



2008 Assessment Report

2008 VCE VET Sport and Recreation GA 2: Examination

GENERAL COMMENTS

The number of students who sat the VCE Sport and Recreation examination increased to over 1000 students in 2008. However, there was a reduction in the number of students completing all elective units. This year's examination instructed students to select the specific elective they would be completing. Students are reminded that they must indicate the elective they have selected before completing the elective section.

The focus of the examination was to equally cover all units, both in the multiple-choice, core short answer and elective sections. Questions were also framed to cover all information contained within each of the units' range statements. Teachers must ensure that they cover all the terms and concepts within each range statement and reinforce the message to students that these statements form the material that is used in writing the examination questions. When answering examination questions students must ensure that they use the language from the question stem. Responses that did not use the correct terms from the range statement or refer back to the question did not score well.

The multiple-choice questions were generally answered very well. The questions that provided the greatest challenge to students focussed on risk, sport and recreation law, and operating in accordance to accepted industrial practices. Over the duration of this study, questions from these units have proved challenging and, in general, have not been answered well. Teachers must concentrate on these units, reinforce the importance of the key concepts within these units, and apply them to practical workplace situations.

Core short answer questions which required students to analyse data showed improvement. However, similar to the multiple-choice section, questions that focused on risk analysis, legal and ethical responsibilities, and conflict, proved to be the most challenging. It was pleasing to see that the elective units were again well answered. In this section, students demonstrated both an understanding of the theory and an ability to apply the theory to practical situations.

SPECIFIC INFORMATION

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	15	84	0	0	
2	77	1	23	0	The correct answer for this question was option A. In all conflict situations it is important to take swift action.
3	14	1	78	7	The correct answer for this question was option C.
4	7	4	8	81	
5	11	1	83	6	
6	7	90	2	1	
7	9	9	77	4	The correct answer to this question was option C. Despite historical and individual influences affecting participation, the interests of participants is a social influence.
8	98	1	1	0	
9	0	1	1	99	
10	0	99	0	1	



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Question	% A	% B	% C	% D	Comments
11	7	91	1	1	
12	3	5	9	82	
13	1	7	90	2	
14	76	3	5	16	The correct answer to this question was A.
15	24	5	67	4	This proved to be the most difficult question in the multiple-choice section of the examination. The correct answer was option C, however, many students chose option A. The key concept when looking at incorporation is its effect on the legal liability of individuals (in situations when things go wrong in a sport and recreation setting).

Part B – Short Answer questions

Question 1

Outdoor Recreation

Marks	0	1	2	3	Average
%	9	30	41	20	1.7

Community Recreation

Marks	0	1	2	3	Average
%	18	27	40	15	1.6

Three of:

- industry and or exemplar associations
- industry journals
- the Internet
- clients and suppliers
- peak bodies or peak organisations
- sporting or community organisations
- appointed legal experts
- reference books/books.

Students answered this question well but struggled to name three sources of legal information.

Question 2a–d.

Outdoor Recreation

Marks	0	1	2	3	4	5	6	Average
%	5	14	20	26	7	9	18	3.2

Community Recreation

Marks	0	1	2	3	4	5	6	Average
%	9	23	22	22	7	6	11	2.6

In general, this question was not answered well. Some students did not use the correct terminology from the range statements (factors or techniques) and therefore did not receive full marks.

2a.

Factors that may have contributed to the conflict include (but are not limited to):

- opposing attitudes, values and beliefs
- individual versus group goals
- workload
- stress
- limited resources.



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2b.

Possible answers included:

- withdrawal
- smoothing
- compromise
- forcing
- [roblem solving (compromise, majority vote, arbitration).

Students could answer this question incorrectly but were still able to gain marks on Question 2d.

2c.

To gain marks for this question, students needed to provide a correct definition of the example used in Question 2b., and an explanation of how it would be used in a conflict situation. For example, in a conflict between two people in a gym over the use of a piece of equipment, compromise could be used to solve the conflict. Both parties could agree to share the time available to use the equipment.

2d.

