



2011 VCE VET Sport and Recreation GA 2: Examination

GENERAL COMMENTS

The 2011 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 2011 examination comprised three sections: Section A – multiple-choice questions, Section B – short answer questions and Section C – elective short answer questions. The questions focused on applying the theory of each unit to practical recreation, community and outdoor recreation settings.

In general, students performed well on this year’s examination. Students’ responses indicated that they had read questions carefully before attempting to respond and this is encouraging. 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. Students are reminded to complete the multiple-choice and core short answer sections, and only **one** elective section of the examination paper. Students must complete only the elective in which they are enrolled.

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	% No Answer
1	100	0	0	0	0
2	2	2	2	94	0
3	90	1	3	6	0
4	10	3	87	1	0
5	1	77	6	15	1
6	35	4	3	57	0
7	74	3	1	22	0
8	1	13	5	81	0
9	2	4	76	19	0

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Question	% A	% B	% C	% D	% No Answer	Comments
10	7	0	90	3	0	
11	6	20	5	69	0	
12	3	94	2	1	0	
13	80	9	8	2	0	
14	7	9	65	19	0	
15	0	2	93	4	0	

Part B – Short answer questions

Question 1

Marks	0	1	2	3	4	Average
%	48	13	11	20	8	1.3

Four of:

- fitness
- sport
- community recreation
- outdoor recreation
- gambling.

Question 2a–c.

Marks	0	1	2	3	Average
%	0	2	4	93	2.9

2a.

The main motive of participation in all categories is health.

2b.

The second highest motivating factor to participation overall is enjoyment.

2c.

The motivating factor that increases with age is health/wellbeing.

Questions 3a–4b.

Marks	0	1	2	3	4	5	6	Average
%	12	10	17	29	9	7	14	3

3a.

The scenario covers contract law.

3b.

Contract law involves an agreement with specific terms between two or more persons or entities in which there is a promise to do something in return for a valuable benefit known as consideration.

Question 4a.

Examples of barriers to group formation include (one of):

- conflict of interest
- conflict between individual and group goals (i.e. different age groups)
- personality clashes
- poor communication skills
- poorly defined roles and responsibilities
- gender.

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Question 4b.

Strategies that could be used to reduce the impact of this barrier include (one of):

Conflict of interest

- implement conflict resolution skills
- divide into different groups (by favourite colour)
- provide participants with different roles

Poorly defined responsibilities and roles

- ensure clearly defined rules and roles are provided

Poor communication skills

- enrol in professional development
- have someone observe and give feedback

Students needed to connect their part b. answer to the barrier listed in part a.

Question 5a.

Marks	0	1	2	3	4	5	Average
%	1	0	1	1	8	89	4.8

ARCHERY LESSON PLAN	
DATE: 21/7/11	TIME: 10:00 am – 11:00 am GROUP (30): 12/13 years old
Aims	<ul style="list-style-type: none"> • To teach students a new skill • To have fun
Physical resources	<ul style="list-style-type: none"> • Whistle • First-Aid Kit • Witches Hats • Bows (×10) • Archery Boards (×10) • Arrows (×50)
Human resources	<ul style="list-style-type: none"> • Teacher • Assistant • Parent
Financial resources	<ul style="list-style-type: none"> • \$2 per student to cover hire of equipment
Activities	<p>Warm-up 2 minutes – slow run</p> <p>5 minutes – ball handling activities focusing on kicking</p> <p>3 minutes – full body stretches</p> <p>Main content 5 minutes – introduction to activity (safety, rules, OH&S)</p> <p>5 minutes – explanation and demonstration of correct technique</p> <p>split students into 10 groups of 3</p> <p>10 minutes – one student from each group to practise technique (without firing the arrow). Rotate so each student has a practice.</p> <p>20 minutes – standing 10 m from target, one student from each group to fire arrow aiming for the centre of the target (5 shots each). Repeat until everyone has had a turn.</p> <p>Cool down arm stretches</p> <p>opportunity for feedback</p>

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Question 5b–c.

Marks	0	1	2	3	4	Average
%	1	5	15	26	53	3.3

5b.

An example of how you could make the warm-up more appropriate for archery would be: Eliminate handling activities that focus on kicking (no relation to the archery activity) and replace them with archery-appropriate skills focusing on the upper body.

