



Victorian Certificate of Education 2011

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

STUDENT NUMBER

Letter

Figures

Words

--

VCE VET SPORT AND RECREATION

Written examination

Wednesday 16 November 2011

Reading time: 9.00 am to 9.15 am (15 minutes)

Writing time: 9.15 am to 10.45 am (1 hour 30 minutes)

QUESTION AND ANSWER BOOK

Structure of book

Section	Number of questions	Number of questions to be answered	Number of marks
1 – Core			
Part A – Multiple-choice questions	15	15	15
Part B – Short answer questions	11	11	45
	Number of electives	Number of electives to be answered	
2 – Electives	4	1	30
			Total 90

- Students are permitted to bring into the examination room: pens, pencils, highlighters, erasers, sharpeners and rulers.
- Students are NOT permitted to bring into the examination room: blank sheets of paper and/or white out liquid/tape.
- No calculator is allowed in this examination.

Materials supplied

- Question and answer book of 27 pages.
- Answer sheet for multiple-choice questions.

Instructions

- Write your **student number** in the space provided above on this page.
- Check that your **name** and **student number** as printed on your answer sheet for multiple-choice questions are correct, **and** sign your name in the space provided to verify this.
- All written responses must be in English.

At the end of the examination

- Place the answer sheet for multiple-choice questions inside the front cover of this book.

Students are NOT permitted to bring mobile phones and/or any other unauthorised electronic devices into the examination room.

SECTION 1 – CORE**Part A – Multiple-choice questions****Instructions for Part A**

Answer **all** questions in pencil on the answer sheet provided for multiple-choice questions.

Choose the response that is **correct** or that **best answers** the question.

A correct answer scores 1, an incorrect answer scores 0.

Marks will **not** be deducted for incorrect answers.

No marks will be given if more than one answer is completed for any question.

Question 1

A swimming session is currently being planned for participants aged 5 to 7 years. The session will focus on stroke development.

Which venue would be considered most appropriate for this session?

- A. local pool
- B. nearby river
- C. local billabong
- D. local surf beach

Question 2

Electronic record keeping includes

- A. personal memory.
- B. filing cabinet storage and folders.
- C. handwritten notes and journal entries.
- D. USB flash drive and desktop computers.

Question 3

When conducting a program, a participant's emotional wellbeing needs to be considered.

Emotional wellbeing is best described as the participant's

- A. state of mind.
- B. level of fatigue.
- C. socioeconomic status.
- D. mind and body interaction.

Question 4

When 'resourcing' a session, what safety equipment should be included?

- A. medication, transport and logistical requirements
- B. personal first-aid equipment, mobile phone and lunch
- C. sun protection, personal first-aid equipment and medication
- D. sun protection, names of participants and a laptop computer

Question 5

Public liability is

- A. a type of company.
- B. a type of insurance.
- C. a fee the public pays through their taxes.
- D. a problem that the public creates for a business.

Question 6

Public safety is important when using resources in a sport and recreation centre.

Which of the following needs to be included to ensure client safety?

- A. civil compliance
- B. incorrect style and delivery
- C. employment of inappropriate aids
- D. compliance with 'no go'/out of bounds areas

Question 7

When assessing the existing levels of interest by participants in sport and recreation activities, it is important to consider

- A. individual, social and historical influences.
- B. attitudes, leadership and celebrity influences.
- C. internal, technological and historical influences.
- D. sociological, psychological and physiological influences.

Question 8

Which of the following is **not** essential when preparing participants to end a session?

- A. allocate sufficient time for 'cooling down' and discussions with participants
- B. collect from participants issued equipment and check it for damage and wear
- C. give participants the opportunity to provide feedback and identify further needs
- D. brief participants on safe and responsible behaviour and make them aware of the rules

Question 9

Which of the following areas of law are relevant in a sport and recreation industry?

- A. criminal, taxation, consultation
- B. economic, taxation, incorporation
- C. incorporation, taxation, equal opportunity
- D. consultation, criminal, equal opportunity

Question 10

When undertaking risk analysis, the term 'likelihood in risk' refers to

- A. the outcome of an event.
- B. how much you will get sued.
- C. a qualitative description of probability.
- D. an event that is definitely going to happen.

Question 11

During conflict negotiations, active listening would be

- A. arguing.
- B. language style used.
- C. misrepresentation of what is said.
- D. nonverbal communication.

Question 12

The purpose of professional development for a sport and recreation employee is

- A. to learn about conflict resolution.
- B. to enhance instruction skills and knowledge.
- C. to reflect sensitivity to individual differences.
- D. to demonstrate competency in using multimedia equipment.