- compromise – finding solutions that bring some degree of satisfaction to both parties – a middle way between two extremes. A mutual agreement to refer matters in dispute
- confrontation – solving the real problem through arbitration or majority vote. A communication that deliberately pressures or invites another to self-examine some aspect of behaviour in which there is a discrepancy between parties
- problem solving – the act of defining a problem; determining the cause of the problem; identifying, prioritising and selecting alternatives for a solution; and implementing a solution
- arbitration – a legal technique for the resolution of disputes outside the courts, wherein the parties to a dispute refer it to one or more persons (the ‘arbitrators’, ‘arbiters’ or ‘arbitral tribunal’), by whose decision (the ‘award’) they agree to be bound
- smoothing
- emphasising agreement rather than differences of opinion
- withdrawal/avoidance
- retreating or postponing a decision on a problem
- forcing
- pushing one viewpoint at the expense of another
- majority vote
- agreement of more than 50 per cent

Question 3

Outdoor Recreation

Marks	0	1	2	Average
%	16	36	47	1.3

Community Recreation

Marks	0	1	2	Average
%	16	39	45	1.3

- to demonstrate that the process is conducted properly
- to provide evidence to a systematic approach to risk identification and analysis
- to provide a record of risk and to develop the organisation’s knowledge database
- to provide decision makers with a risk management plan for approval
- to provide an accountability mechanism
- to facilitate continuing monitoring and review
- to provide an audit trail
- to share and communicate information



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Students who gave an explanation of one of these points were awarded two marks. If students simply listed two points without giving an explanation, one mark was given. Many students focussed on the need to provide documentation rather than the reasons for obtaining documentation.

Question 4

Outdoor Recreation

Marks	0	1	2	3	Average
%	65	23	10	1	0.5

Community Recreation

Marks	0	1	2	3	Average
%	79	13	7	1	0.3

Description of qualitative technique	Qualitative technique
severe, high, major, significant, moderate, trivial	severity, severe, impact
certain, likely, moderate, unlikely, rare	likelihood, frequency
extreme, very high, medium, low, negligible	consequence

Students struggled with this question due to a lack of understanding of the term 'qualitative'. This term is outlined in the range statement and therefore teachers and students should focus on it further in future years.

Question 5a–b.

Outdoor Recreation

Marks	0	1	2	Average
%	0	3	97	2

Community Recreation

Marks	0	1	2	Average
%	0	2	97	2

5a.

The equipment is untidy. This is considered unsafe or an occupational health and safety (OH&S) issue.

5b.

Simple ideas such as:

- store layout plan (painted markings on the floor or a paper copy of a plan)
- wall hooks for hanging bags of balls
- wall-mounted brackets for storing framed goals
- wall-mounted frames for storing rackets
- baskets for storing small, easily movable equipment
- lipped shelving to store balls
- specific equipment stores, for example, a store for indoor equipment only
- frequently used equipment should be at the front of the store, with infrequently used equipment stored to the rear
- pick up equipment and put it away in the correct location.

Question 6a–c.

Outdoor Recreation

Marks	0	1	2	3	Average
%	3	18	31	48	2.3

Community Recreation

Marks	0	1	2	3	Average
%	6	24	32	39	2.1



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6a.

Year 10 or below

6b.

Insufficient time due to work/study

6c.

Insufficient time due to family

Question 7

Outdoor Recreation

Marks	0	1	2	3	Average
%	10	30	45	16	1.7

Community Recreation

Marks	0	1	2	3	Average
%	13	31	36	20	1.7

Three of:

- age
- ethnic origin
- medical condition (heart condition)
- gender
- physical condition
- intellectual disability.

Question 8a–c.

Outdoor Recreation

Marks	0	1	2	3	4	5	Average
%	6	28	37	7	8	14	2.3

Community Recreation

Marks	0	1	2	3	4	5	Average
%	9	17	35	12	14	12	2.5

8a.

Depending on the situation, the instructor should be able to incorporate a range of combinations of the following styles and/or any associated variations:

- friendly and approachable while maintaining a 'professional distance'
- clear, precise and, if appropriate, directive regarding not-negotiable issues (for example, safety factors)
- disciplinarian, including modification of undesirable behaviour in clients.

Authoritarian was acceptable.

8b.

When responding to this question, students needed to demonstrate an accurate knowledge of the answer given in Question 8a.