5c.

One of:

- main content
- cool down
- aim.

The modification needed to increase the experience of the group participating.

Question 6a–b.

Marks	0	1	2	3	4	5	Average
%	9	4	19	18	19	30	3.3

6a.

Problems relating to the safe use of the pathway that need to be addressed by the council include (one of):

- compliance with:
 - safe practices
 - behaviour
 - no go/out of bounds areas
- clarification of rules.

Students answered this question well.

6b.

A suggestion for educational programs that can reduce complaints is an educational program with target groups (flyers, signs, posters).

Questions 7a.–8

Marks	0	1	2	3	4	5	Average
%	1	5	15	37	19	23	3.4

7a.

The 65 and over category identified 'age/too old' as the major constraint to its participation.

7b.

To encourage your client that 'age/too old' is not a barrier to participation, you could:

- tell them that you are never too old to participate
- suggest an alternative activity for their age group
- outline the health benefits they may get from participating.

This question was answered well.

Question 8

With risks that fall into the low or acceptable categories, you should:

- accept/retain risks
- monitor and review
- reassess risk.

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Question 9

Marks	0	1	2	3	4	5	Average
%	2	4	8	28	9	49	3.9

	Classification of risk		Example
D	Economic perils	A	Wrong advice, negligence, design error
A	Professional liability	B	Diseases affecting humans, animals and plants
G	Natural perils	C	Fire, water damage, earthquakes, contamination
C	Property damage	D	Currency fluctuations, interest rates, share market
F	Financial	E	Noise contamination and pollution
		F	Contractual risks, misappropriation of funds, fraud, fines
		G	Climatic conditions, earthquakes, bushfires, vermin

Question 10

Marks	0	1	2	3	4	Average
%	2	2	11	25	60	3.4

Conflict	Factor
Emily and her coach are having a heated argument. The coach feels that Emily is not putting in 100% at every training session. Emily tries to explain that there are unpleasant changes occurring in her personal life.	Stress
Emily participates in many extracurricular activities. Her school results are dropping. Her parents are insisting she gives up one activity.	Workload/opposing attitudes, values and beliefs
Emily is continually late to training as her mum no longer drives her. She must take the bus, which only comes once every hour.	Limited resources
Emily's dad believes he is not getting his money's worth for the program as she is not partaking in the full session because she feels bullied by the coach.	Opposing attitudes, values, beliefs

Question 11a-b.

Marks	0	1	2	3	4	Average
%	78	5	6	5	5	0.6



11a.

'Restraint of trade' is a restriction placed on an employee who cannot undertake similar work elsewhere and a requirement that all employees work within their skill set (limitations within which an instructor can operate).

11b.

This legal responsibility is important to the sport and recreation industry because:

- it prohibits online purchases of more than \$1000 (undercutting/credit card fraud)
- it allows user choice
- competitive pricing
- it avoids legal action due to operating outside qualifications
- in business it involves fairness to employer (privacy, etc.)
- of breach of contract by working elsewhere.

Answers needed to relate to the sport and recreation industry.

Section 2 – Electives Elective 1 – Aquatics focus

Question 1a–b.

Marks	0	1	2	Average
%	8	47	45	1.4

1a.

The first thing you should do if you come across an aquatic emergency is to check for danger.

1b.

Emergency services should be contacted:

- as soon as possible
- after you have checked for danger and response (as specified in the new ARC guidelines).

Question 2

Marks	0	1	2	3	4	5	6	Average
%	0	2	1	10	26	13	47	4.9

Characteristic	Stage of readiness		
	cognitive development stage	social and emotional development stage	motor development stage
Client starts, stops, and moves around obstacles with ease			x
Client regains standing position from floating position			x
Client relates well with peers		x	
Client gains an understanding of how to perform the task required	x		
Client needs to think about what needs to be done to perform the skill	x		
Client shows signs of empathy and caring towards other participants		x	

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Question 3

Marks	0	1	Average
%	36	64	

Whole, progressive – part, whole strategies

Question 4a–d.

Marks	0	1	2	3	4	5	6	Average
%	0	2	3	9	28	34	24	

4a.

The basic water rescue technique is:

- contact tow
- armpit tow.

4b.