Question 13

Which of the following is an important facilitation skill for an instructor?

- A. goal setting
- B. physical wellbeing
- C. emotional wellbeing
- D. use of social networking sites

Question 14

As an instructor, your belief relating to winning and losing, and the image you want to portray, are part of your

- A. lesson plan.
- B. training program.
- C. philosophy of instruction.
- D. ethical requirements.

Question 15

A careless act that causes an injury or loss to a client is

- A. trespass.
- B. nuisance.
- C. negligence.
- D. defamation.

Part B – Short answer questions

Instructions for Part B

Answer **all** questions in the spaces provided.

Question 1

Identify four sectors of the sport and recreation industry.

1. _____
2. _____
3. _____
4. _____

4 marks

Question 2

Summary of the main motivators to participation in sports and physical recreation

Categories	Main motivators					
	Health	Wellbeing	Enjoyment	Social	Other	Total
	(%)					
Males	49.6	6.0	27.4	8.4	8.6	100
Females	58.5	8.8	16.2	5.5	11.0	100
15–24	39.5	4.1	34.4	10.3	11.7	100
25–34	53.9	6.9	20.9	8.2	10.1	100
35–44	57.6	7.6	17.6	6.4	10.8	100
45–54	57.9	10.1	18.2	3.5	10.3	100
55–64	60.5	8.6	17.8	5.1	8.0	100
65+	60.2	8.4	17.9	7.4	6.1	100
Born in Australia/overseas English-speaking country	53.1	7.5	22.2	7.2	10.0	100
Born in other than main English-speaking countries	61.6	6.9	17.8	4.9	8.8	100

Source: www.ausport.gov.au

- a. Which main motivator has the highest number of responses across all categories?

1 mark

- b. What is the second highest motivating factor for participation overall?

1 mark

- c. Which motivator increases with age?

1 mark

Question 3

Due to copyright restriction,
this material is not supplied.

- a. What area of law does this scenario cover?

1 mark

- b. Define this law as it relates to a sporting context.

2 marks

Question 4

When bringing groups together you may encounter some barriers.

- a. Provide an example of a barrier to group formation.

1 mark

- b. Explain one strategy that you could use to reduce the impact of this barrier.

2 marks

Question 5

You are conducting an archery lesson using the archery lesson plan below.

a. Place the correct terms from the following list in the appropriate boxes.

- | | |
|-----------------------|-------------------------|
| • financial resources | • physical resources |
| • aims | • jurisdiction |
| • human resources | • information resources |
| • activities | |

ARCHERY LESSON PLAN																					
DATE: 21/7/11	TIME: 10:00 am – 11:00 am GROUP (30): 12/13 years old																				
	<ul style="list-style-type: none"> To teach students a new skill To have fun 																				
	<ul style="list-style-type: none"> Whistle First-Aid Kit Witches Hats Bows (×10) Archery Boards (×10) Arrows (×50) 																				
	<ul style="list-style-type: none"> Teacher Assistant Parent 																				
	<ul style="list-style-type: none"> \$2 per student to cover hire of equipment 																				
	<table border="0" style="width: 100%;"> <tr> <td style="width: 20%;">Warm-up</td> <td>2 minutes – slow run</td> </tr> <tr> <td></td> <td>5 minutes – ball handling activities focusing on kicking</td> </tr> <tr> <td></td> <td>3 minutes – full body stretches</td> </tr> <tr> <td>Main content</td> <td>5 minutes – introduction to activity (safety, rules, OH&S)</td> </tr> <tr> <td></td> <td>5 minutes – explanation and demonstration of correct technique</td> </tr> <tr> <td></td> <td>split students into 10 groups of 3</td> </tr> <tr> <td></td> <td>10 minutes – one student from each group to practise technique (without firing the arrow). Rotate so each student has a practice.</td> </tr> <tr> <td></td> <td>20 minutes – standing 10 m from target, one student from each group to fire arrow aiming for the centre of the target (5 shots each). Repeat until everyone has had a turn.</td> </tr> <tr> <td>Cool down</td> <td>arm stretches</td> </tr> <tr> <td></td> <td>opportunity for feedback</td> </tr> </table>	Warm-up	2 minutes – slow run		5 minutes – ball handling activities focusing on kicking		3 minutes – full body stretches	Main content	5 minutes – introduction to activity (safety, rules, OH&S)		5 minutes – explanation and demonstration of correct technique		split students into 10 groups of 3		10 minutes – one student from each group to practise technique (without firing the arrow). Rotate so each student has a practice.		20 minutes – standing 10 m from target, one student from each group to fire arrow aiming for the centre of the target (5 shots each). Repeat until everyone has had a turn.	Cool down	arm stretches		opportunity for feedback
Warm-up	2 minutes – slow run																				
	5 minutes – ball handling activities focusing on kicking																				
	3 minutes – full body stretches																				
Main content	5 minutes – introduction to activity (safety, rules, OH&S)																				
	5 minutes – explanation and demonstration of correct technique																				
	split students into 10 groups of 3																				
	10 minutes – one student from each group to practise technique (without firing the arrow). Rotate so each student has a practice.																				
	20 minutes – standing 10 m from target, one student from each group to fire arrow aiming for the centre of the target (5 shots each). Repeat until everyone has had a turn.																				
Cool down	arm stretches																				
	opportunity for feedback																				