8c.

Two of:

- ensure that personal skills are at an adequate level to engender participant confidence and to determine and maintain participant safety
- identify and note current standing practices for emergencies and situations outside the normal routine, and deal with them in accordance with the organisation's procedures



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- brief participants on safe and responsible behaviour and make them aware of rules, codes, the organisation's occupational health and safety requirements, restrictions and the need to minimise damage to equipment and the environment
- organise participants into manageable groups with appropriate levels of supervision to situational variances and legislative requirements
- 'warm up' participants through safe and appropriate exercises relevant to the proposed session
- continuously monitor compliance with regulations and restrictions, for example, a safe instructional style
- continuously monitor the location of clients as appropriate to the session
- arrange equipment in a safe manner that is appropriate to the session and continuously monitor clients to ensure they are using equipment correctly and are complying with safety procedures
- distribute safety equipment effectively throughout the group, for example, a first-aid kit
- identify potential hazards, continuously assess risks during the session and confirm that the risks are within acceptable limits in accordance with risk management policy and procedures.

Question 9a–b.

Outdoor Recreation

Marks	0	1	2	Average
%	24	63	13	0.9

Community Recreation

Marks	0	1	2	Average
%	29	60	11	0.8

9a.

The needs of the individuals/group can be categorised as physical or emotional/mental/psychological/cultural.

9b.

These are examples of potential **barriers** to group development and performance.

Question 10a–c.

Outdoor Recreation

Marks	0	1	2	3	4	5	Average
%	3	6	7	9	18	56	4

Community Recreation

Marks	0	1	2	3	4	5	Average
%	6	6	9	14	23	42	3.7

10a.

45–54 year old females

10b.

25–34 year old females

10ci.

Health/fitness (highest) or competition/challenge (lowest)

10cii.

Student needed to use statistics to justify their answer in relation to health and fitness.

Question 11a–b.

Outdoor Recreation

Marks	0	1	2	3	4	5	6	7	8	Average
%	8	3	7	5	6	19	5	10	38	5.6



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Community Recreation

Marks	0	1	2	3	4	5	6	7	8	Average
%	10	5	8	5	7	15	7	13	30	5.1

11a.

Mediums of delivery for educational programs may include (but are not limited to):

- signs
- posters
- flyers
- media – advertisements
- film/video
- Internet/website.

Presentations/oral/public address (using PowerPoint) were not accepted.

11b.

- Assess the audience's understanding and response, for example, through question and answer time.
- Analyse feedback from the audience and observers, for example, create a survey to obtain audience feedback.
- Monitor the continued activity of participants, for example, look at the number of participants still playing on the public oval.

Students needed to give an answer and an explanation for two marks.

Question 12

Outdoor Recreation

Marks	0	1	2	3	Average
%	65	21	10	4	0.5

Community Recreation

Marks	0	1	2	3	Average
%	69	17	10	4	0.5

Definition	Ethical Responsibility
Any form of unwanted, deliberate or offensive behaviour, violent or psychological, that has been requested to be stopped	harassment/bullying
Any act resulting in a non-accidental physical injury, including not only intentional assault but also the result of unreasonable punishment	physical abuse
The repeated intimidation of others by the real or threatened infliction of physical, verbal, written, electronically transmitted, or emotional abuse, or through attacks on the property of another	bullying/harassment

Students often gave legal responsibilities rather than ethical responsibilities.

Section 2 – Electives

Elective 1 – Aquatic Focus



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Students who chose this elective generally answered this section very well. Students showed a strong overall ability to apply the theory to practical aquatic situations.

In Question 1 some students did not use the correct terms when identifying the aquatic emergency described and this affected all other responses for other parts of the question.

Questions 3 and 6 proved the most challenging for students. These questions required students to provide definitions. A greater emphasis on the material in the range statements is needed.

Question 1a–d.

Outdoor Recreation

Marks	0	1	2	3	4	5	Average
%	14	7	8	17	32	22	3.1

Community Recreation

Marks	0	1	2	3	4	5	Average
%	7	10	5	15	10	53	3.7

1a.

Reaching assist/reach rescue

1b.

