



2013 VCE VET Sport and Recreation GA 3: Examination

GENERAL COMMENTS

The 2013 VCE VET Sport and Recreation examination was the first examination for the revised VCE VET Sport and Recreation program. Teachers should ensure that they are using the correct version of the training package.

There was a new exam format in 2013. There was no multiple-choice section and only the core units of competency were examined. Short scenarios and multiple-part questions were used to test areas from different units of competency.

The aim of the scenario-based questions was to ascertain a holistic response to a practical situation. Students could draw on their practical skills and hands-on experience in responding to these questions. The highest-scoring students were able to respond to the scenario in a manner that would be compliant within the industry. The poorer-performing students provided responses that would not reflect industry expectations or standards.

On the whole, students handled the examination well. However, responses highlighted a general lack of knowledge of specific terminology as identified in the range statements. Another area requiring improvement was the application of skills and knowledge required to undertake a risk-analysis process in relation to an activity.

Frequently, it appeared that students had memorised content and then struggled to apply it to a particular question. Students would benefit from practising applying their content knowledge to different situations throughout the year. Students who carefully structured their answers to the questions, referred to the questions and included concise and relevant evidence were able to score high marks.

Students should

- read all questions carefully
- not rewrite the question in their response
- attempt to answer all questions, ensuring their answers are relevant to the question
- look carefully at the relationship between questions that are linked, such as a question with multiple parts
- take careful note of the particular type of response required in each question, as indicated by keywords such as 'describe', 'explain', 'discuss', 'identify', 'outline' and 'select'
- when using acronyms, outline what the acronym means
- ensure their handwriting is legible
- give clear and concise responses
- use the space provided on the examination paper and the marks allocated as a guide to the required length of the answer
- remember that slang is not acceptable in responses.

SPECIFIC INFORMATION

Note: Student responses reproduced in this report have not been corrected for grammar, spelling or factual information.

This report provides sample answers or an indication of what answers may have included. Unless otherwise stated, these are not intended to be exemplary or complete responses.

The statistics in this report may be subject to rounding errors resulting in a total less than 100 per cent.

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Questions 1a. and 1b.

Marks	0	1	2	3	Average
%	6	19	35	40	2.1

Many students were able to list two organisation policies or procedures that would need to be considered before conducting the holiday program and identify one external factor when selecting a venue for the program.

1a.

Acceptable answers included: confidentiality, emergency action plans, OH&S, risk-analysis procedures, time constraints and scheduling, budget allocation, code of ethics, code of conduct, sports trainer association guidelines, suitability and safety of facilities, completing waivers and Par-Q (physical activity readiness questionnaire).

Working with Children Check was not accepted as it is a responsibility of the manager/supervisor when hiring staff.

1b.

External factors that would need to be considered when conducting the session would be: weather (i.e.: is it too hot/ raining?), time of day (will parents be able to pick up their child at the end of the session?), environmental variables (is there a high allergy index that may cause participants problems?), condition of site or location (are there hazards that may cause problems to a person's health or safety?), participant abilities (are the activities aimed at the participants' level so that they will not cause boredom or frustration?).

Question 1c.

Marks	0	1	2	Average
%	32	8	60	1.3

Consult with the participants to determine their needs – i.e.: ask them to fill in an application form, discuss their past experiences and evaluate the information to determine goals, etc.

Many students did not outline a strategy they could use to identify the activity goals for the children in the program. Many students just wrote 'with a survey'; however, to receive full marks, students also needed to identify the purpose of the survey, the target audience and the benefit of using this strategy.

Questions 1di–iii.

Marks	0	1	2	3	4	Average
%	25	18	15	22	20	1.9

These questions focused on the stages of group formation. Students struggled to provide characteristics of the stages of group formation.

1di.

Forming

1dii.

During the forming stage, members are positive, polite, anxious, excited, confused, engage in discussions of how team will work, some may be frustrated because they want to get on with it, concerned with correct social etiquette (overly polite).

1diii.

An appropriate aim for the session would be a get-to-know-you or team-building activity.

Question 1div–v.

Marks	0	1	2	3	4	5	Average
%	25	15	21	18	14	7	2

The less successful students were unable relate their chosen activity to the choice of venue and to the aim of the session. Many students could not identify areas of logistics needed to address the session.

1div.

Conduct a getting-to-know-you 'Bingo' game where different statements are written and you need to find someone to fit each statement, which would allow participants to find out about each other.

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1dv.

