



2009 VCE VET Sport and Recreation GA 2: Examination

GENERAL COMMENTS

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

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.

There were both multiple-choice and short answer questions on this year's examination. These questions focused on applying the theory of each unit to practical recreation, community and outdoor recreation settings.

In 2009, the number of students who completed the VCE VET Sport and Recreation examination increased to over 2000. Overall, students in 2009 performed well.

In general, students' overall understanding of the multiple-choice section of the paper was good. The questions that provided the greatest challenge for students were those which focused on conflict in the workplace and influences on participation. These topics are covered in the units 'Deal with conflict' and 'Apply sport and recreation law'. Students should have learnt that conflict can have both positive and negative effects in the workplace, and that third parties such as mediators can have a positive effect on conflict resolution.

Areas of strength included:

- ability to answer multiple-choice questions
- planning and conducting sport and recreation sessions
- analysing participation patterns.

Areas of weakness included:

- risk management
- dealing with conflict
- liability.

It must be reinforced that students should complete the multiple-choice, core short answer and only **one** elective section of the examination paper. An instruction for students to choose only one elective was made clear; however, some students still made errors in their selection of their elective. Students must complete only the elective they are enrolled in. Some students once again completed all four elective units. Teachers must continue to reinforce the guidelines for the examination during exam preparation and revision.

Teachers should instruct students to:

- read questions carefully
- avoid irrelevant information
- provide only the number of responses requested in the question
- check that answers are not the same
- ensure their answers are relevant to the question.

Students should ensure that their writing is legible. Students are encouraged to practise handwriting in class as part of their examination preparation.



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 | 93 | 3 | 1 | 3 | |
| 2 | 59 | 4 | 29 | 8 | |
| 3 | 2 | 96 | 2 | 0 | |
| 4 | 1 | 1 | 6 | 93 | |
| 5 | 33 | 31 | 21 | 15 | Students did not seem to be familiar with risk treatment options. |
| 6 | 3 | 25 | 7 | 64 | |
| 7 | 3 | 0 | 1 | 97 | |
| 8 | 12 | 7 | 67 | 14 | |
| 9 | 17 | 1 | 32 | 49 | Many students seemed to confuse risk identification with risk evaluation. |
| 10 | 10 | 24 | 64 | 1 | |
| 11 | 52 | 3 | 21 | 24 | |
| 12 | 2 | 10 | 63 | 25 | |
| 13 | 2 | 2 | 7 | 89 | |
| 14 | 37 | 31 | 21 | 11 | This proved to be the most difficult question in the multiple-choice section of the examination. This is part of the required knowledge from SRXGRO001B: Stages of group formation, i.e. forming, norming, storming, performing. |
| 15 | 72 | 26 | 1 | 2 | |

Part B – Short answer questions

Questions 1, 2 and 3 were answered well.

Question 1

| Marks | 0 | 1 | 2 | 3 | 4 | Average |
|-------|---|----|----|----|----|---------|
| % | 5 | 12 | 19 | 29 | 34 | 2.8 |

Factors that are barriers to group formation include (two of):

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

Question 2

Lifestyle influences that affect participation rates include (two of):

- aspirations
- financial considerations
- opportunity cost.

Question 3a–c.

| Marks | 0 | 1 | 2 | 3 | Average |
|-------|---|---|----|----|---------|
| % | 1 | 6 | 29 | 64 | 2.6 |

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Question 3a.

Boys spend 5.2 hours more playing computer games.

Question 3b.

The lowest participation rate of children was in 2006.

Question 3c.

The age group with the biggest change in its average number of hours between 2003 and 2006 was 12–14 years old.

Question 4a.

| Marks | 0 | 1 | 2 | 3 | 4 | 5 | 6 | Average |
|-------|----|----|----|----|----|---|---|---------|
| % | 12 | 21 | 35 | 15 | 10 | 4 | 3 | 2.2 |

Professional liability: The negligence of the lifeguard leaving the hose on the pool deck

Public liability: Public access, egress and safety is affected

OH&S: Knowing and understanding the occupational health and safety laws will help you to avoid the unnecessary costs and damage to your business caused by workplace injury and illness.

