



GENERAL COMMENTS

The 2012 VCE VET Sport and Recreation examination was based on the core units of competency and a choice of one of four electives: aquatics, fitness, outdoor recreation or sport focus.

The core units of competency are

- SRXINU002A Apply sport and recreation law
- SRXRIK001A Undertake risk analysis of activities
- SRXINU003A Analyse participation patterns in specific markets of the leisure and recreation industry
- SRXCAI004B Plan a session or program for participants
- SRXCAI005B Conduct a sport and recreation session for participants
- SRXGRO001A Facilitate a group
- SRXRES001B Educate the public on the safe use of sport and recreational resources
- SRXGRO002A Deal with conflict
- SRCCRO007B Operate in accordance with accepted instructional practices, styles and legal and ethical responsibilities.

The 2012 examination comprised multiple-choice questions, short-answer questions and elective short-answer questions. The questions focused on applying the underpinning knowledge and skills of each unit to practical recreation, community and outdoor recreation settings.

In general, students performed well on the 2012 examination. Students' responses indicated that they had read the questions carefully before attempting to respond and this is encouraging. Students were able to respond to specific situations, but were often not able to identify the technical terms for their response. Students need to develop a better understanding of legal concepts within the sport and recreation industry. For the most part, students seemed to interpret any conflict as a breach of the *Equal Opportunity Act 2010*. A greater distinction needs to be made between the nuances of the relevant acts and how they apply to specific situations. Students are reminded that slang is not acceptable in responses, and that it is not necessary to repeat the question in the answer.

Some students answered more than one elective, which is not required and wastes valuable time.

A new VCE VET program with revised Units 3 and 4 will commence in 2013, but the core units from the 2012 exam will still be a good starting point for students when revising for their exam.

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
1	96	2	1	2
2	3	5	19	72
3	18	62	4	17
4	71	14	4	10
5	9	48	22	21
6	67	5	10	18
7	6	25	39	30
8	22	70	6	2
9	4	14	1	82
10	64	18	11	7
11	5	1	91	2
12	22	55	6	16
13	27	51	12	10
14	9	14	60	17
15	6	6	9	80



Part B – Short-answer questions

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 the answers may have included. Unless otherwise stated, these are not intended to be exemplary or complete responses.

Questions 1 and 2

Marks	0	1	2	3	Average
%	49	29	16	6	0.8

Question 1

Professional indemnity

Many students were unable to answer this question, either leaving it blank or answering with ‘professional liability’.

Question 2

Suggested answers included that it

- comprises laws that guarantee access to data held by the state. These laws establish the ‘right to know’ legal process, by which requests may be made for government-held information to be obtained freely or at a minimal cost
- allows people access to records for public use
- allows a person access to personal information that companies hold about them.

This question was rarely answered correctly. Students seemed to confuse the *Freedom of Information Act 1982* with the concepts of freedom of speech and/or confidentiality. Answers mainly focused on ‘everybody has the right to say what they want and can’t be discriminated against for it’.

Question 3

Marks	0	1	2	3	4	5	6	Average
%	1	13	17	16	14	18	21	3.7

Most students answered part a. question correctly, but were not able to provide an appropriate risk treatment option (many wrote about how to solve the risk, rather than the one-word answer that was required). Responses demonstrated that most students were familiar with a risk matrix and were able to interpret the data; however, answers also demonstrated students’ limited understanding of the varying degrees of risk and how to respond appropriately. This question required students to explain and justify how to treat a low-level risk. Students did not seem to be able to conceptualise that some risks merely need to be managed as opposed to removed. Students need to be instructed on better identification of risks and how to manage them.

3ai.

This hazard falls into the low-risk category.

3aii.

A risk treatment option that is appropriate for this hazard would be: Retain the risk, monitor and review. This type of risk will not cause major concern.

The terms eliminate, transfer and reduce were also acceptable.

3b.

Sources of information that could be used to assist the risk analysis include: past records, relevant experience, industry practice and experience, relevant published literature (text, internet), test marketing and market research, experiments and prototypes, economic engineering, specialists/experts.