Logistics could include such things as space (Is there enough room for the activity planned?), time, finances, information, materials available [inventory], security, processes of planning, implementing and controlling, appropriate staffing, selection of equipment, equipment availability, OH&S selection of safe site, site inspection and risk management.

Questions 2a. and 2b.

Marks	0	1	2	3	Average
%	7	35	20	39	1.9

Students answered part a. well. In part b. they showed a lack of knowledge of risk treatment options, describing the option rather than defining it. It was worrying that some students chose to retain the risk.

2a.

OH&S, duty of care

Equal opportunity and bullying were not acceptable.

2b.

Reduce, finance, avoidance

Question 2c.

Marks	0	1	2	Average
%	41	14	45	1.1

The implementation of the risk treatment option needed to relate to the chosen option in part b. Students struggled to relate the implementation to the risk treatment option. Other students suggested providing more padding for the employee, which was not an acceptable form of implementation.

Questions 2d. and 2e.

Marks	0	1	2	3	4	Average
%	3	9	22	25	41	2.9

2d.

Dates and times, numbers, logistics, equipment, activities

2e.

Increase body temperature, blood flow, oxygen supply, flexibility, ROM (range of motion)

Students' answers demonstrated they knew how to conduct a session and were aware of the importance of warming up for clients.

Questions 2f. and 2g.

Marks	0	1	2	3	Average
%	3	25	45	28	2

2f.

- conflict of group–individual goals
- lack of group cohesion
- poorly defined roles

Low-scoring answers did not identify a barrier that impeded group development.

2g.

Improve performance and confidence, to clarify misunderstandings or to show the importance of planning

In general, students were able to identify the importance of feedback as part of a training program.

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Question 2h.

Marks	0	1	2	Average
%	14	14	72	1.6

Keep a diary/journal, survey players, seek feedback from players, have other teachers/coaches watch your performance

Most students were able to identify a method they could use to evaluate their coaching performance, but some didn't provide a description of the method. An example of a well-constructed answer would be to keep a journal of each session conducted about your performance and areas that could be improved.

Question 2i.

Marks	0	1	2	Average
%	24	15	61	1.4

Breathing control, visualisation, practice swings

Students were able to identify ways an athlete could reduce their nervousness with most utilising breathing, control or visualisation.

Question 3a.

Marks	0	1	2	3	Average
%	14	17	31	38	1.9

Type of resource	Example
physical	signage, bike storage, barriers
human	volunteers, police, organising committee, first aid officer
financial	purchase of equipment, insurance, visibility vests, staffing

Students were able to provide examples of physical and human resources to run the event, but many were not able to identify financial resources. Many students gave the answer 'money' without clarifying what it would be used for, or suggested that a 'physical resource' was the fitness of the participant.

Question 3bi.

Marks	0	1	Average
%	36	64	0.7

Responses could have included

- conflict of interest
- conflict between individual and group goals
- personality clashes
- poor communication skills
- lack of group cohesion and commitment
- poorly defined roles and responsibilities.

It was evident that some students did not read the question correctly as they answered with a potential barrier to the event, rather than the committee's group development and performance.

Question 3bii.

Marks	0	1	2	3	4	Average
%	46	4	22	4	24	1.6

Collaborative approaches: group management skills, group decision-making, listening skills, defining roles and responsibilities. Conflict resolution (recognise and manage your emotions, non-verbal communication skills, avoid accusations, avoid internalising, avoid exaggeration) and negotiation skills (active listening, interpersonal skills, maintaining good working relationships, good ethics, ability to be decisive, clear and effective communication).

Generally, this question was answered poorly. Answers needed to relate to Question 3bi. For full marks, students needed to describe the approach, not just identify it.

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Question 3c.

Marks	0	1	2	3	4	Average
%	51	22	17	9	1	0.9

Risk	Classification of risk
lower than expected number of participants	financial
heavy rains resulting in slippery roads	environmental
some cyclists disobeying volunteer traffic marshals	human perils or OH&S
people setting off fireworks	security or OH&S

Overall, this question was answered poorly. Many students ranked the risk (for example, low, medium, high or 1, 2, 3) or listed the potential source of the risk instead of the classification.

Questions 3di–ii.

Marks	0	1	2	3	Average
%	17	26	25	31	1.7

3di.

A contingency plan is a secondary or back-up plan implemented if the first plan fails. It is executed when a risk is identified and when a risk occurs.

3dii.

- unexpected road accidents/blockades/constructions
- staff illness/absence
- civil crisis
- protestors
- another event nearby

Question 4a.

