



**2006 VCE VET Sport and Recreation GA 2: Written examination**

**GENERAL COMMENTS**

This was the first year for VCE VET Sport and Recreation and 125 students were enrolled in the program. The content of the examination challenged all students. The major focus of the examination was to cover all units equally and allow students to demonstrate their knowledge of theory and then apply their theory to practical workplace settings in the sport and recreation industry.

Too many students completed more than one of the prescribed electives. Students are required to complete all core multiple-choice and short-answer questions and the questions from **one** elective stream which they completed as part of their Unit 3 and 4 program.

In general, students answered the elective questions well, demonstrating good knowledge and an ability to apply this knowledge to practical workplace settings within each of the four electives. However, student responses to the common core short-answer questions were of some concern. These core units cover generic topics that are applicable to all workplace settings and electives in the study. Overall, students demonstrated a poor understanding of:

- organisation incorporation
- risk management
- modification of activities to deal with special needs.

Teachers need to ensure that all dot points outlined in the range statements of each Unit of Competence are covered in detail. All students, no matter which elective they are completing, must clearly understand the core units and be able to apply them.

Some students answered the core short-answer questions with reference to their elective stream. Students must understand that the core units stand alone and must be able to be applied to all areas of the sport and recreation industry, not just to their elective.

Students must also be able to interpret statistical information as some common core units, such as 'Analyse Participation Patterns', rely on this type of information and the ability to understand and apply it. Students must ensure that they read all questions carefully.

**SPECIFIC INFORMATION**

**Section 1 – Core**

**Part A – Multiple-choice questions**

The table below indicates the percentage of students who chose each option. The correct answer is indicated by shading.

Question	% A	% B	% C	% D	Comments
1	53	0	1	47	
2	3	66	22	9	Many students chose option B as the correct response; however, the question focused on the unit 'Facilitating a Group' and students needed to recognise that group and individual improvement is best achieved when individuals are able to develop at their own pace within the group
3	82	7	1	10	
4	84	10	1	4	
5	2	63	13	22	
6	0	94	3	3	
7	0	100	0	0	
8	2	5	92	1	
9	16	2	79	3	
10	56	17	20	7	
11	10	55	3	32	



Question	% A	% B	% C	% D	Comments
12	37	14	9	40	Students were required to identify <b>external</b> influences that can determine interest in sport and recreation. The factors listed in option D (psychological state, geographical location and financial considerations) are to some degree influenced by individuals. Option A contains the correct external influences.
13	23	39	7	31	The correct answer was option B as it included first-hand methods of data collection, which are most accurate. The other options contained second-hand and subjective methods of data collection.
14	2	95	1	3	
15	90	8	0	3	

## Part B – Short-answer questions

### Question 1

Marks	0	1	2	Average
%	18	62	20	0.9

Correct answers included:

- media sources
- Australian Bureau of Statistics
- the Internet
- questionnaires
- surveys.

Students generally gave one correct response, but often did not identify an appropriate second method.

### Question 2

Marks	0	1	2	Average
%	32	20	48	1.3

Appropriate responses could have been 'if clients placed themselves and others at risk by not using equipment correctly', or 'if clients harassed other clients with bad or racist language'.

This question was well answered, but more detail was required in providing a practical example that could be applied to any of the electives.

### Question 3

Marks	0	1	2	3	Average
%	66	9	12	13	0.8

An appropriate response could have been 'incorporation offers individual club members protection against being personally sued in the case of litigation'.

Students need a greater knowledge of what it means for a business to be incorporated in terms of legal protection, government funding and insurance ramifications.

### Question 4

Marks	0	1	2	Average
%	38	32	30	0.9

This question was well answered. Responses needed to relate to specific items (for example, sun protection or safety equipment) rather than general topics such as OH&S or duty of care.

### Questions 5a–b.

Marks	0	1	2	3	Average
%	20	16	21	44	2.2

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Part a. was well answered; however, students' explanations for part b. often did not match the factors explained in part a. Students needed to provide a detailed explanation to receive full marks. For example, 'Weather Conditions: if weather conditions are hot the activity needs to be shortened or taken to an indoor venue if available.'

## Question 6

Marks	0	1	2	Average
%	8	11	81	1.7

Correct answers included:

- education programs
- signage
- posters
- flyers
- presentations
- film
- video
- oral presentations
- public address.