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Question 4

Marks	0	1	2	3	4	5	6	Average
%	0	1	2	12	19	33	33	4.8

Part a. of Question 4 required students to interpret data and make a decision based upon a single variable, while part b. required students to interpret data and make a decision based upon multiple variables. Results demonstrated that students performed well in part a. but struggled with part b. There was little variation in answers to part a., but a vast variation in answers to part b. Generally, students struggled with a comparative analysis of data.

4a.

Location B would be the most appropriate because a larger percentage of under-19 year olds participate there. She would feel more comfortable with people of her own age – same goals, lifestyle and health concerns.

4b.

The explanation needed to include numbers for comparison, and reasons to support not having one set schedule; for example, for variety or because of the different demographics.

Questions 5a–c.

Marks	0	1	2	3	4	5	6	7	8	Average
%	0	0	0	0	1	3	9	30	56	7.4

Question 5 was answered well. This demonstrated that students had a practical understanding of the basic requirements for planning a recreation session. Students were able to identify and deal with hazards and had a conceptual understanding of situational variances that occur in a line with industry norms.

5a.

Students have to cross a street during the run

- close off the street
- have a crossing guard
- change the run route so students don't have to cross the street
- erect signage

Sections of the route are uneven and too difficult for students to run on: reroute the run or have students use the footpath.

5b.

Support personnel could include coaches, administrators, teachers, health professionals, carers, assistant staff, parents/guardians and lollipop people.

5c.

Physical resources that students should bring with them on the day of the fun run include: appropriate clothing, footwear, sun protection, hats, a water bottle, medication, personal first-aid items, nutrients (food).

Question 5d–e.

Marks	0	1	2	3	4	5	Average
%	2	1	13	54	22	9	3.2

5d.

- Students could not access the website to download the fun run registration form and the organisers were not aware of it: poor communication.
- The physical education teacher is emphasising technical development, but the students are there to have fun: conflict between individual and group goals.

Few students were able to identify both of the barriers, although a higher percentage identified the 'conflict between individual and group goals' barrier than the 'poor communication' barrier.

5e.

Most students were able to identify how the factors listed would affect the fun run. Suggested answers included

- not familiar with roles: confusion, late starts, increased risks, delays, need for instruction

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- distraction from entertainment: difficulty getting the event started, lack of participation, losing focus and/or getting injured
- weather forecast: overheating/dehydration, need for fluids available, increase risk of heat related illnesses, sunburn, delays of start.

Question 6

Marks	0	1	2	3	4	5	6	Average
%	3	4	6	12	21	19	36	4.4

6a.

Many students misinterpreted the question and did not describe a way to develop their plan. Most wrote about a presentation method or style without identifying target groups or researching the topic first.

The following is an example of a high-scoring student response.

Audience members interested in using the flying fox are most likely going to be children, therefore the presentation will aim to capture the interest and attention of children through the use of visual mediums – pictures, photos, video.

Minimise large chunks of information and show information in a way that is easy to understand to ensure audience comprehend.

6b.

Equipment could include: audio/visual, photos, film, signs/posters as appropriate to the response in part a.

6c.

Evaluation could include: surveys/questionnaires, observe use after, evaluation forms, quizzes.

This answer needed to be relevant to the part a. response.

Question 7

Marks	0	1	2	3	4	5	6	Average
%	16	6	10	19	12	8	29	3.5

Type of communication	Example	Explanation
body language	<ul style="list-style-type: none"> • Smiling, standing upright • Head resting in hand, eyes downcast 	<ul style="list-style-type: none"> • This type of posture reflects confidence • This type of gesture indicates boredom
active listening	Reflecting the content of what was said/paraphrasing; for example, ‘so you said your concern was that you are afraid of heights’.	This shows you have been listening closely, repeating what you hear/clarifying what you think you heard.