Question 4b–c.

| Marks | 0 | 1 | 2 | 3 | 4 | 5 | Average |
|-------|---|----|----|----|----|---|---------|
| % | 8 | 21 | 24 | 20 | 19 | 8 | 2.5 |

Question 4b.

Appropriate sources of information that could be used as references to reduce the likelihood of this situation happening again include:

- staff training manuals
- Occupational Health & Safety Act
- workplace policies and procedures
- staff training session.

This question was answered well.

Question 4c.

No. The employees are protected by the public liability insurance of their organisation.

Many students thought that the lifeguard should be responsible for the costs.

Questions 5 and 6

| Marks | 0 | 1 | 2 | Average |
|-------|---|----|----|---------|
| % | 2 | 18 | 80 | 1.8 |

Students performed well on both questions.

Question 5

An organisation might implement a program to educate individuals that use its resources to:

- prevent misuse of equipment or to promote the safe use of equipment
- promote compliance with 'no go'/out of bounds areas
- promote compliance with safe practices/behaviour
- prevent injury, ensure occupational health and safety.

Question 6

When planning levels of supervision for a recreation session, items of information about the participants that should be considered include:

- numbers, ages and genders of participants
- special requirements
- previous experience
- medical conditions
- financial/budgetary considerations

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- skill level.

Question 7a–c.

| Marks | 0 | 1 | 2 | 3 | 4 | 5 | Average |
|-------|---|---|---|----|----|----|------------|
| % | 1 | 1 | 5 | 23 | 40 | 31 | 3.9 |

Question 7a.

It is important to meet with someone from the facility prior to conducting a session to:

- identify the sources of information that are required to plan a session or program
- ensure information is as up-to-date, accurate and comprehensive as available sources allow
- check conflicting information with relevant sources
- respect the participants' and the organisation's rights to confidentiality
- give consideration to the full range of participants' needs
- determine the condition of the participant in consultation with relevant support personnel and the participant's aims and priorities
- conduct relevant tests and assessments
- assess the likely demands of the activity on the participants
- advise participants of any obvious reasons why they should not participate in a given session or program
- identify the support personnel necessary for the session or program
- refer participants with special requirements beyond your own level of responsibility to a competent person/agency
- assess the work environment with regards to the workplace context.

Question 7b.

Things that can be done to include all participants in the session include (two of):

- ask if a support staff member is available to push the person in the wheelchair through the dance motions
- ask the person in the wheelchair to be a helper, for example, stopping and starting the music
- focus the session on arms/the upper body movements of the dance
- expand the session to include the people who are already using the hall.

Question 7c.

Safety considerations which would have to be taken into account when modifying the session to outdoors include:

- wheelchair access
- surface area
- are electrical cords laid in a way to avoid being tripped over
- is there a shaded area (sun protection)
- is the area large enough for the activity planned
- the number of participants
- the participants' limitations.

This question was handled well by students.

Question 8a–c.

| Marks | 0 | 1 | 2 | 3 | Average |
|-------|----|----|----|----|------------|
| % | 10 | 16 | 30 | 44 | 2.1 |

Question 8a.

The 75-and-over sector of the female community had the most sedentary or low exercise level in 2004–05.

Question 8b.

The 15–24 sector of the male community had the least sedentary or low exercise level in 2004–05.

Question 8c.

From the age of 15 to 44 males tend to **increase** in sedentary or low exercise levels.

Students performed well on this question.

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Question 9

| Marks | 0 | 1 | 2 | 3 | 4 | Average |
|-------|----|----|----|----|----|---------|
| % | 27 | 26 | 24 | 11 | 12 | 1.6 |

Paraphrasing: by paraphrasing the individual's comments there is less chance of misinterpretation or distortion of information.

Feedback: appropriate feedback can help individuals to better understand the situation and what is required of them.