## Question 7

Marks	0	1	2	3	Average
%	11	4	6	80	2.5

- win – win: when both parties are satisfied
- win – lose: when only one party is satisfied and one is not
- lose – lose: when parties avoid conflict or are unable to compromise

## Question 8

Marks	0	1	2	Average
%	7	24	70	1.6

Most students understood that risk management plans are designed to minimise risk and give guidelines for dealing with risk if it occurs.

## Question 9a–b.

Marks	0	1	2	3	4	5	6	7	8	9	Average
%	0	0	0	9	22	18	28	11	10	2	5.7

Most students received full marks for part a.; however, part b. was poorly answered. In part b. students needed to choose one example from part a. and use this to respond to all questions. Part b. responses also needed to relate to risk management. For example:

- Risk assessment: lightning – chance of injury is high
- Risk management plan: cease activity
- Implementation of the risk plan: take people to a safe area; reschedule activities
- Evaluation of the risk plan: review conditions before restarting the activity.

## Question 10a–c.

Marks	0	1	2	3	4	5	6	7	8	Average
%	0	2	6	9	13	15	19	21	16	5.7

Parts a. and b. were well answered; however, students generally did not provide examples of possible programs related to both swimming and rugby for part c. Correct answers included:

- increase facilities and programs to cater for increased numbers or to encourage greater participation
- greater promotion of and modification to programs to maximise participation.

## Question 11a–b.

Marks	0	1	2	3	4	5	6	7	8	9	Average
%	3	1	5	11	11	13	16	18	17	4	5.3

In general, this question was not well answered. In part a. students needed to provide specific examples of appropriate activities or explain how activities could be modified to make them appropriate to the girl's condition. The activity



selected in part a. could have been used in the response to part b., where students needed to correctly designate times for each part of the session. For example, warm-up 5 to 10 minutes, with an appropriate group of activities selected.

## Section 2 – Electives

### Aquatics focus

In this unit, specific focus must be given to both indoor and outdoor aquatic environments. Students showed a good overall understanding of the questions in this elective; however, some students struggled with questions that related to natural aquatic environments and their hazards. In Question 7, students demonstrated a limited understanding of envenomation and how it endangers people swimming outdoors in the natural environment.

#### Questions 1–2

Marks	0	1	2	3	Average
%	7	26	60	8	1.9

#### Question 1

Correct answers included:

- Royal Lifesaving Australia
- Surf Lifesaving Australia
- Austswim.

#### Question 2

- check breathing
- check their pulse

#### Questions 3–4

Marks	0	1	2	3	4	5	Average
%	12	9	20	19	25	15	3.0

#### Question 3

Signs of a distressed swimmer include:

- calling for help
- vertical body position
- minimal or non-supporting leg action
- vigorous arm action
- head tilted back or up
- face turned to safety
- submerged or unconscious person.

#### Question 4

Correct answers included:

- direct force to the back
- indirect force to the back; for example, any type of neck injury.

#### Questions 5–6

Marks	0	1	2	3	4	5	Average
%	26	17	11	15	24	7	2.6

#### Question 5

Correct answers included:

- age
- sex
- body type
- body position
- race.

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## Question 6

Correct answers included:

- deep water
- shallow water
- water currents
- surf
- strong winds
- weather conditions.

## Question 7a–c.

Marks	0	1	2	3	4	Average
%	89	0	0	0	11	0.6

Envenomation is the process by which venom is injected into someone or something by the sting or bite of a venomous animal. Correct examples of sources of aquatic envenomation include jellyfish, eels, snakes, octopus, catfish, stingrays, bluebottles and cone shells.

This question in general was not well answered. Students need to gain a better understanding of the term envenomation.

## Question 8

Marks	0	1	2	3	4	Average
%	24	1	27	32	16	2.4

Correct answers included:

- cold conditions
- rain
- thunder
- lightning
- high winds
- cyclone
- heat
- water temperature
- flooding
- currents.

## Question 9

Marks	0	1	2	3	Average
%	9	9	39	43	2.5

Aquatic environment	Hazard
rivers, lakes and dams	<ul style="list-style-type: none"> <li>• currents</li> <li>• submerged trees</li> <li>• crumbling banks</li> <li>• debris</li> <li>• wildlife</li> </ul>
house swimming pool	<ul style="list-style-type: none"> <li>• gate left open to pool</li> <li>• child left unattended in pool</li> </ul>
the ocean	<ul style="list-style-type: none"> <li>• waves</li> <li>• currents</li> <li>• debris</li> <li>• strong winds</li> <li>• wildlife</li> <li>• rips</li> </ul>

## Question 10a–c.

Marks	0	1	2	3	4	5	6	Average
%	47	5	0	0	10	11	27	3.7

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**10a.**

Because of the proximity of the rescuer to the victim, a land-based rescue should be used.