5 marks

Your supervisor observed your archery lesson warm-up. He provided you with feedback, explaining that the warm-up was not appropriate for the activity.

b. How could you make the warm-up more appropriate for archery?

2 marks

- c. Choose one aspect of the archery lesson, excluding the warm-up, you could modify to cater for an experienced group of participants and describe how you would modify that aspect.

Aspect _____

2 marks

Question 6

Shared pathways provide cyclists and pedestrians with a safe travel environment that reduces the potential for interaction with motor vehicles. The local city council has been receiving complaints about the use of the very popular shared pathway. The complaints have stated that

- cyclists have been taking up the entire pathway
- dogs have been off leash and getting in the way of cyclists
- when cyclists have been overtaking the pedestrians, they have been scaring them due to the fast speed at which they are travelling.

- a. What is a specific problem relating to the safe use of the pathway that needs to be addressed by the council?

2 marks

- b. Provide the local city council with a suggestion for its educational programs that could reduce the complaints. Explain how this could reduce the problem identified in **part a**.

3 marks

Question 7**Summary of the main constraints to participation in sports and physical recreation**

Categories	Main constraint						
	Age/too old	Injury/illness	Not interested	Insufficient time due to work/study	Insufficient time due to family	Other	Total
	(%)						
Males	15.8	19.3	18.9	27.3	5.4	13.3	100
Females	17.8	17.6	18.2	17.6	13.5	15.3	100
15–24	0.4	10.6	30.9	36.6	5.7	15.8	100
25–34	0.8	9.8	22.5	31.2	17.7	18.0	100
35–44	1.9	13.9	18.8	30.9	19.4	15.1	100
45–54	7.9	20.7	18.1	26.5	9.4	17.4	100
55–64	20.2	28.5	17.2	15.2	5.2	13.7	100
65+	55.7	24.5	8.6	1.6	1.6	8.0	100
Born in Australia/overseas English-speaking country	15.2	19.7	18.7	22.2	8.7	15.5	100
Born in other than main English-speaking countries	22.1	14.4	18.0	23.1	12.0	10.4	100

Source: www.ausport.gov.au

- a. Which category identified 'age/too old' as the major constraint to its participation?

1 mark

- b. If your client believes that 'age/too old' is a barrier to their participation in sport and recreation, how could you encourage them to change their opinion?

2 marks

Question 8

When undertaking a risk assessment of an activity, explain what you should do with the risks that fall in the low or acceptable categories.

2 marks

Question 9

In the box next to each 'classification of risk', place the letter of the 'example' that best describes the classification of risk. An example may only be used once.

	Classification of risk		Example
<input type="checkbox"/>	Economic perils	A	Wrong advice, negligence, design error
<input type="checkbox"/>	Professional liability	B	Diseases affecting humans, animals and plants
<input type="checkbox"/>	Natural perils	C	Fire, water damage, earthquakes, contamination
<input type="checkbox"/>	Property damage	D	Currency fluctuations, interest rates, share market
<input type="checkbox"/>	Financial	E	Noise contamination and pollution
		F	Contractual risks, misappropriation of funds, fraud, fines
		G	Climatic conditions, earthquakes, bushfires, vermin

5 marks

Question 10

The following factors contribute to Emily's conflicts.

- limited resources
- stress
- workload
- individual versus group goals
- opposing activities, values, beliefs

Next to each conflict, identify the factors from the list above that best describe Emily's conflicts.