Students were generally able to provide good examples, but had difficulty linking the explanation back to why it is important to achieving a successful outcome, therefore they could not achieve full marks. However, the examples provided were sometimes not specific enough and the explanations often just reworded the example. The explanation needed to relate to the example.

Questions 8 and 9

Marks	0	1	2	3	4	5	Average
%	4	14	23	39	15	6	2.7

Question 8

Answers needed to focus on how each individual applies their views of life to the daily workings of sport and recreation. A coaching philosophy is a set of values, governing principles and beliefs that determine why you do what you do and how you behave in the context of your coaching role.

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Question 9

9a.

Either of

- act without bias
- the right to explanation in relation to act.

Most students answered this question correctly.

9b.

Ethical responsibilities could include either of

- inclusive/non-discriminatory practices
- client/instructor relationships.

Students had difficulty demonstrating their knowledge of ethical responsibility. Students need to develop a better understanding of legal concepts that are used within the sport and recreation industry.

9c.

Examples include:

- parent
- administrator
- captain
- clients
- colleagues
- other support personnel
- another coach.

Some students wrote 'the coach', which was not acceptable as this was the person causing the issues.

Section 2 – Electives Elective 1 – Aquatics focus

Question 1

Marks	0	1	2	3	4	5	6	7	Average
%	21	16	30	15	15	3	0	0	2.0

1a.

- A. assistance required
- B. scan area/starting scan
- C. major emergency
- D. spinal

Very few students were able to identify all four hand signals. This shows a major gap in students' knowledge and is concerning from an industry perspective, as students would not be able to communicate effectively with lifeguards.

1b.

Rules to follow when lifting include: bend the knees, do not twist while lifting, keep item close to body, seek assistance for lifting.

Questions 2 and 3

Marks	0	1	2	3	4	Average
%	10	16	30	25	20	2.3

Question 2

Acceptable responses included any two of

- legal evidence
- basis for modifying procedures
- risk assessment

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- statistical data.

Many students were able to identify one reason but had difficulty giving a second reason.

Question 3

Water familiarisation provides an opportunity to become involved in the development of aquatic skills and water confidence while developing social, emotional, mental and physical skills in a safe environment. Some students simply restated the question; for example, 'it is becoming familiar with the water'.

Questions 4 and 5

Marks	0	1	2	3	4	Average
%	20	20	21	31	8	1.8

Question 4

All of

- motor development
- cognitive
- social and emotional.

Most students were able to identify the 'motor development' stage of readiness, but often reworded this rather than providing the two other areas of readiness.

Question 5

Hips

This question was generally answered well.

Question 6

Marks	0	1	2	3	4	Average
%	28	15	13	15	30	2.0

Explanation

- I say, you do
- traditional learning and discipline
- formal instruction.

Used

- dangerous situations
- beginners classes

Students generally had difficulty explaining this strategy and identifying when to use it.

The following is an example of a high-scoring student response.

The command and response strategy used in high risk/danger locations and situations. Used for beginners class.

Strategy: The instructor tells everyone what to do and how to do it in detail and expects everyone to respond in such a way that they only do what the instructor has said to do.

It doesn't allow for any 'leeway'.

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Question 7

Marks	0	1	2	3	4	Average
%	15	13	30	33	10	2.1

7a.

The mouth-to-nose resuscitation technique is a procedure of artificial resuscitation in which the mouth of the victim is covered and held closed, and air is breathed through the patient's nose.

7b.

Both of

- when giving resuscitation to an infant
- when the mouth is injured.

Most students were able to describe the technique, but had difficulty identifying two situations in which to use the technique.

Questions 8 and 9

Marks	0	1	2	3	4	5	6	7	Average
%	7	2	8	3	13	15	26	26	4.9

Question 8

Any four of

- self-preservation
- awareness of personal capabilities
- available assistance
- selection of rescue aids
- the nature of the area
- the number of people in difficulty
- priorities of rescue.

Students were aware of factors that need to be considered.

Question 9

A full description of the leg action is as follows.