**10b.**

The rescuer should throw an item to the victim and talk to the victim, keeping them calm and giving clear instructions as to what to do.

**10c.**

A water-based rescue would endanger both parties involved in the rescue, whereas a land-based rescue would ensure the safety of both parties

## Fitness Focus

Students demonstrated an excellent understanding of all questions in this elective.

**Question 1**

Marks	0	1	2	Average
%	8	17	75	1.4

Correct answers included:

- to decrease the chance of litigation
- to identify pre-existing medical conditions
- to help with program development
- to identify the client's needs
- to allow for comparable results.

**Question 2**

Marks	0	1	2	3	4	5	6	Average
%	8	2	8	2	23	7	51	4.1

Appropriate tests included:

- sit and reach – flexibility
- VO2 max test – cardiovascular endurance
- blood pressure tests
- skin fold tests
- beep test
- girth measurements
- hand dynamotor
- maximum push ups or sit ups
- Harvard step test
- 12 minute run.

**Questions 3–4**

Marks	0	1	2	3	Average
%	15	21	14	51	1.8

**Question 3**

Correct answers included all types of strength and weight training, and sprint training.

**Question 4**

Ball and socket joint

**Questions 5–6**

Marks	0	1	2	3	4	Average
%	8	13	19	9	51	2.8

**Question 5**

220 beats per minute minus age

**Question 6**

- hip: adduction

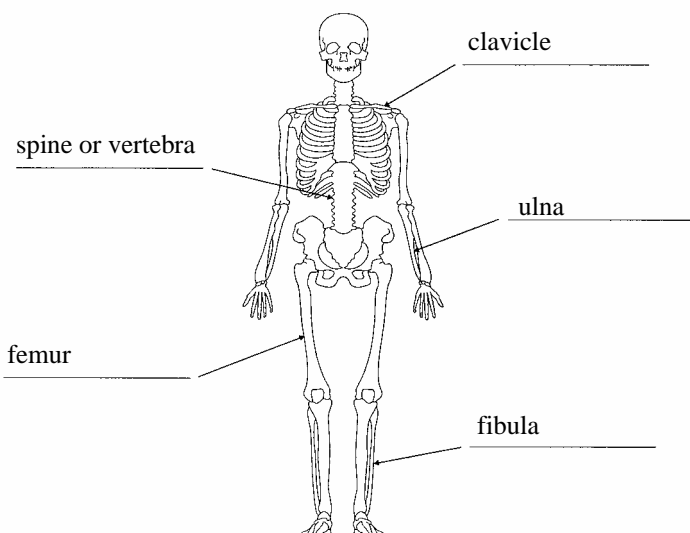
# 2006 Assessment Report



- hip: abduction
- elbow: flexion

## Question 7

Marks	0	1	2	3	4	5	Average
%	4	6	7	10	23	50	3.8



## Questions 8a–c.

Marks	0	1	2	3	4	5	6	7	8	9	10	Average
%	4	0	1	1	2	6	5	15	16	32	19	7.0

### 8a.

Exercise	Muscle group
Bench press	pectorals
Squat	quads, hamstrings
Arm curls	biceps
Leg curls	hamstrings
Sit-ups	abdominals
Dips	triceps, deltoids, pectorals

### 8b.

An effective warm-up is any activity that increases heart rate to 60 to 80 per cent of maximum, including running, walking and stretching.

An effective cool down is any activity that will decrease the heart rate after exercise.

### 8c.

- high repetitions
- low sets

## Outdoor Recreation Focus

Students demonstrated good overall understanding of the questions in this elective. Question 8 provided some difficulty, as it required students to demonstrate a good understanding of how the natural environment can be affected by human use. Students needed to provide specific examples of these impacts and then provide practical and effective ways to reduce the impact and still allow access to the environment. In general most students did not do this in enough detail.