Conflict	Factor
Emily and her coach are having a heated argument. The coach feels that Emily is not putting in 100% at every training session. Emily tries to explain that there are unpleasant changes occurring in her personal life.	
Emily participates in many extracurricular activities. Her school results are dropping. Her parents are insisting she gives up one activity.	
Emily is continually late to training as her mum no longer drives her. She must take the bus, which only comes once every hour.	
Emily's dad believes he is not getting his money's worth for the program as she is not partaking in the full session because she feels bullied by the coach.	

4 marks

Question 11

Restraint of trade is an issue related to the legal responsibilities of an instructor.

- a. Define 'restraint of trade'.

2 marks

- b. Explain why this legal responsibility is important to the sport and recreation industry.

2 marks

Total 45 marks

SECTION 2 – ELECTIVES

Instructions for Section 2

Section 2 consists of four electives. Answer **one** elective **only**. Answer **all** questions in the elective chosen in the spaces provided. Answer either elective 1, 2, 3 or 4. Tick the elective you are answering in the appropriate box.

☐

Elective 1 – Aquatics focus

☐

Elective 2 – Fitness focus

☐

Elective 3 – Outdoor Recreation focus

☐

Elective 4 – Sport focus

Elective 1 – Aquatics focus

Question 1

- a. You come across an aquatic emergency. What is the first thing you should do?

_____ 1 mark

- b. When should emergency services be contacted?

_____ 1 mark

Question 2

When instructing a group of children, you should select instructional methods to match the clients' readiness for the activity. Listed below are characteristics of stages of readiness. Place an 'x' in the appropriate stage of readiness for each characteristic.

Characteristic	Stage of readiness		
	cognitive development stage	social and emotional development stage	motor development stage
Client starts, stops, and moves around obstacles with ease			
Client regains standing position from floating position			
Client relates well with peers			
Client gains an understanding of how to perform the task required			
Client needs to think about what needs to be done to perform the skill			
Client shows signs of empathy and caring towards other participants			

6 marks

Question 3

Breaststroke lesson

- I Participants swim 2 lengths breaststroke (using arms and legs)
- II Participants swim 2 lengths using breaststroke legs and holding a float in their arms (using legs only)
- III Participants swim 2 lengths breaststroke (using arms and legs)

Which instructional technique is described above?

1 mark

Question 4

Due to copyright restriction,
this material is not supplied.

- a. Identify the basic water rescue technique being performed in the picture above.

1 mark

- b. Before performing the water rescue in the picture above, what are three factors that should be considered in a rescue plan?

1. _____

2. _____

3. _____

3 marks

- c. Name the piece of rescue equipment that is being used.

1 mark

- d. Identify a type of incident that could have led to this aquatic emergency.

1 mark

Question 5

Due to copyright restriction,
this material is not supplied.

- a. Identify what advanced water rescue technique is being performed in the picture above.

1 mark

- b. Identify the rescue equipment that is being used.

1 mark

- c. What factor may have contributed to this aquatic emergency?

1 mark

- d. Prior to the rescue, what are two characteristics the casualty may have displayed?

1. _____

2. _____

2 marks

Question 6

Explain two things you should do with any casualty after performing a rescue.

1. _____

2. _____

2 marks

Question 7

- a. Define 'hydrostatic pressure'.

2 marks

- b. Explain how you could use the 'principle of movement' to develop more efficient movement.

2 marks

Question 8

Body alignment is an important factor when considering movement in water. Identify two aspects you should address when aiming for the most efficient body alignment.

1. _____
2. _____
- 2 marks

Question 9

Identify two possible conditions and/or external influences that could affect your work environment at an aquatic centre.

1. _____
2. _____
- 2 marks

Total 30 marks


Elective 2 – Fitness focus

Brad, a future client, enters a fitness centre where Ashley is an instructor.

Question 1

Provide an example of how Ashley could establish a rapport with Brad. State whether it is a formal or informal approach.

2 marks

APPOINTMENT CARD	
Name:	<i>Brad Jones</i>
Name of Instructor:	<i>Ashley</i>
	
Have a great day	

When making a future appointment with Brad, it is necessary to provide him with an appointment card.

Question 2

List two items of information that are missing from Brad's appointment card above.

1. _____

2. _____

2 marks

Below is a list of Brad's current fitness and lifestyle activities.

- Walks for 30 minutes, 3 times a week
- Occasionally plays backyard basketball with his neighbour
- Enjoys relaxing outside and listening to music
- Has a balanced diet, but enjoys ice cream and probably eats a little too much of it
- Works approximately 45 hours a week
- No current injuries or medical conditions

Brad has decided that he would like to achieve the following two goals.