Before performing the water rescue in the picture, factors that should be considered in a rescue plan include (three of):

- self-preservation
- level of severity of casualty (consciousness, etc.)
- awareness of personal capabilities
- available assistance
- selection of rescue aids
- nature of area
- number of people in difficulty.

4c.

The piece of rescue equipment being used is a:

- rescue tube
- flotation aid.

4d.

A type of incident that could have led to this aquatic emergency could have been (one of):

- sudden inconvenience (injury as a result of something)
- spinal injury
- drowning
- heart attack
- severe bleeding
- epileptic seizures
- asthma
- swimming ability
- risk-taking behaviour.

Question 5a–d.

Marks	0	1	2	3	4	5	Average
%	0	2	9	16	37	36	

5a.

The water rescue technique being performed is spinal immobilisation.

5b.

The rescue equipment being used is (one of):

- spinal board
- immobilisation collar
- strapping.

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5c.

Factors that may have contributed to this aquatic emergency (one of) could have been:

- impact to the head or neck
- shallow water/head impact
- swimming ability
- risk-taking behaviour.

5d.

Characteristics the casualty may have displayed included:

- floating face down, non-responsive
- complaints of sore head or neck
- blood on head
- numbness/tingling
- lack of movement.

Question 6

Marks	0	1	2	Average
%	37	39	24	0.9

After performing the rescue of a casualty you should (two of):

- record the incident
- report your findings
- reassure the casualty
- monitor the casualty until further help arrives
- administer oxygen therapy.

Question 7a–b.

Marks	0	1	2	3	4	Average
%	39	20	22	9	9	1.3

7a.

Hydrostatic pressure is the force exerted by a body of fluid at rest.

7b.

‘Principle of movement’ can help develop a more efficient movement by:

- increasing energetic swimming efficiency and decrease oxygen consumption
- eliminating oedema in legs or feet caused by poor circulation excess weight and other conditions.

Principles of movement include buoyancy, flotation, propulsion, lift, drag, turbulence, acceleration, resistance, balance and stability.

Questions 8 and 9

Marks	0	1	2	3	4	Average
%	6	24	25	39	7	2.2

Question 8

Aspects you should address when aiming for the most efficient body alignment include (two of):

- long and short axis
- smooth tapered shapes
- body positioning (buoyancy/centre of gravity).

Question 9

Possible conditions and/or external influences that can affect your work environment at an aquatic centre include (two of):

- weather
- facility users
- spectators

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- parents
- other instructors
- class size
- water temperature
- noise.

Elective 2 – Fitness focus

Questions 1–3

Marks	0	1	2	3	4	5	Average
%	4	4	35	30	10	16	2.9

Question 1

Formal approach

- provide written information about the organisation’s facilities, products and services
- place the client in a comfortable position
- place yourself in a position with clear access to the client and any materials required

Informal approach

- introduce yourself to the client and give details of your role
- greet the client in a friendly and courteous manner
- establish the general services the client wishes to access

Many students answered this question by indicating that a friendly greeting or handshake is a formal approach.

Question 2

Two of:

- time
- purpose of appointment
- date
- contact phone number.

This question was answered well.

Question 3

A long-term goal is to run a marathon.

Many students were not able to choose the correct answer for the long-term goal.

Questions 4–6

Marks	0	1	2	3	4	5	6	7	8	Average
%	12	12	19	21	11	9	9	8	0	3.1

Question 4

- Fitness component: cardio-respiratory endurance, muscular endurance, body composition, aerobic capacity, aerobic endurance
- Fitness appraisal method: composition – girth measurement, skin fold test/beep test, etc. (the test needed to match the component)
- Explanation: cardio-respiratory endurance, muscular endurance, body composition – girth measurement, skin fold test, beep test, etc.

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Students were able to give a fitness component but could not give accurate appraisal methods. Many students wrote about training methods instead of fitness tests. An explanation of an appraisal method was required.

Question 5

Brad was in the program phase of preparation.

Many students were not able to identify the program phase Brad was in.

Question 6

Instructional styles Ashley should consider include (three of):

- a simple explanation (verbal)
- a demonstration of effective exercise technique
- setting of intensity and loading
- clear communication
- reinforcement of correct technique (video analysis, etc.).

Many students gave instructions of how to use the treadmill rather than instructional styles.