# 2006 Assessment Report



## Question 1

Marks	0	1	2	3	4	5	6	Average
%	33	17	8	14	14	14	0	2.0

Hazards	Examples
terrain	<ul style="list-style-type: none"> <li>hills</li> <li>mud</li> <li>rocks</li> </ul>
environment	<ul style="list-style-type: none"> <li>heat</li> <li>cold</li> <li>rain</li> <li>snow</li> </ul>
people	<ul style="list-style-type: none"> <li>equipment failure</li> <li>medical emergencies</li> </ul>

## Questions 2–4

Marks	0	1	2	3	4	5	6	Average
%	14	3	28	19	25	11	0	2.7

## Question 2

Constraints can include:

- weight constraints
- carrying capacity
- cooking methods available
- water availability
- length of activity
- weather conditions
- budget.

## Question 3

Impacts include

- client's physical condition
- client's emotional and psychological condition
- individuals within the group
- groups' past experiences
- group aims and objectives.

## Question 4

Methods of communication include:

- verbal
- whistling
- hand and arm signals
- radio
- mobile phone.

## Question 5

Marks	0	1	2	3	4	Average
%	11	0	17	11	61	3.1

Answers included:

- lacerations
- blisters
- abrasions
- sprains
- strains.

The treatments suggested needed to identify accepted first aid practices for each injury. For example, the treatment for sprains and strains should be rest, ice, compression and elevation.



# 2006 Assessment Report



## Question 6–7

Marks	0	1	2	3	4	Average
%	19	22	14	31	14	1.9

## Question 6

Evaluation tools include:

- the original aims and objectives of the trip
- client satisfaction
- personal and group objectives of the clients
- personal performance of the clients
- content and structure of the activities
- suitability
- safety of facilities and equipment.

## Question 7

Correct answers included:

- age
- medical condition
- physical condition
- experience
- gender
- ethnic origin.

## Question 8a.

Marks	0	1	2	3	4	Average
%	50	25	19	0	6	0.9

Correct answers included:

- soil: destruction, compaction, erosion
- plants: death, introduction of exotic plants, change of species mix, reduced plant density
- geology: erosion, displacement, destruction
- wildlife: killing of animals, disturbance of animals, loss of habitat, altered populations.

## Question 8b.

Marks	0	1	2	3	4	5	6	Average
%	81	3	14	3	0	0	0	0.4

Answers needed to fully detail an example from part a. For example, to limit erosion walkers should stick to established tracks.

## Sports Focus

This elective was also well answered by most students. Question 6 proved difficult for some students who were unable to provide four correct categories of sporting events. Question 7 was generally well answered and students were able to clearly demonstrate an understanding of different factors that affect participation in sporting activities.

## Questions 1–2

Marks	0	1	2	3	4	Average
%	3	11	24	38	24	2.8

## Question 1

Correct answers included:

- experience
- ability
- concentration
- motivation
- communication
- skill
- strength
- aerobic capacity.

# 2006 Assessment Report



## Question 2

Correct answers included:

- lighting
- weather
- surface
- clothing
- footwear
- equipment.

## Question 3

Marks	0	1	2	3	4	5	6	Average
%	4	5	20	13	23	22	13	2.9

- indoor facilities: cleanliness, adequate space, floor surface, obstacles, fixed equipment
- outdoor facilities: weather, ground surface, water supply, noise

## Question 4–5

Marks	0	1	2	3	4	5	6	Average
%	3	5	26	20	31	15	0	3.6

## Question 4

Correct answers included:

- safety
- session planning
- budget management
- prolong the life of equipment
- program planning
- legal issues.

## Question 5

Correct answers included:

- know the rules
- ignore outside influences
- reward effort and fair play
- consistently implement the rules
- eliminate bias.

## Question 6

Marks	0	1	2	3	4	Average
%	69	11	12	6	3	1.5

Correct examples included

- events
- programs
- matches
- races
- carnivals
- games
- tests
- performances
- demonstrations
- trials
- try outs
- social competitions
- local competitions
- state competitions
- national competitions
- international competitions.

## Question 7

Marks	0	1	2	3	4	5	6	7	8	9	10	Average
%	7	3	5	3	8	12	22	4	19	8	10	7.6

- Family: the background of the family and family influences can affect participation.
- Age: some sports have age restrictions, or the age of participants can affect their ability to participate in some activities.
- Gender: some sports are gender-based and do not allow play by some gender groups.

# 2006 Assessment Report



- Income: some sports require numerous resources that require great expense and therefore restrict participation by some.
- Place of residence: some sports require specific facilities that may not be available in a person's geographical location.

Answers needed to detail the influences and provide a clear example to demonstrate understanding.