One mark was awarded for outlining the feedback and one mark was awarded for a description of how the feedback could be used to help defuse a conflict. Students needed to be more specific with their answers as most did not answer both parts of the question. Many students used incorrect terminology.

Question 10a–b.

| Marks | 0 | 1 | 2 | Average |
|-------|----|----|----|---------|
| % | 21 | 57 | 23 | 1 |

Question 10a.

Forcing

Question 10b.

To prevent escalation/limit further conflict

Question 11a–c.

| Marks | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Average |
|-------|---|---|---|----|----|----|----|---|---------|
| % | 0 | 0 | 5 | 21 | 35 | 20 | 12 | 7 | 4.3 |

Question 11a.

He has not. Coaches and officials should not be biased towards any team or individual.

Most students were able to say that Tony (the coach) was behaving unethically, but were not able to connect it to the correct ethical responsibility that was being breached. Some students gave contradictory 'yes' and 'no' answers.

Question 11b.

| Scenario | Resolution outcome |
|---|--------------------|
| 1. Colin asks Tony to coach the B team. | win–lose |
| 2. Colin enforces Tony's decision. | win–lose |
| 3. Colin decides that due to the conflict no one will go to the tournament. | lose–lose |

This question was generally answered well.

Question 11c.

Best practice principles of the activity or organisation refer to:

- the activity's Coaches or Instructors Code of Conduct policy
- the Australian Coaching Council's Coaches Code of Conduct policy
- national activity organisation regulations and guidelines
- relevant national, state/territory or local government regulations and guidelines
- employer organisation's policies and procedures
- the culture of the activity
- accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations
- current and past good practice demonstrated by self or peers in the same or similar situation
- follow selection criteria/ensure a more equitable team selection is put in place.

Most students were not awarded any marks for this question. Students were not able to draw upon acceptable responses from the range statement options; very few students listed the appropriate codes of conduct.

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Question 12a–c.

| Marks | 0 | 1 | 2 | 3 | 4 | Average |
|-------|---|---|----|----|----|---------|
| % | 2 | 5 | 14 | 32 | 48 | 3.2 |

These questions were very well answered.

Question 12a.

Specific problems that could occur if the students were not educated about beach safety include:

- non-compliance with 'no go'/out of bounds areas
- non-compliance with safe practices/behaviour
- possibility of drowning or water emergency because the participant is not familiar with beach
- inability to identify hazards such as water conditions, wildlife, etc.

Question 12b.

Mediums of delivery that could be used to educate the students about beach safety include:

- a pamphlet
- the Internet
- a video
- a public presentation.

Question 12c.

Question and answer session/quiz/evaluation sheet

Section 2 – Electives

Section 2 consisted of four electives. Students were required to answer **one** elective only and answer all questions in the elective chosen in the spaces provided. They needed to indicate the elective they were answering (elective 1, 2, 3, or 4) by ticking the appropriate box on the examination paper.

Elective 1 – Aquatics focus

Overall, the questions in this elective were answered well. Many students were not aware of the meaning of tactile feedback.

Question 1

| Marks | 0 | 1 | 2 | 3 | 4 | Average |
|-------|---|---|----|----|----|---------|
| % | 0 | 0 | 18 | 26 | 55 | 3.4 |

| Basic water rescue | Water rescue technique |
|--------------------|---|
| Nonswimming rescue | <ul style="list-style-type: none"> • reach rescue • rope throw • throw a flotation device |
| Swimming rescue | <ul style="list-style-type: none"> • accompanied rescue • wade rescue • non-contact tow • contact tow |

Question 2a–d.

| Marks | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Average |
|-------|---|---|---|----|---|----|----|----|---------|
| % | 0 | 0 | 0 | 11 | 5 | 24 | 45 | 16 | 5.5 |

Question 2a.

Characteristics that show a person is in difficulty in deep water include:

- the inability to respond when asked 'are you OK?'
- vertical body position
- diagonal body position
- minimal or non-supportive leg action
- vigorous arm movements

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- head tilted up and back, face turned to safety or help
- submerged.