1. Streamline position on back with legs extended and arms by the side.
2. Hips remain high as knees bend, dropping both feet to a position under the buttocks.
3. The feet hook (Dorsi flex) and lower legs rotate outwards. Knees remain relatively stationary, with feet now slightly wider than hips.
4. Arms and legs thrust simultaneously. Lower legs are fully extended as hooked feet sweep out and around, applying pressure to the water with inside of lower legs and feet.
5. The body finishes in a prolonged relaxed glide until momentum slows.

This question was generally answered well. It showed that students had a good practical understanding of the technique. Even in the lower-level responses, most students were able to give a basic descriptor.



Elective 2 – Fitness focus

Question 1

Marks	0	1	2	3	Average
%	9	7	20	64	2.4

Joint	Location in body
ball and socket	<ul style="list-style-type: none"> hip pelvis shoulder
hinge	<ul style="list-style-type: none"> elbow knee inter-phalangeal (phalanges) fingers toes
gliding	<ul style="list-style-type: none"> metatarsals metacarpals carpal joints/wrist ankle

Generally this question was well answered by students.

Question 2

Marks	0	1	2	3	4	Average
%	20	33	31	12	4	1.5

The steps involved are

- establish a rapport with clients (give them an appointment card, use a friendly greeting, etc.)
- identify general client fitness requirements (goal setting)
- advise clients on the benefits and procedures of fitness appraisal and exercise prescription (PAR-Q)
- deliver and process a basic health screening questionnaire.

The majority of students could not outline more than two client orientations.

Question 3a–b.

Marks	0	1	2	3	4	Average
%	3	7	12	39	40	3.1

On the whole, students answered Question 3 well. Students had difficulty identifying the name of the energy system and the duration of the system with the correct fuel source (part g.).

3a.

Identifying the document as a health or fitness screening or PAR-Q.

3bi.

The health professionals that could be acceptable for this scenario are physiologists, chiropractors, osteopaths, GPs, massage therapists, sports physicians or exercise physiologists.

3bii.

The answer needed to refer back to the health questionnaire, identifying the problem and the correct referral for the problem. For example, strained deltoid – referred to a physiotherapist.

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Question 3c–d.

Marks	0	1	2	3	4	5	6	Average
%	0	0	1	6	18	19	56	5.2

3c.

Fitness/Lifestyle goals	Physical	Mental	Social	Spiritual
to do some form of exercise every day (at home or at the fitness centre)	✓			
to lose 8 kg of body fat by the end of the year (six months away)	✓			
to get at least eight hours of sleep a night to decrease stress		✓		
to join a team sport for increased social interaction			✓	
to strengthen his belief in his ability to succeed				✓

Students identified the client's goals well.

3d.

Responses relating to incorporating exercise into the client's day were good. Suggestions could include: Use time in morning or lunch break to do some exercise, take the stairs instead of the lift and ride a bicycle to work.

Questions 3e–f.

Marks	0	1	2	3	4	5	Average
%	5	2	6	19	36	33	3.8

3e.

Frequency: Every day

Intensity: Moderate

Time: At least 30 minutes a day

Type: Aerobics-based

This question was answered well.

3f.

Students were able to identify motivation techniques to help with adherence. Examples could have been to exercise with a friend or reward himself with different things when goals are achieved.



Question 3g.

Marks	0	1	2	3	4	5	6	Average
%	28	4	10	16	12	10	20	2.9

Name of energy system	<ul style="list-style-type: none"> aerobic or oxygen system 	<ul style="list-style-type: none"> lactic acid or lactic anaerobic glycolysis (anaerobic alone was not acceptable) 	<ul style="list-style-type: none"> ATP-PC or CP alactic system phosphagen
Fuel for system	<ul style="list-style-type: none"> carbohydrate (CHO) fat protein 	<ul style="list-style-type: none"> carbohydrate (CHO) glycogen 	<ul style="list-style-type: none"> phosphocreatine (PC)
Duration of system	<ul style="list-style-type: none"> over 30 seconds or 60+ always operating 	<ul style="list-style-type: none"> 30 seconds (15–60 seconds) 	<ul style="list-style-type: none"> 0–15 seconds

Question 3h.

