

# 2018 VCE VET Sport and Recreation examination report

## General comments

The 2018 VCE VET Sport and Recreation examination provided students with an opportunity to demonstrate their knowledge and understanding of the key concepts identified in the VCE VET Certificate III Sport and Recreation program.

Students who did not perform well provided generalised responses and demonstrated limited capacity to correctly use industry and/or range statement terms. These students also demonstrated limited capacity to provide sport and recreation programs that were outside of their experience.

Overall, students demonstrated sound understanding of the content knowledge from SISXCAI004 Plan and conduct programs.

In relation to BSBWHS303 Participate in WHS hazard identification, risk assessment and risk control, generally students struggled to articulate the difference between a hazard and a risk, and to suggest appropriate strategies to deal with each.

## 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 resulting in a total more or less than 100 per cent.

### Question 1a.

Marks	0	1	Average
%	8	92	0.9

Personal protective equipment

**Question 1b.**

Marks	0	1	2	3	4	Average
%	8	27	41	20	5	1.9

Possible responses may have included:

Activity	PPE for this activity
indoor rock climbing	1. carabiner 2. helmet
volleyball	1. knee pads 2. sunglasses
canoeing	1. life jacket 2. river sandals
softball/baseball	1. catcher's chest plate 2. box/jockstrap

Some students struggled to distinguish between PPE and general equipment used for various sport and recreation activities.

**Question 2a.**

Marks	0	1	2	Average
%	10	28	61	1.5

Possible responses may have included:

- program demonstrations within the facility
- compulsory orientation sessions
- safety videos played on screens within the facility.

**Question 2b.**

Marks	0	1	2	Average
%	96	4	0	0.1

Possible responses included:

- storage of documents
- production and circulation of materials
- budget constraints.

Students struggled to distinguish between legislation and organisational policy and procedures.

**Question 2c.**

Marks	0	1	2	3	Average
%	24	28	29	19	1.5

Possible responses included:

- do not deliver the education material online or on social media
- have a phone number or helpline to answer questions
- have printed pamphlets available at appropriate locations, such as a GP's office.

**Question 2d.**

Marks	0	1	2	Average
%	11	40	49	1.4

Possible responses included:

- survey the participants
- analyse social media commentary
- participation rate/data collection.

**Question 3ai.**

Marks	0	1	2	Average
%	13	34	53	1.4

Generally, students were able to give articulate responses in regards to sport and recreation budgets.

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

*A budgetary constraint is a financial restriction, meaning that an organisation is only allowed to use an allocated amount of money. They must be considered in order to ensure that a company does not go over budget and lose money.*

**Question 3aii.**

Marks	0	1	Average
%	36	64	0.7

Possible responses included:

- fees
- uniform
- transport costs
- rent.

**Question 3b.**

Marks	0	1	2	3	Average
%	6	18	40	36	2.1

Possible responses included:

- ask for volunteer referees
- create a budget and monitor finances
- increase the fees for participants.

Students had sound knowledge of common methods used within industry to ensure the payment of fees.

**Question 3c.**

Marks	0	1	2	3	4	Average
%	6	15	33	36	11	2.3

Possible responses included:

- Issue: ethical

- Strategies: send out a reminder/ban the player from playing/negotiate a payment plan.

**Question 4a.**

Marks	0	1	2	3	4	5	Average
%	10	14	28	22	12	14	2.6

Possible responses included:

Warm-up: arm swings

Verbal cue 1: slow and controlled movements

Verbal cue 2: start small, get bigger (arm circles)

Major muscle 1: pectoralis major

Major muscle 2: triceps

Students generally were able to identify the major muscles involved; however, students demonstrated limited knowledge when articulating cues that were relevant to the warm-up activity.

**Question 4b.**

Marks	0	1	2	3	Average
%	3	26	46	24	1.9

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

*The bench press as muscular strength of the legs is not required. You could play upbeat music prior to the lift to increase the arousal levels of the participant as energy and motivation levels increase as a result of this method.*

**Question 4c.**

Marks	0	1	2	3	4	Average
%	39	36	7	9	8	1.1

Possible responses included:

Potential risk	Risk control option	Strategy
1. A bench press crush causing injury while doing the exercise	1. Administration controls	1. Ensure that coaches are adequately trained. 2. Ensure that coaches are aware of the maintenance schedule of equipment.

Students struggled to distinguish between the sources of potential risk and the risk control options. Students also struggled to develop strategies that were relevant to addressing the potential risk with other coaches.

**Question 5a.**

Marks	0	1	2	3	4	Average
%	43	7	19	24	7	1.5

Possible responses included:

Scenario	Risk control option
a new runner gets lost	administrative control
a runner sprains their ankle and has no way of seeking medical attention	administration control
a young runner collides with a member of the public	isolation
runners fall over due to a slippery track as a result of rain	elimination

Many students provided strategies to deal with the scenarios; however, the stem of the question asked for risk control options.

**Question 5b.**

Marks	0	1	2	Average
%	8	45	47	1.4

Possible responses included:

- ensures the safety of the participants
- ensures the legal compliance of the event
- reduces risk to participants by giving them up-to-date information about the course.

**Question 6a.**

Marks	0	1	Average
%	63	37	0.4

The correct response was: abduction

A majority of students struggled to correctly identify the action shown in the diagram.

**Question 6b.**

Marks	0	1	Average
%	95	5	0.1

Possible responses included gluteals or glutes.

A large majority of students struggled to identify the correct muscle group in creating a sideways kick.