Marks	0	1	Average
%	1	99	1

USA

Students demonstrated good data interpretation skills.

Questions 4bi–ii.

Marks	0	1	2	3	4	Average
%	11	5	26	23	35	2.7

Students were not able to identify where the inconsistencies occurred in the data provided. Ireland, Spain and Finland showed trends that were not consistent with the other data provided.

4bi.

The more likely an individual or population uses active transport translates into a decrease in obesity.

4bii.

Ireland, Spain, Finland

Question 4c.

Marks	0	1	Average
%	12	88	0.9

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Switzerland

Question 4d.

Marks	0	1	2	3	Average
%	51	10	13	26	1.2

Income: the family may not be able to afford the fees related to the activity; therefore, they cannot participate

Other answers could have been gender, age, stage of life cycle, occupation, education and culture.

Students were generally able to read the graph, but struggled to interpret and make inferences about data. They were able to describe the participant attribute, but struggled to define how that attribute could affect the data.

Questions 4ei–ii.

Marks	0	1	2	Average
%	7	29	63	1.6

4ei.

Increased obesity rates and obesity-related illnesses such as type II diabetes and heart disease

4eii.

ABS records, medical journals, Better Health Channel

Many students identified a resource they could access for reliable statistics, but some wrote ‘the internet’. It is important that students are able to determine the reliability of sources found on the internet because there is no regulating body that monitors the reliability of online content.

Question 4f.

Marks	0	1	2	3	4	Average
%	11	12	29	20	28	2.4

Examples of research that could be conducted were: conduct relevant tests and assessment to determine the condition of the participants, identify participant needs through consultation, collect relevant information and research target areas based on demographics.

An example of a promotional technique to use and effectively distribute material would be: if the target group is children, design a television advertisement and run the advertisement during children’s television shows. Other promotional techniques included: handouts, noticeboards, bulletins, email and social media.

This question focused on promoting health materials to the general population. Students were able to describe the various types of promotional materials listed in the training package but struggled to describe how to effectively distribute them.

Questions 5a. and 5b.

Marks	0	1	2	Average
%	19	60	21	1

5a.

Haematoma or torn hamstring

A common incorrect answer was ‘inability to bear weight’.

5b.

It is stretching the damaged muscles.

Questions 5c. and 5d.

Marks	0	1	2	3	4	Average
%	18	40	27	10	6	1.5

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5c.

F: triceps

G: abdominals

Instead of identifying the specific muscle group being targeted, some students identified body parts or joints. Also, many students identified the erector spinae in stretch G; however, this muscle is being contracted, not stretched.

5d.

Static stretches are not the best way to warm up for team activity.

Students needed to give an explanation of why dynamics move through sport-specific motion; for example, static is counterproductive because it cools down the body (inhibits arousal).

The suitability of using static stretches during the warm-up proved to be challenging for students. They answered with a definition of static stretching or example of how to perform the static stretch. There is now less emphasis on static-stretching during the warm-up, so stretches should move the muscle groups through the full range of movement required in the activity being performed (active or dynamic stretching). Therefore, static stretching is not suitable for the warm-up.

Question 5e.

Marks	0	1	2	3	Average
%	32	5	14	50	1.8

It appeared that students did not read the question correctly, with many writing stretching (which the question specifically stated was not to be used), running or other activities not listed in the scenario as a component of the warm-up that could be harmful.

Those students who chose sprinting had difficulty explaining why it would be harmful and wrote very generic responses, such as 'it would hurt the injury more'. Some answered with specifics such as the haematoma may increase due to the intensity of the activity, or the doctor has stated the participant should only partake in modified activity and sprints are a high-intensity activity.

The following is an example of a good response.

As sprints are first, he has done no dynamic stretching, has not warmed up any of the major muscles about to be used and this will also cause more inflammation to his injury.

Questions 5fi–ii.

Marks	0	1	2	3	Average
%	6	17	34	43	2.2

5fi.

The response could have included a physiotherapist, rehabilitation therapist or osteopath.

It appeared that students were not aware that a GP (general practitioner) is a doctor/medical practitioner.

5fii.

Most students were able to explain that massage is not recommended for haematomas because it increases the bleeding, or that it is not best practice for massage therapists.

Questions 5g. and 5h.

Marks	0	1	2	3	4	Average
%	13	21	29	19	17	2.1

5g.

- treatment of injuries
- decrease haematoma spread
- decrease heart rate

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- improve blood flow to the muscles
- perceived mental effect

5h.