Marks	0	1	2	Average
%	18	22	61	1.5

Both of

- cleaning
- lubrication.

When listing the types of maintenance, a large number of students repeated one type of maintenance (for example, checking for different things that could be broken) rather than giving two separate types.

Elective 3 – Outdoor Recreation focus

Question 1

Marks	0	1	2	3	4	5	6	Average
%	0	0	1	6	11	35	47	5.2

Environmental/weather

- heat
- rain
- storm
- humidity
- wind
- dehydration

Human

- panic
- teacher not having knowledge
- not following a plan
- carrying an extra backpack

Environmental/terrain

- steep
- slippery
- ledges
- loose rock
- wet trail

Students had the most difficulty with identifying two human hazards, and some students confused the environmental terrain with weather conditions.

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Questions 2 and 3

Marks	0	1	2	3	4	Average
%	3	6	35	38	18	2.6

2a.

- disturbance to the fauna (flora was also accepted)
- introduction of new flora and fauna.
- erosion and visual scarring
- the spread of phytosphthora and other soil-borne diseases

2b.

Minimal impact code

Many students were able to identify effects on the environment, but were not able to identify the correct code.

Question 3

Correct responses included

- staff and client abilities/experience
- age of clients
- types of group.

This question was generally answered well. Environmental conditions were not accepted.

Questions 4 and 5

Marks	0	1	2	3	4	5	Average
%	0	4	10	23	28	34	3.8

Question 4

Any four of

- ensure the group had better knowledge of the terrain
- understand how weather can increase the potential for an accident
- better planning of time
- have a contingency plan for bad weather
- check the weather forecast before the program commenced
- have more experienced leaders or better training

This question was generally answered well by students. Students needed to interpret the question from a planning and organisational perspective rather than a situational perspective.

Question 5

Appropriate answers included

- heat stroke
- heat exhaustion
- dehydration.

This question was answered very well by students. Any injury that could be justified because of the heat was considered to be correct, as long as it was related back to heat.

Questions 6–8

Marks	0	1	2	3	4	Average
%	7	23	32	24	15	2.2

Question 6

To maintain physiological wellbeing, one would

- ensure that everyone drinks plenty of water to prevent dehydration
- keep the pace slow to avoid dehydration

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- plan a route via water replenishment
- take frequent/scheduled breaks.

A large majority of students could not distinguish the difference between the terms 'physiological' and 'psychological'. Many students' responses identified (often correctly) how to care for the psychological wellbeing of the participants.

Question 7

Other non-routine situations included

- panic of a group member
- unseasonable weather conditions
- possible concussion/hitting head on a rock.

Students answered this question well.

Question 8

Some appropriate examples included

- splint
- mobile phone
- EPERB (electronic positioning radio beacon)
- first aid kit
- straps.

Many students gave a response or treatment rather than a resource. Call 000 was not an acceptable answer as it is not a resource; however, use a phone to call 000 was acceptable. Similarly, the term 'first aid' on its own did not describe a resource and was therefore not acceptable.

Question 9

Marks	0	1	2	3	4	Average
%	11	12	21	34	22	2.5

Any four of

- advantages
- disadvantages
- construction features (size, weight)
- cost
- ability to repair.

This question was generally well answered, although some students doubled up on factors.

Question 10

Marks	0	1	2	3	4	Average
%	3	15	35	29	19	2.5

Any four of

- a spot 100 m or more away from the campsites and water courses (any answer less than 100 m away was not acceptable)
- use a different area each time to spread the impact over a wider area
- dig a hole 15 cm deep
- bury all faecal waste and paper, mixing it with soil to aid decomposition and to discourage animals
- carry out all personal items, like sanitary pads and tampons, in a plastic bag
- use biodegradable toilet paper.

This question was generally answered well, but some students only mentioned digging a hole.