**Question 6c.**

Marks	0	1	2	3	4	Average
%	27	13	20	16	24	2

Possible responses included:

Principle 1: centre of gravity

Verbal cue: get lower to the ground, lower hips and bend knees

Principle 2: base of support

Verbal cue: feet shoulder-width apart

**Question 6d.**

Marks	0	1	2	3	4	Average
%	5	19	41	25	9	2.2

A possible response could have been:

Contraindication: infection

Management: apply first aid/prevent the player from participating/refer to a GP

**Question 6ei.**

Marks	0	1	2	Average
%	36	55	8	0.7

A possible response could have been:

Ensure conversations remain professional during sessions and be interested in, but not to be personally involved in, their lives outside of the session.

**Question 6eii.**

Marks	0	1	2	3	Average
%	29	27	26	17	1.3

Possible responses included:

- ensure professional and appropriate behaviour with clients at all times
- do not add clients to social media
- ensure that you are never in a one-on-one situation with your clients.

**Question 7a.**

Marks	0	1	2	Average
%	6	24	69	1.7

A possible response could have been:

Advantage: decisions can be made quickly

Disadvantage: not all group members feel validated

The majority of students performed well on this question.

**Question 7b.**

Marks	0	1	2	3	4	5	Average
%	86	1	2	4	4	4	0.5

Possible responses included:

<b>Approach</b>	Collaborative
<b>Importance</b>	A collaborative approach is about groups working together to achieve a common goal while using their own set of skills to contribute to the group.  Group has direction and accountability.
<b>Skills</b>	1. decision-making skills 2. listening skills

This question was not answered well.

**Question 7c.**

Marks	0	1	2	3	4	5	6	Average
%	40	8	19	7	13	3	10	2

Possible responses included:

Situation	Barrier	Strategy
Two students in the group are arguing about who should be the referee. One student is loud and competitive, while the other student is rather quiet and is completing a referee course.	personality clashes	Give the students different tasks so they do not have to work together.
The group has not been able to find a qualified referee within the group. One student suggests that they hire his uncle to be the referee.	conflict of interest	Highlight the conflict in a non-threatening manner.
One of the students in the group does not want a competition; instead, the student thinks the session should be about skill development.	conflict between individual and group goals	All members to be involved in the setting of group goals to enable ownership over the goals.

**Question 7d.**

Marks	0	1	2	Average
%	6	25	69	1.6

Possible responses included:

- an announcement over the PA
- posters in common areas
- send letters home.

A majority of students were able to identify appropriate communication mediums in sport and recreation programs when developed for their peers.

**Question 7e.**

Marks	0	1	2	3	Average
%	2	5	28	64	2.6

Possible responses included:

Members:

- staff and teachers
- gymnasium users during lunchtime
- school administration

Reason: They may help to identify any weaknesses in the planned round-robin, so the group can deal with them before conducting the session.

A majority of students were able to identify members of the school community that they should seek agreement from; however, some students struggled to articulate why seeking their agreement was important.

**Question 7f.**

Marks	0	1	2	3	Average
%	11	32	40	17	1.7

Possible responses included:

Component:

- the suitability and safety of facilities and equipment used
- content of the program
- structure and content of the activities or sessions

Reason: to look at future directions of the program

**Question 8a.**

Marks	0	1	2	Average
%	41	35	24	0.9

Possible responses included:

- work/occupation health and safety
- privacy and confidentiality
- equal opportunity.



**Question 8b.**

Marks	0	1	2	3	Average
%	9	11	28	53	2.3

Possible responses included:

- the number of participants taking part in the program
- the needs, expectations and preferences of participants
- ages
- skill level and ability.

A majority of students could articulate sources of information to access when planning a session.

**Question 8c.**

Marks	0	1	2	3	4	Average
%	22	11	23	18	25	2.2

A possible response could have been:

Need is the reason for participation in the activity. For example, competition/performance targets, fitness targets and self-improvement.

An expectation is something that a participant will think will happen while participating in the session. For example, develop their kicking and marking skills, increase fitness to play Australian Rules Football and develop ability to play at a high level in the competition.

**Question 8d.**

Marks	0	1	2	3	Average
%	13	23	41	24	1.8

Possible responses included:

Definition:

- It is the level of supervision required for that activity/session being conducted.
- It is a legal requirement to ensure duty of care when conducting an activity/session.
- It can be affected by environmental conditions, difficulty of activity/sport, site location, skill and ability of participants, level of qualification of coach.

External source:

- peak bodies
- Australian Sports Commission
- AFL

**Question 9a.**

Marks	0	1	2	3	4	Average
%	9	33	37	17	5	1.8

Possible responses included:

Role:

- the regulator of work health and safety and occupational health and safety in Victoria
- creating safe workplaces

- providing tools/information for organisations

Responsibilities:

- help to prevent workplace injuries from occurring
- enforce Victoria's occupational health and safety laws
- provide reasonably priced workplace injury insurance for employers
- help injured workers back into the workforce

**Question 9b.**

Marks	0	1	2	Average
%	29	36	35	1.1

Possible responses included:

- any health and safety incidents where a death has occurred to an employee or person within the workplace
- where a health and safety incident requires medical treatment by a doctor or immediate treatment as an in-patient in a hospital
- any incidents involving high-risk equipment, explosives (injury or theft) or the release of dangerous goods such as toxic gases must be reported

**Question 9c.**

Marks	0	1	2	3	4	Average
%	44	17	22	13	4	1.2

A possible response could have been: The use of force to move an object by lifting, carrying, pushing or pulling. It is important to prevent injury and minimise the cost of insurances.