Question 2b.

Factors that may have contributed to this aquatic emergency include:

- swimming ability
- environmental conditions (deep water/shallow water/wind/river/surf)
- risk-taking behaviour
- consumption of alcohol or use of illegal drugs
- condition of casualty.

Question 2c.

Bystanders can assist in different ways such as:

- ensuring the safety of bystanders (clear the area)
- identifying what happened (if appropriate)
- bringing rescue and first aid equipment
- calling emergency services
- assisting with first aid
- assisting to reassure the casualty
- assisting with individual or multiple casualty care
- providing information about the casualty
- assisting with crowd control
- assisting with immobilisation of the casualty
- assisting with removal of the casualty from the water.

Question 2d.

Resuscitation techniques could include:

- mouth to mask
- CPR
- mouth to nose
- mouth to mouth
- oxygen therapy
- expired air resuscitation (EAR).

Question 3

| Marks | 0 | 1 | 2 | Average |
|-------|---|----|----|---------|
| % | 5 | 39 | 55 | 1.5 |

- use a beach entry
- ask Jonathon's mother to go into the water with him
- getting the face wet, submerging and opening eyes under water
- sit on the edge of the pool with legs in the water
- start in a shallow pool

Question 4a–d.

| Marks | 0 | 1 | 2 | 3 | 4 | Average |
|-------|---|---|----|----|---|---------|
| % | 0 | 5 | 45 | 42 | 8 | 2.5 |

Question 4a.

Principles of movement being employed are:

- flotation
- buoyancy
- lift.

Question 4b.

Accommodate the group by:

- sharing a kickboard – take turns

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- running two activities in which the participants complete and then swap over.

Question 4c.

- whole, progressive – part, whole strategies
- progressive part strategies

Question 4d.

To increase the participants' enjoyment level while still developing the freestyle stroke, you could:

- include an activity or game
- incorporate elements from a previous lesson.

Question 4e–f.

| Marks | 0 | 1 | 2 | 3 | 4 | Average |
|-------|---|----|----|----|----|---------|
| % | 8 | 24 | 26 | 24 | 18 | 2.2 |

Question 4e.

The answer needed to include something that creates fun/enjoyment and uses the freestyle stroke.

Question 4f.

Factors that should be considered when communicating with this group of beginners include:

- age (social and emotional development)
- preferred language
- sensory or intellectual impairment, for example, sight loss or hearing loss
- the Swimming Teachers Code of Conduct policy.

Question 4gi–iii.

| Marks | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Average |
|-------|----|----|----|----|---|---|---|---|---------|
| % | 53 | 11 | 18 | 18 | 0 | 0 | 0 | 0 | 1 |

Question 4gi.

Factors that may have affected this participant include:

- stage of development
- personality
- physical, intellectual and emotional characteristics
- physical fitness
- body type and composition
- cultural factors.

Question 4gii.

Any explanation was acceptable provided it related to the individual factor identified.

Question 4giii.

Description: Assists in learning a skill through touching the participant's particular body part that requires modification.

Example:

- place the participant's head correctly by using your hand to create a streamlined position
- place your hand under the participant's hip to support their body and create a streamlined position.

Question 4h–i.

| Marks | 0 | 1 | 2 | Average |
|-------|---|----|----|---------|
| % | 5 | 26 | 68 | 1.6 |

Question 4h.

Visual: the participants can see themselves and be more aware of what they are doing.

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Question 4i.

When assessing the readiness of a participant to acquire water safety and survival skills, skills to be considered include:

- cognitive development stage
- social and emotional development stage (confidence in water)
- motor development stage (swimming ability).

Elective 2 – Fitness focus

Students' answers demonstrated that they had developed a good understanding of the Fitness elective.