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Question 11

Marks	0	1	2	3	Average
%	3	16	47	33	2.1

11a.

Suggested answers include: Changing clouds indicates changes in weather. In this scenario, the weather associated would be heavy rain, flash flooding with thunderstorms ahead of the cloud change.

11b.

A decreasing barometric pressure indicates storms, rain and windy weather, so the pressure would be decreasing in this scenario.

Basic interpretation of weather maps is an integral part of this program.

Elective 4 – Sport focus

Question 1

Marks	0	1	2	3	4	Average
%	0	0	67	33	0	2.4

- health legislation: rat droppings
- fire regulations: faulty fire extinguisher
- building codes: leaking roof
- OH&S: sunscreen, mixed genders

This question was generally answered well by students, demonstrating the practical knowledge of dealing with codes and legislation.

Questions 2 and 3

Marks	0	1	2	3	4	Average
%	50	33	17	0	0	0.7

Question 2

Needs that should be considered are

- physical
- emotional
- psychological
- individual
- group.

Few students answered this question correctly. It appears that there is a lack of specific knowledge around the needs of specific groups.

Question 3

Correct answers included

- relocate to indoors
- postpone or reschedule the session.

This was answered well by most students. A few students suggested going to the swimming pool instead; however, this would no longer be a rugby program, unless the student explained how the pool session is related to rugby. Cancelling a session was not an acceptable answer.

Question 4

Marks	0	1	2	3	4	5	Average
%	83	17	0	0	0	0	0.2

4a.

Specific communities could include

- non-English speaking background, language-specific groups
- low income earners

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- alcohol or other drug abusers
- people with disabilities, including mental illness
- urban, rural and remote populations
- religious groups
- specific cultural groups.

Some students were unsuccessful in identifying a specific community (and many failed to identify three) and therefore it was difficult for them to obtain marks for part b.

4b.

The modification to the program must show sensitivity to the group chosen in part A. For example: For linguistic diversity, Natalie could print the information in the language that is specific to the group.

Question 5

Marks	0	1	2	3	Average
%	67	33	0	0	0.4

5a.

Acceptable responses included

- by using appropriate communication
- by explaining the benefits of mixed teams
- by explaining anti-discrimination or equal opportunity.

5b.

The legislation that protects senior management's decision is the *Equal Opportunity Act*.

Students' answers illustrated a lack of knowledge of specific legislation.

Questions 6 and 7

Marks	0	1	2	3	4	Average
%	33	50	17	0	0	0.9

Question 6

Some suggested modifications could include

- communication
- equipment
- level of literacy and numeracy expected
- confidence
- physical differences
- emotional differences.

Question 7

Fairness is when one team or competitor is not gaining an unfair advantage over another.

The students were able to define this term well.

Question 8

Marks	0	1	2	3	4	5	Average
%	17	33	33	17	0	0	1.5

8a.

A risk management plan refers to a plan of action to reduce the risks associated with a particular activity and assist the official in reducing the chance of breaching their duty of care.

Not enough detail was shown in many students' answers. Risk management is also part of a core unit and it should have been answered easily. Students need to develop a better understanding of risk management concepts within the sport and recreation industry.

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8b.

The three steps of a plan include: risk identification, risk assessment and review.

Questions 9 and 10

Marks	0	1	2	3	4	5	Average
%	83	17	0	0	0	0	0.2

Question 9

Best practice principles can be obtained through

- the activity's official 'code of conduct' policy
- the Australian Sports Commission official 'Code of Conduct' policy
- national organisation regulations and guidelines (IRB, ARL, ARU, NRL)
- relevant national, state/territory or local government regulations and guidelines
- the employer organisation's policies and procedures.

Many answers indicated that students were not aware of the meaning of best practice principles. A common answer was the internet, but few students seemed to know of other sources.

Question 10

Appropriate answers included

- tax on invoices
- BAS statements
- depreciation of goods
- GST.

Very few students were able to identify a correct answer on ATO regulations.