

 **Liverpool Girls’ High School**

 *Innovation Excellence Learning*

 **Sports Life Style and Recreation**

 STAGE 6 PRELIMINARY ~ COURSE OUTLINE

Students with a keen interest in physical activity and sport will be well suited to this course. It is a practical based subject and students will be required to actively participate. It is expected that students will be fully attired in PE unform.

Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers.

This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.

*Through the course students will develop:*

* knowledge and understanding of the factors that influence health and participation in physical activity
* knowledge and understanding of the principles that impact on quality of performance
* an ability to analyse and implement strategies to promote health, activity and enhanced performance
* a capacity to influence the participation and performance of self and others.

The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as:

* ![MC900415002[1]]()Aquatics
* Athletics
* First Aid
* Fitness
* Specific Sports
* Gymnastics
* Outdoor Recreation
* Sports Administration
* Coaching
* Social Perspectives of Sport
* Healthy Lifestyle
* Resistance training
* Individual games and sports applications

**SYLLABUS OUTCOMES**

applies the rules and conventions that relate to participation in a range of physical activities

explains the relationship between physical activity, fitness and healthy lifestyle

demonstrates ways to enhance safety in physical activity

investigates and interprets the patterns of participation in sport and physical activity in Australia

critically analyses the factors affecting lifestyle balance and their impact on health status

describes administrative procedures that support successful performance outcomes

explains the principles of skill development and training

analyses the fitness requirements of specific activities

selects and participates in physical activities that meet individual needs, interests and abilities

describes how societal influences impact on the nature of sport in Australia

describes the relationship between anatomy, physiology and performance

* 1. selects appropriate strategies and tactics for success in a range of movement contexts
	2. designs programs that respond to performance needs
	3. measures and evaluates physical performance capacity
	4. composes, performs and appraises movement
	5. analyses personal health practices
	6. assesses and responds appropriately to emergency care situations
	7. analyses the impact of professionalism in sport

plans strategies to achieve performance goal

demonstrates leadership skills and a capacity to work cooperatively in movement context

makes strategic plans to overcome the barriers to personal and community health

demonstrates competence and confidence in movement contexts recognises the skills and abilities required to adopt roles that support health, safety and physical activity

**BOSTES PRELIMINARY ASSESSMENT INFORMATION**

|  |  |
| --- | --- |
| **Assessment** | **Weighting** |
| 1. Knowledge and Understanding
 | 50% |
| 1. Skills
 | 50% |
|  | **100** |

EVIDENCE OF LEARNING (Assessment)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Task No.** | **Targeted Outcomes** | **Learning Context** | **Task** | **Date Due** | **Weighting** | **Marks** |
| A | B |
| 1 | 3.6, 4.1, 4.2 | Outdoor recreation | Camp planning and research task | Term 1Week 10 | 10% | 10% | 20% |
| 2 | 1.3, 2.1, 3.2 | Athletics | Practical standards testing | Term 2Week 7 | 5% | 15% | 20% |
| 3 | 1.5, 2.3, 4.3 | Healthy Life Style | Nutrition research task | Term 3Week 5 | 10% | 10% | 20% |
| 4 | 1.3, 1.5, 3.6 | Outdoor recreation, Athletics and Healthy Lifestyle | End of Course Examination | Term 3Wks 9-10 | 25% | 15% | 40% |
| **TOTAL** | **50%** | **50%** | **100%** |

**REPORTING PERFORMANCE AND ACHIEVEMENT IN PRELIMINARY COURSES**

The Common Grade Scale shown below is used to report student achievement and performance in the Preliminary Stage 6 year in all NSW schools.

The Common Grade Scale describes performance and achievement at each of five grade levels.

|  |  |
| --- | --- |
| A | The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information. |
| B | The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information. |
| C | The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner. |
| D | The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner. |
| E | The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas. |