Question 1a–d.

| | | | | | | | | | | | | |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|----------------|
| Marks | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Average |
| % | 0 | 1 | 1 | 3 | 9 | 8 | 24 | 17 | 11 | 20 | 5 | 6.7 |

Question 1a.

| Client | Fitness component | Exercise |
|---------------|--|--|
| Jackie | <ul style="list-style-type: none"> • body composition • muscular strength | <ul style="list-style-type: none"> • circuit training • weight training |
| Jill | <ul style="list-style-type: none"> • cardio-respiratory endurance • muscular endurance | <ul style="list-style-type: none"> • aerobic activity • treadmill • cross trainer |

Many students were unable to give correct fitness components.

Question 1b.

Recommend that the client makes an appointment with an allied health professional or medical practitioner.

Students answered this question well.

Question 1c.

Disability and Discrimination Acts and Equal Opportunity Acts

Many students were unable to answer this question; however, some students who did used incorrect terminology.

Question 1d.

Two of:

- supervise fitness activities in a manner that makes the client feel at ease, safe and motivated
- motivational strategies (realistic goals)
- program structure (including the four phases)
- specific exercises
- expected outcomes
- exercises for a specific fitness session matched to an exercise plan (incorporating components of fitness).

This question was answered well.

Question 2

| | | | | |
|--------------|----------|----------|----------|----------------|
| Marks | 0 | 1 | 2 | Average |
| % | 12 | 44 | 44 | 1.4 |

Ask Mr X to adhere to the facility's conditions of use and carry a towel, and to control his breathing in a quieter manner while lifting.

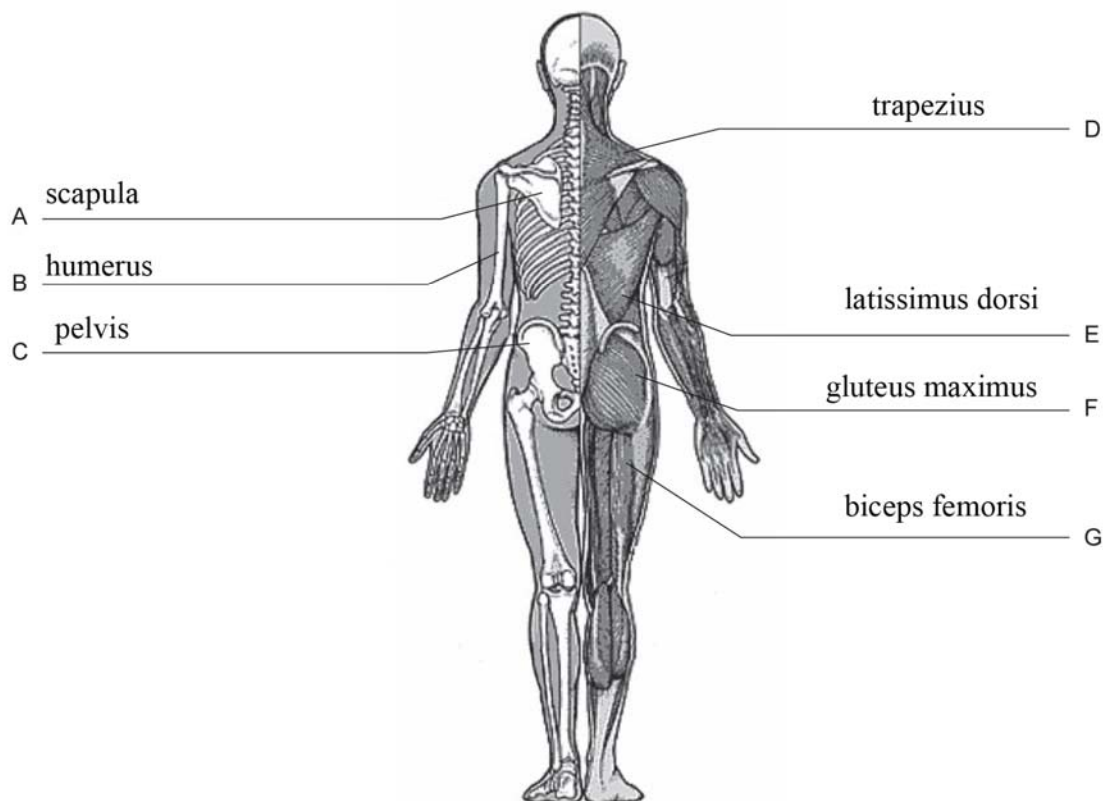
Students were able to provide sensible answers to this question.