Question 7

Marks	0	1	2	3	4	Average
%	12	13	15	34	27	2.5

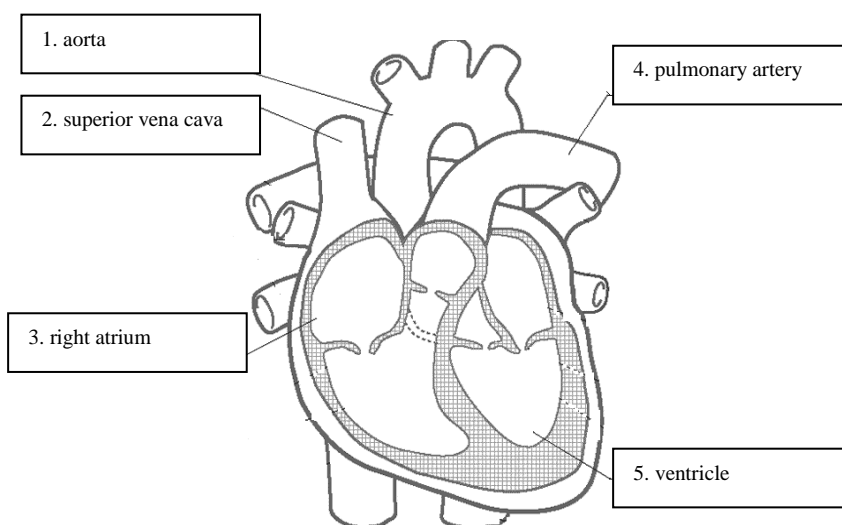
Category	Equipment
Free weights	dumbbells, barbells, bench
Pin-loaded systems	Cybex, lever, variable
Aqua equipment	pool vacuum, diving board, starting block, tiles, inflatable
Surfaces	mirror, desktop, flooring, mats

Students displayed their awareness of the proper equipment and maintenance of equipment used in the industry.

Question 8a–b.

Marks	0	1	2	3	4	5	6	7	8	Average
%	17	7	16	15	15	10	8	11	2	3.3

8a.



Students struggled to label the diagram correctly.

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8b.

- The lungs are the cardio respiratory organ responsible for gas exchange.
- The arteries carry oxygenated blood away from the heart to the working muscles.
- The veins carry deoxygenated blood back to the heart.

Questions 9 and 10

Marks	0	1	2	3	4	5	Average
%	10	16	43	15	7	8	2.2

Question 9

Students needed to describe how Brad should eat properly through his training cycles to reach his goal.

Question 10

Biomechanical definition	Principle of biomechanics term
The quantity of matter of which a body is composed	mass
The rate at which velocity changes with respect to time	acceleration
A pushing or pulling action that causes a change of state (rest/motion) of a body	force

Students struggled to state which principle of biomechanics terms were being described in the definitions.

Elective 3 – Outdoor Focus

The majority of questions were answered well.

Question 1a.-b.

Marks	0	1	2	3	4	5	6	Average
%	3	17	25	24	19	8	5	2.8

1a.

Three of:

- weather
- client's expectations
- individual/group needs
- appropriate information from authorities.

1b.

Three of:

- season
- active location
- time of day
- weather
- length of activity
- participant size and ability
- weight constraints
- destination
- condition of terrain
- group needs; for example, equipment
- level of supervision.

Many students were not able to respond with contextual issues.

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Question 1c.–d.

Marks	0	1	2	3	4	Average
%	4	11	23	40	23	2.7

1c.

A factor that can disrupt or influence the delivery of a session is bad weather.

Students answered this question well.

1d.

- stretching
- muscular endurance

Students needed to name or explain an appropriate warm-up. The explanation needed to match the body part.

Question 1e.

Marks	0	1	2	3	4	5	6	7	8	9	Average
%	2	1	1	4	2	3	15	7	8	57	7.6

Hazard	Explanation
The person is wearing thongs	Feet exposed and no grip, risk of slipping
No helmet	Risk of head injury
No rope/harness/cams/cam lots/safety rope/belay/spotter	Risk of falling
The person is wearing inappropriate clothing	Risk of grazes, insect/lizard bites, sunburn

Students were able to identify risks and hazards and provide an explanation of the consequences.

Question 1f–g.

