reference to their significance ● communicates ideas and information with minimal referencing 	<ul style="list-style-type: none"> ● identifies health, outdoor, physical education theories, concepts and models with little to no reference to their limitations and assumptions ● identifies health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures with little or no reference to their validity and reliability ● identifies health, outdoor, physical education topics and makes little or no reference to their significance ● communicates limited ideas and information with limited or no referencing
Skills	<ul style="list-style-type: none"> ● applies concepts, models, principles, methodology, ideas with control and precision to a practical context and specific physical, health or outdoor education activities ● plans and undertakes independent inquiries and analyses relevant data and information based on critical evaluation of valid and reliable sources ● makes discerning and effective choice of principles, strategies, methodology, procedures to solve a wide range of complex problems and to enhance meaning and the physical performances of self and others ● analyses practical techniques and performance with reference to specific skills criteria 	<ul style="list-style-type: none"> ● applies concepts, models, principles, methodology, ideas with control to a practical context and specific physical, health or outdoor education activities ● plans and undertakes independent inquiries and explains relevant data and information based on an assessment of valid and reliable sources ● makes effective and justified choice of principles, strategies, methodology, procedures to solve a range of problems and to enhance meaning and the physical performances of self and others ● explains practical techniques and performance with reference to specific skills criteria 	<ul style="list-style-type: none"> ● applies concepts, models, principles, methodology, ideas with some control to a practical context and specific physical, health or outdoor education activities ● undertakes guided inquiries and describes data and information based on a appropriate sources ● makes effective choice of strategies, methodology, procedures to solve problems and to enhance physical performances of self and others ● describes practical techniques and performance with reference to specific skills criteria 	<ul style="list-style-type: none"> ● applies concepts, models, principles, methodology, ideas with minimal control to a practical context and specific physical, health or outdoor education activities ● undertakes guided inquiries with some reference to data using limited sources ● makes some effective choice of strategies, methodology, procedures to solve problems with some impact on physical performances of self and others ● identifies practical techniques and performance with some reference to specific skills criteria 	<ul style="list-style-type: none"> ● applies concepts, models, principles, methodology, ideas with little or no control in a practical context ● undertakes guided research with little or no reference to data and sources ● selects strategies, methodology, procedures to solve problems with little or no impact on physical performances of self and others ● identifies practical techniques and performance with little or no reference to specific skills criteria