- Run a marathon
- Implement exercise into his daily routine

Question 3

Which of these goals is a long-term goal?

1 mark

Question 4

Based on Brad's current fitness/lifestyle activities and his goals, suggest one associated fitness component and an appropriate fitness appraisal method Ashley could use. Explain why she would choose this particular appraisal method.

Fitness component

Fitness appraisal method

Explanation

4 marks

Question 5

Identify the program phase Brad would be entering into.

1 mark

As part of Brad's goal to run a marathon, Ashley has decided to implement treadmill running into his program. Brad has never used a treadmill before, so it is important for Ashley to provide instruction.

Question 6

What are three instructional styles Ashley should consider?

1. _____

2. _____

3. _____

3 marks

There are many other pieces of equipment that Brad may use throughout his program. This equipment needs to be regularly maintained in order to stay in working condition.

Question 7

Provide an example of equipment that would need to be maintained for each of the following categories.

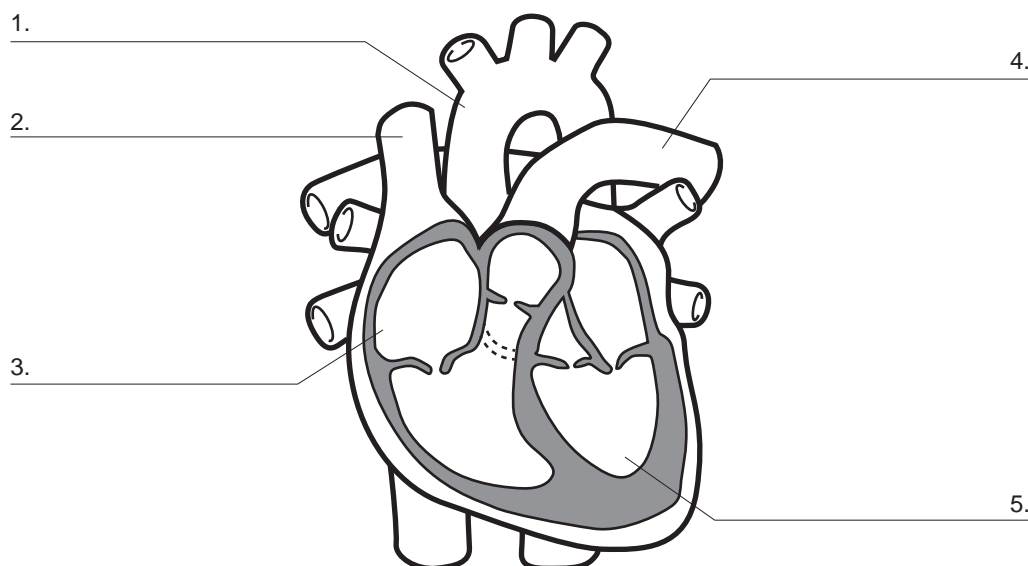
Category	Equipment
Free weights	
Pin-loaded systems	
Aqua equipment	
Surfaces	

4 marks

Brad has read that marathon running requires extreme cardiorespiratory fitness. He would like to know all about the anatomy of the heart and lungs.

Question 8

a. Label the diagram of the heart.



5 marks

b. Fill in the blanks with the correct component of the cardiovascular system.

The _____ are the cardiorespiratory organ responsible for gas exchange.

The _____ carry oxygenated blood away from the heart to the working muscles.

The _____ carry deoxygenated blood back to the heart.

3 marks

Ashley may suggest to Brad that he should see a dietician to assist with reaching his goals.

Question 9

Describe what role a dietician would play in assisting Brad to reach his goals.

2 marks

Question 10

State which 'Principle of Biomechanics term' the following definitions describe.

Biomechanical definition	Principle of Biomechanics term
The quantity of matter of which a body is composed	
The rate at which velocity changes with respect to time	
A pushing or pulling action that causes a change of state (rest/motion) of a body	

3 marks

Total 30 marks

Elective 3 – Outdoor Recreation focus

Rock climbing is a sport in which participants climb up or across natural rock formations or artificial rock walls. As an experienced member of the Outdoor Experiences Group, you have been asked to plan and conduct a rock-climbing session in western Victoria for 12 teenagers who are taking part in a personal development program. You have contacted Parks Victoria to gain permission to use the rock site for the session. Before any further planning can begin, it is necessary to find out more information about the participants.

Question 1

- a. Other than the information above, list three pieces of information that are required in order to run a successful session.