As the victim is close to the edge, you should not enter the water to rescue them/the victim is responsive

1c.

The potential rescuer could easily be pulled into the water. The rescuer's personal safety is of the utmost importance.

1d.

Lie down on the deck

Question 2a–d.

Outdoor Recreation

Marks	0	1	2	3	4	5	6	7	8	Average
%	24	19	14	19	10	5	7	3	0	2.3

Community Recreation

Marks	0	1	2	3	4	5	6	7	8	Average
%	13	9	10	10	7	13	9	16	14	4.3

2a.

Spinal injury

2b.

Spine board/spinal immobilisation collar

2c.

Answers that fit tightly in the following categories were accepted:

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



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2d.

The key points when answering this question were team situation, limit movement of casualty, enter the water gently and communication.

All responders receive communication of major emergency.

- Responder 1 gently enters the water and performs a vice grip.
- Responder 2 gently enters the water and checks the casualty's breathing, then supports the hips
- Responder 3 gently enters the water and applies a half trapezius grip.
- Responder 1 collects the spinal board and knifes it under the casualty.
- Responder 1 begins applying straps.
- Responder 1 checks if occipital strapping is required.
- Responder 3 secures the casualty's head by applying speed blocks, then holds the board.
- Responder 1 applies remaining straps then Responder 1 retightens all straps.
- All responders prepare to remove the casualty from the water.
- Responders at the head end of the board can now exit the water one at a time.
- Ensure there are at least two responders supporting the board at all times.
- The board is removed completely from the water.

Question 3

Outdoor Recreation

Marks	0	1	2	3	4	Average
%	34	24	29	5	8	1.3

Community Recreation

Marks	0	1	2	3	4	Average
%	26	12	22	10	30	2.1

- **Drag** – Something that creates resistance to movement in the water.
- **Buoyancy** – Characteristics that enable something to rise or float to the surface.

Question 4

Outdoor Recreation

Marks	0	1	2	3	Average
%	75	12	3	10	0.5

Community Recreation

Marks	0	1	2	3	Average
%	57	15	13	15	0.9

- body alignment (long and short axis, smooth tapered shapes)
- balance (head alignment and movement, balance of limbs in movement, effects of rotation)
- core power (hip rotation to create torque, twisting forces)
- buoyancy (floatation in water keeping the person afloat more easily)

Question 5

Outdoor Recreation

Marks	0	1	2	3	4	5	Average
%	17	0	10	12	15	46	3.5

Community Recreation

Marks	0	1	2	3	4	5	Average
%	10	6	6	5	15	58	3.9



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Skills	Relationship
Entering water	Water familiarisation
Front, back and side floating	Buoyancy
Gliding	Mobility
Getting the face wet	Water familiarisation
Opening eyes under the water	Water familiarisation

Question 6

Outdoor Recreation

Marks	0	1	2	Average
%	51	19	31	0.8

Community Recreation

Marks	0	1	2	Average
%	22	27	50	1.3

Feedback in a swim instructional situation is defined as an information exchange between a participant and their instructor regarding the participant's progress and perceived wellbeing.

Question 7

Outdoor Recreation

Marks	0	1	2	3	Average
%	31	8	31	31	1.6

Community Recreation

Marks	0	1	2	3	Average
%	17	9	11	63	2.2

- sidestroke
- breast stroke
- lifesaving backstroke (survival or elementary)

Elective 2 – Fitness focus

In general, students answered most questions quite well, however questions that focused on key terms as listed in the range statements proved challenging.

Students struggled with Questions 4 and 7 and displayed a lack of understanding of the key terms 'social justice right' and 'formal rapport'. This again demonstrates the importance of covering all aspects of the range statements, for example, students did not show an understanding of the difference between formal and informal rapport.

Question 1

Many students need to develop a greater understanding of the stages of change as they relate to participation in physical activity.

Question 1a–c.

Outdoor Recreation

Marks	0	1	2	3	4	5	6	7	8	9	Average
%	0	0	5	14	27	23	13	12	6	0	4.9

Community Recreation

Marks	0	1	2	3	4	5	6	7	8	9	Average
%	1	0	4	8	26	27	18	6	6	4	5.1



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1ai.
Preparation

1aii.
Two of:

- the individual is seriously considering becoming more active
- small steps are taken towards physical activity behaviour change
- the individual may try doing some physical activity for a while or once or twice a week
- individuals may determine their goals and objectives
- they may be doing physical activity but they may not be meeting the National Physical Activity Guidelines (NPAG).