Question 3a–b.

| | | | | | | | | | | | | |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|----------------|
| Marks | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Average |
| % | 0 | 0 | 0 | 3 | 7 | 8 | 16 | 16 | 21 | 20 | 9 | 7.2 |



Question 3a.



This question was answered well.

Question 3b.

Muscle E: lat pull down, wide grip pull up

Muscle F: squats, leg press

Muscle G: hamstring curl, leg curl

Many students were unable to provide exercises where the gluteus maximus and the hamstring are used as the prime mover. Many students wrote leg press for the hamstring; however, even though it is used, the quads are the prime mover for that exercise.

Questions 4–6

| Marks | 0 | 1 | 2 | 3 | 4 | 5 | Average |
|-------|---|---|----|----|----|----|---------|
| % | 3 | 8 | 17 | 29 | 25 | 17 | 3.2 |

Question 4a.

- lubrication
- adjustment

Question 4b.

Cleaning, wiping sweat off

This question was answered well.

Question 5

Muscular power

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Question 6a.

Pronation

This question was generally well answered.

Question 6b.

- alactic
- adenosine
- triphosphate
- phosphocreatine

Many students wrote anaerobic energy system; however, this was incorrect.

Question 7

| Marks | 0 | 1 | 2 | 3 | Average |
|-------|----|----|----|----|---------|
| % | 15 | 25 | 20 | 40 | 1.8 |

- arteries
- capillaries
- veins

Most students were able to provide at least one component.

Elective 3 – Outdoor Recreation focus

Students performed well in this elective.

Question 1a–b.

| Marks | 0 | 1 | 2 | 3 | 4 | 5 | Average |
|-------|---|---|---|---|----|----|---------|
| % | 1 | 4 | 4 | 3 | 11 | 77 | 4.5 |

Most students answered this question well.

Question 1a.

Three supervisors will be needed.

Question 1b.

Backpacks: $3+20 = 23$

Tents: $2+10 = 12$

Stoves: $1+5 = 6$

Rain jackets: $3+20 = 23$

Question 2a–c.

| Marks | 0 | 1 | 2 | 3 | 4 | Average |
|-------|---|---|---|----|----|---------|
| % | 0 | 1 | 4 | 34 | 61 | 3.6 |

Students were able to differentiate between skills and which trail to use, and factors to consider when splitting participants into groups, but some students were not able to give a form of communication for groups to stay in contact with each other.

Question 2a.

Two of:

- participants' previous experience/ability
- weather
- individual needs, expectation
- number, age and gender of clients
- group needs
- clients with special needs
- emotional wellbeing of clients

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- time allocated
- communication available
- organisational aims.

Question 2b.

- communication strategies
- two-way radio
- satellite phone
- whistles
- meeting points

Question 2c.

The inexperienced hikers would be placed in group 3.

Question 3

| Marks | 0 | 1 | 2 | 3 | 4 | 5 | 6 | Average |
|-------|---|---|---|----|----|----|----|---------|
| % | 3 | 2 | 5 | 12 | 25 | 22 | 31 | 4.5 |

Group morale: students needed to describe the action that they would take then justify why they chose that particular method

Isolation of two participants: students needed to describe the action that they would take then justify why they chose that particular method

Injured participant: first aid treatment of strain/sprain – rest, ice, compression, elevation (RICE), limit movement, contact help

Students were able to describe how to give first aid to the injured participant but had difficulty answering other issues in the scenario.