Marks	0	1	2	3	Average
%	1	6	24	68	2.6

These questions were answered well. Students demonstrated how they would deal with a non-routine situation while still keeping the affected person actively involved.

1f.

Common injuries during rock climbing are: scrapes, cuts, abrasives, broken bones, blisters, eye irritation, fractures, strains, sprains.

1g.

A session can be modified by:

- have a person act as a belay
- have the person act as an assistant for the group
- start the person on a low climb.

Question 2a.–3

Marks	0	1	2	3	4	Average
%	2	12	21	35	31	2.8

2a.

Rain/windy/cold front/unstable weather

2b.

Cessation of the activity

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Question 3

If you're rock climbing or abseiling (two of):

- join a club to maximise your knowledge of the activity and suitable locations
- use accurate/current guide books and climb descriptions
- respect climbing traditions:
 - protect the site's geological features and avoid erosion
 - don't place bolts next to cracks or other natural features
 - changes to existing climbs are unacceptable
- avoid vegetation in rock faces. Vegetation in rock environments is easily damaged
- avoid marking routes or excessive chalk use
- use designated tracks to the base of climbs.

Question 4

Marks	0	1	2	3	4	Average
%	53	10	21	5	10	1.1

Question 4

Biosphere: The global sum of all ecosystems

Diversity

- the degree or variations of life forms within a given ecosystem, biome or entire planet
- different species live within an environment

Students struggled to define the key ecological terms.

Elective 4 – Sports focus

Question 1a–b.

Marks	0	1	2	3	4	5	Average
%	0	0	0	11	23	66	4.6

1a.

One of:

- signage on wrapped glass
- wear gloves
- sweep up the glass and place in an appropriate bin.

1b.

Three of:

- water
- leaves
- racquets
- rubbish/fallen bin
- dog
- uneven surfaces
- another person's leg/feet.

Students showed a very good ability to identify risks.

Question 1c–e.

Marks	0	1	2	3	4	5	6	Average
%	0	0	0	11	36	23	30	4.7

1c.

Two of:

- repair
- replace
- keep and monitor the risk.

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1d.

Two of:

- coaches
- parents
- spectators
- peers
- media
- team manager
- experienced officials
- OH&S representative.

1e.

- explanation to control situation
- apply the rules and regulations to conduct games and competition
- a penalty for further abuse after discussion

Question 2a–b.

Marks	0	1	2	3	4	Average
%	2	2	23	34	39	3

2a.

Two of:

- unable to ask questions due to not hearing information
- understanding of instruction
- customer frustration
- may injure themselves
- misinterpretation.

2b.

- written/visual with explanation
- non-verbal communication
- signage

Question 3a–e.

Marks	0	1	2	3	4	5	6	7	Average
%	9	18	20	5	20	11	9	7	3.1

3a.

To modify the environment in order to cater for the students' needs, you could:

- discuss the issue of bullying with small groups
- create a positive environment/modify the game (bumpers)
- set ground rules for participation
- minimise conflict
- select appropriate equipment
- make the game non-competitive (no scoring, etc.)
- arrange a 'closed' session.

Some students struggled to answer this question.

3b.

Participant needs that may need to be fulfilled include:

- emotional
- psychological
- individual.

Many students did not answer this question.

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3c.

Information can be obtained from (one of):

- parents
- individuals
- organisation/teachers
- participants
- recorded information.

3d.

- ratio of students/staff
- qualified personnel (psychologist and staff to assist with support)

Many students did not attempt this question.

Question 4

Marks	0	1	2	Average
%	84	5	11	0.3

Event, program, race, carnival, match, game, demonstration, test, performance, trial and tryout, championships, tournament, state titles and national titles

Many students answered this question with a sport as an example.

Questions 5 and 6

Marks	0	1	2	3	4	5	6	Average
%	5	5	9	16	23	16	27	4

Question 5

Facility	Maintenance to be performed
Oval	mowing, lining, goal post inspection
Swimming pool	chlorine, pH level, water levels, back-washing, vacuuming, clean tiles
Office	maintain stock/supplies, replace toner cartridge, empty rubbish bins, clear work area
Stadium	clean floor, windows, light replacement

This question was answered well.

Question 6

- consistent interpretation and application of rules and regulations
- eliminates biases
- not gaining an unfair advantage
- equal opportunity
- spirit of the game
- reduce conflict