- restoration of ROM and flexibility
- decrease of heart rate

Most students correctly identified why it is important to stretch after exercise.

The following is an example of a good response.

Stretches are beneficial in the cool-down because it increases the range of motion and flexibility of muscles and joints because during exercise they naturally tighten up. Also light stretches are useful when muscles spasm occurs which usually happens during 5-6 hours after the activity/exercise.

Question 6a.

Marks	0	1	2	Average
%	6	22	72	1.7

- all new members must present during office hours and be taken through safe use procedures by a qualified fitness instructor so use of the new equipment is demonstrated
- have posters next to all pieces of equipment
- play videos of the correct techniques on one of the TV screens

Students answered this question well.

Questions 6b. and 6c.

Marks	0	1	2	Average
%	4	25	71	1.7

6b.

Review incident reports and injury rates at the end of each week.

Students showed an awareness of how to evaluate the success of the program.

6c.

- conflict resolution techniques
- investigate the equipment

Students demonstrated that they were able to deal with written complaints about faulty equipment, with most identifying the need to investigate and action the faulty equipment by placing a sign on the faulty equipment or by having the problem fixed, and then informing the clients of the progress of the complaint.

Questions 6di–iii.

Marks	0	1	2	3	4	Average
%	4	17	27	31	20	2.5

6di.

To deal with the problem described in the scenario, most students identified the need for further staffing.

This part was answered well.

6dii.

Most students identified 'Write out an incident report, call 000 or give first aid'. However, for full marks the answer should have been extended: 'Write an incident report and observe with continual monitoring of incidence reports to determine the effectiveness of policy and procedure'.

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In this part, many students did not write enough to gain full marks.

6diii.

Students who did not receive full marks did not include storing the information in a safe and secure location; for example, in a locked filing cabinet.

Question 7a.

Marks	0	1	2	3	4	5	6	Average
%	10	2	10	19	22	11	27	3.8

Parents – Most of the children rely on their parents to buy their equipment.

Coaches – They are the people who inform the parents and players of what equipment is necessary.

Most students were able to identify user groups, but some could not explain why they would benefit from the program. It appeared that some students relied on rote-learned lists, rather than the application of information.

The following are examples of good responses.

Parents- often buy their children's equipment to use in matches and in warmups so it is important they provide quality equipment to ensure the safety of their kids while they are using it

Coaches- have a duty of care for his or her players. It is important that the coach understands the safety requirements to help protect injuries occurring to their players

Different age groups - in most sports it can depend on your age as what safety equipment you have to use. For example in cricket for junior you have to wear a helmet whereas in seniors you don't.

Questions 7b. and 7c.

Marks	0	1	2	Average
%	13	19	68	1.6

7b.

- handouts
- posters

7c.

- noticeboard
- email
- bulletin
- word of mouth; for example, a phone call

Question 7d.

Marks	0	1	2	Average
%	10	28	62	1.5

- Did you enjoy your session?
- How could we improve the session?
- What aspect would you most like to see changed within the program?
- Do you think you got value for money?
- Do the instructors meet your expectations?
- Did the facility meet your standards?

Questions 8a. and 8b.

Marks	0	1	2	Average
%	15	36	49	1.4

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**8a.**

Task allocation is providing participants with specific tasks or roles to do within the team.

It was disappointing that most students simply rewrote the question; for example, allocating a task to someone in the group.

8b.

Mentoring is appointing an appropriate person to a task that meets their strengths, increases team success, and allows for people to step up and take on leadership roles.

Most students were able to define a mentor.

The following is an example of a good response.

Task allocation- It is delegating roles and responsibilities of activities to others in order to be achieved or fulfilled.

Mentoring - Is like a buddy system, where someone of greater knowledge and authority overlooks a less experienced individual to improve their skills in the workplace.

Question 8c.

Marks	0	1	2	3	4	Average
%	16	14	30	19	21	2.1

Task allocation: Ensures each person is aware of their role and this minimises conflict and mistakes

Mentoring: Provides participants with a reliable and judgment-free person with whom they can communicate their feelings.

Some students made a reasonable attempt at describing how task allocation and mentoring could create optimal performance, but many students repeated the definitions from parts a. and b.

The following is an example of a good response.

Task allocation creates optimal performance as every individual within the group is working to their own strength, which allows the group to function better as a whole as there are seemingly no weaknesses in the group as everybody is playing to their individual strength.

Mentoring can create optimal performance because the past experience of others can have a positive effect when working with others in the team as a mentor can guide the inexperienced people in the right direction, based on what they have experienced in the past.