1. _____
2. _____
3. _____

3 marks

- b. List three contextual issues that could determine the success of your session.

1. _____
2. _____
3. _____

3 marks

- c. Identify an influencing factor that may disrupt or influence the delivery of the session.

1 mark

Rock climbing is a physically and mentally demanding sport: one that often tests a climber's strength, endurance, agility and balance, along with their mental control.

- d. Name and explain an appropriate warm-up you could perform with the group to reduce the likelihood of injury.

3 marks

Due to copyright restriction,
this material is not supplied.

Before beginning the session, the above image is shown to the group to explain some of the risks involved in rock climbing, particularly if safety is not taken seriously.

- e. List three hazards evident and explain what could happen if these risks are not minimised.

Hazard 1 _____

Explanation _____

Hazard 2 _____

Explanation _____

Hazard 3 _____

Explanation _____

9 marks

- f. What is a common injury among participants in rock climbing?

1 mark

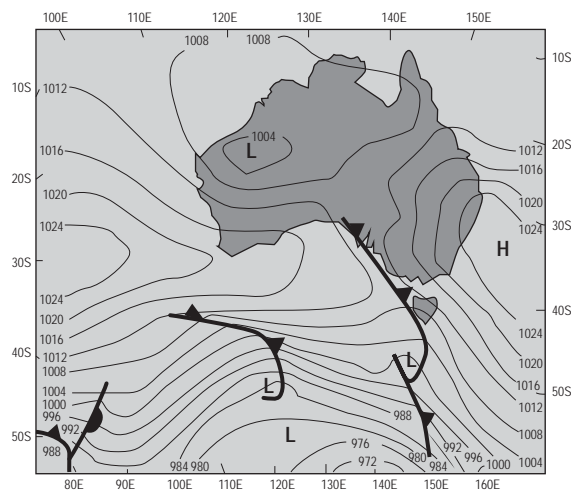
After you have demonstrated correct technique and explained occupational health and safety requirements, a member of the group begins to panic – explaining they have a phobia of heights.

- g.** Explain how you could modify the session to cater for this non-routine situation.

2 marks

Question 2

During the rock-climbing session, the weather begins to change. You decide to use your mobile phone to check out the latest weather information from the Bureau of Meteorology. The following information is supplied.



Question 4

Define the 'key ecological concepts' listed below.

Biosphere

Diversity

4 marks

Total 30 marks

Elective 4 – Sport focus

Question 1

You have been hired as an official for a youth tennis tournament. On arrival, you find the tennis court in the following condition. Your main concern is the broken glass on the tennis court.



- a. Explain how you would safely dispose of the broken glass on the tennis court.

2 marks

- b. Apart from the broken glass and torn tennis net, identify three other risks in the picture.

1. _____

2. _____

3. _____

3 marks

You have been instructed that the tournament cannot be cancelled.

c. Provide two options on how you could respond to the torn tennis net.

1. _____

2. _____

2 marks

When officiating at the tennis tournament you may need to act on external influences that may be interfering with the continuation of the tournament.

d. Identify two people who may give you advice.

1. _____

2. _____

2 marks

While you are officiating at the tennis tournament, one participant appears to be rude and verbally abusive to another participant during game play.

e. Explain what you would do to control this situation.

2 marks

Question 2

Verbal communication is the most common form of communication with staff and users of any facility.

a. List two problems that could occur with hearing-impaired customers if we were only to use verbal communication.

1. _____

2. _____

2 marks

b. Explain another communication method you could use when dealing with a hearing-impaired customer.

2 marks

Question 3

You will be overseeing a group of students, from an educational institution, identified as having low self-esteem. It was decided that the students will participate in a ten-pin bowling competition at a local bowling alley. The cost of the games, shoe hire and light refreshments at the bowling alley will be paid for by the education department.

- a. Explain how you would modify the environment to cater for the identified students.

2 marks

- b. The session's focus is on enhancing the students' self-esteem. Which category of participants' needs is being fulfilled?

1 mark

- c. Where should you obtain information about this group of students?

1 mark

- d. Explain how you would arrange staffing resources to cater for student needs.

3 marks

Question 4

Identify two different types of sporting competition.

1. _____

2. _____

2 marks

Question 5

What form of maintenance activity needs to be performed at the following facilities? Responses may not be used more than once.

Facility	Maintenance to be performed
Oval	
Swimming pool	
Office	
Stadium	

4 marks

Question 6

When applying the rules and regulations to conduct a game, explain why decisions should be based on fairness.

2 marks

Total 30 marks