Questions 4–7

| Marks | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Average |
|-------|---|---|---|----|----|----|----|---|---------|
| % | 0 | 0 | 2 | 10 | 24 | 35 | 23 | 6 | 4.9 |

Questions 4, 5, and 6 were answered well. In Question 7, some students confused environmental impacts with social impacts.

Question 4

Three of:

- safety requirements, for example, first aid kit and protective clothing
- session-specific client requirements
- session-specific group requirements
- equipment required by the session organiser

Question 5

Two of:

- extra water
- light clothing
- sunscreen
- sunglasses.

Question 6

Reduces the introduction of foreign species

Question 7

Social impacts that can occur due to the increased usage include:

- conflicts between users of the facilities
- change of setting
- damage to cultural heritage
- conflicts with other forest uses/users

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- crowding.

Question 8

| Marks | 0 | 1 | 2 | 3 | 4 | Average |
|-------|---|---|---|----|----|---------|
| % | 2 | 2 | 8 | 25 | 62 | 3.4 |

| Environmental area | Human Impact |
|--------------------|---|
| Plants | <ul style="list-style-type: none"> • direct injury or death • introduction of exotic species • changes in species composition • suppression of the germination of new plants • reduction in the growth rates of new plants |
| Water | <ul style="list-style-type: none"> • reduced water quality • changes in seasonal availability |
| Geology | <ul style="list-style-type: none"> • erosion • artificial inclusions, for example, climbing bolts • displacement or destruction |
| Wildlife | <ul style="list-style-type: none"> • killing • disturbance • loss of habitat • altered populations • intrusion, for example, feeding, introduced species |

Some students repeated answers in this section.

Questions 9–12

| Marks | 0 | 1 | 2 | 3 | 4 | Average |
|-------|---|----|----|----|----|---------|
| % | 1 | 10 | 29 | 43 | 16 | 2.7 |

Question 9

Access information from (one of):

- statutory bodies, for example, the Bureau of Meteorology
- the media, for example, newspapers, radio, television
- National Parks and Wildlife Services
- police and government agencies
- the Internet
- local inhabitants
- motoring associations.

This question was answered well.

Question 10

The lines that separate areas of high and low pressure on a weather map are called isobars.

Many students did not answer this question.

Question 11

Areas with low pressure generally have precipitation/bad weather/a storm.

Many students were not able to answer this question correctly.

Question 12

The weather system approaching northwestern Australia is a cyclone.



Many students were not able to identify the type of storm system shown in the image.

Elective 4 – Sport focus

Question 1

| Marks | 0 | 1 | 2 | 3 | 4 | Average |
|-------|----|----|----|----|----|---------|
| % | 14 | 14 | 14 | 14 | 43 | 2.8 |

- Dogs: ask people not to walk their dogs on the field as you have booked it
- Goals: bring other goals/play on half of the field
- Toilets: contact the school before the session to get the key
- No shade: bring a shade tarp

Most students struggled with this question.

Questions 2 and 3

| Marks | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Average |
|-------|---|----|---|----|----|----|---|---|---|---------|
| % | 0 | 29 | 0 | 43 | 14 | 14 | 0 | 0 | 0 | 2.9 |

Question 2a.

Three of:

- coordinate resources
- a sequence of tasks, games, activities or exercises in which the extent of instruction is minimal and covers only that which is required to allow the participant to participate safely and effectively
- a sequenced program of individual sessions running sequentially or simultaneously for individuals or groups
- monitor the program of recreation sessions regularly and take appropriate action to keep behaviour and activities within acceptable boundaries
- attempt to obtain feedback from participants and adjust the program to meet their developing needs and capabilities
- continuously monitor the venue, equipment and other resources to ensure suitability to participant and program needs
- implement contingency plans with a minimum of disruption
- keep staff informed of developments
- prior planning
- conduct a briefing prior to the session.

Students should avoid repeating answers.

Question 2b.

Decisions made are in accordance with the rules, regulations and guidelines, and the level of competition.

Answers needed to include two samples for two marks. Few students mentioned rules in their answers.

Question 3a.

- safety
- fairness – not giving one child an unfair advantage

Question 3b.

- give them another role to play – sideline/score keeper, etc.
- give them another mouth guard

Question 4

| Marks | 0 | 1 | 2 | 3 | 4 | Average |
|-------|---|----|----|----|----|---------|
| % | 0 | 29 | 14 | 43 | 14 | 2.4 |

- stop the session and give the whole group a toilet break
- buddy system/or supervised by another staff member

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Overall, students answered this question well; however, some students suggested watching the child from a distance but this was not awarded marks.

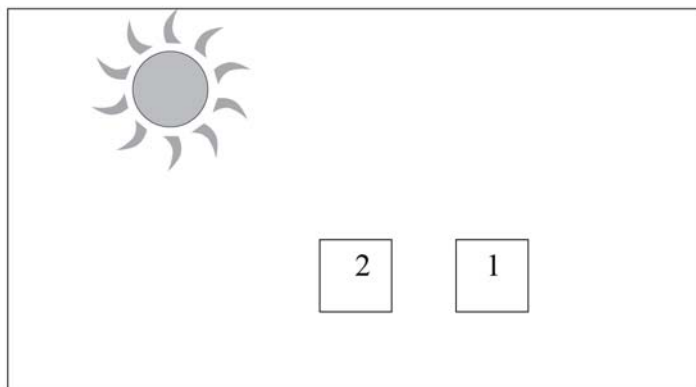
Question 5

Add games to make it more fun.

Questions 6 and 7

| Marks | 0 | 1 | 2 | 3 | 4 | 5 | Average |
|-------|---|---|----|---|---|----|---------|
| % | 0 | 0 | 86 | 0 | 0 | 14 | 2.8 |

Question 6



The instructor should face the sun. The participants should face the instructor (away from the sun) so they can see what is taking place.

All students were able to answer this question correctly.

Question 7

Undertake all work which reflects understanding and application of the principles of social justice, advocacy, human rights, anti-discrimination and confidentiality, practices to address cross cultural issues, relevant equitable access principles and practices, including occupational health, safety and welfare and equal employment opportunity and practices which protect confidentiality.

Most students struggled with this question. Many students gave advertising, which was not awarded any marks.

Questions 8 and 9

| Marks | 0 | 1 | 2 | 3 | 4 | Average |
|-------|----|----|----|----|----|---------|
| % | 14 | 14 | 14 | 29 | 29 | 2.4 |

- Maintain facility function without interruption where possible.
- Maintain safety for facility users at all times in accordance with organisation and legislative requirements.
- Carry out routine maintenance within scheduled time frames and budgets.

Question 9

Three of:

- erect clear and noticeable warning signs around equipment which is being repaired
- assess failed or unsafe equipment in accordance with requirements
- perform repairs within the learner's designated responsibility and ensure compliance with the manufacturer's recommendations and standards
- withdraw (immediately) from use of unsafe equipment which cannot be effectively repaired within one's own area of responsibility in the work environment
- record equipment that has failed and report it promptly to the responsible person
- complete (promptly, accurately and correctly) reports on repair work which has been undertaken
- follow guidelines and codes of practice at all times.

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Questions 10–12

| Marks | 0 | 1 | 2 | 3 | 4 | 5 | Average |
|-------|---|---|---|----|----|---|---------|
| % | 0 | 0 | 0 | 71 | 29 | 0 | 3.3 |

Question 10

Two of:

- Occupational Health and Safety (OH&S)
- building codes and regulations
- fire regulations
- Health Act
- industrial relations
- environment legislation
- equal employment opportunity
- anti-discrimination legislation
- local government regulations
- Australian Taxation Office (ATO) regulations.

Most students were unable to list two pieces of legislation.

Question 11

Withdraw the equipment (immediately) from use.

Few students gave the answer to withdraw the equipment and instead suggested placing an 'out of order' sign on it.

Question 12a.

Delay the start of the event.

Question 12b.

- the Bureau of Meteorology
- codes and rules