1b.
Two of:

- the name of the client
- the purpose of their appointment
- the name of the instructor
- information about the appraisal.

1c.

Goal	Category
Lose weight	Physical
Improve his self-esteem	Mental
Tone his arms muscles	Physical
Meet new friends	Social

Question 1d–e.

Outdoor Recreation

Marks	0	1	2	3	4	5	6	7	Average
%	0	4	30	14	28	13	7	3	3.5

Community Recreation

Marks	0	1	2	3	4	5	6	7	Average
%	0	4	11	23	26	18	13	5	4

1d.

Fitness appraisals

Basic sub-maximal appraisals of fitness capacity, which may include parameters such as:

- cardiovascular response (beep test, Cooper's 12 minute run, Harvard step test)
- heart rate, such as tri-level aerobic response (bike test)
- blood pressure
- strength (maximum bench press, grip dynamometer)
- endurance test (flexed arm hang)
- anthropometric, such as girth measurements/skin folds, BMI, underwater weighing.

Flexibility (sit and reach) was not accepted.

Some students did not provide examples of specific fitness appraisals/fitness tests that were required to gain full marks.

Question 1e.

Students did not have a good understanding of the correct lever. This is an area that has not been on past examinations but is a large part of this elective and needs to be a specific focus.



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1ei.

To tone the arms – increase in the muscle mass of the arm

1eii.

Biceps

1eiii.

Flexion

1eiv.

Lactic acid – anaerobic glycololysis

1ev.

Third class

Question 2–5

Outdoor Recreation

Marks	0	1	2	3	4	5	Average
%	7	28	18	21	20	6	2.4

Community Recreation

Marks	0	1	2	3	4	5	Average
%	12	21	17	20	22	8	2.5

Question 2

Information that should be provided on a maintenance log includes (but is not limited to):

- maintenance carried out
- the nature of the fault, if any
- repairs carried out, if any
- initials of staff undertaking the maintenance check
- frequency of maintenance checks
- inventory numbers.

Question 3

Two of:

- cleaning
- lubrication
- check for damage
- calibration.

Question 4

- Equal Opportunity Act
- Disability and Discrimination Act
- Privacy and Confidentiality Act

Question 5

Once it is completed, a basic health-screening questionnaire should be:

- filed or processed (reviewed or reasonable measures should be taken to make services available in a non-discriminatory way)
- passed on to a person to write up a program
- discussed with the client.



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Questions 6–8

Outdoor Recreation

Marks	0	1	2	3	4	5	Average
%	7	21	38	32	2	0	2.1

Community Recreation

Marks	0	1	2	3	4	5	Average
%	9	23	32	31	4	2	2.1

Question 6

Use a microphone or megaphone, bring the group closer, speak from the diaphragm rather than the throat, lower your voice tone, whistle, use hand signals

Question 7

- provide written information on the organisations facilities and services
- place the client in a comfortable position
- place yourself in a position with clear access to the client and any materials required

Question 8

Ensure that the program includes exercises that were apparent weaknesses in the fitness appraisal. Devise a program structure, such as preparation phase, conditioning phase, recovery phase, and adaptation phase/motivational strategies/realistic goals/ specific exercises/expected outcomes/ensure that the program targets their level of fitness.

Question 9

Outdoor Recreation

Marks	0	1	2	3	4	Average
%	64	15	8	4	8	0.8

Community Recreation

Marks	0	1	2	3	4	Average
%	52	16	9	8	15	1.2

Spinal Column



Students struggled to label the spine. More focus needs to be placed on all bones in the body.



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Elective 3 – Outdoor recreation focus

Students again showed a good understanding of the questions. For questions that provided some challenge to students, it seemed that students perhaps did not read the questions correctly and therefore did not gain full marks.

Question 1a–e.

Outdoor Recreation

Marks	0	1	2	3	4	5	6	7	Average
%	0	0	0	2	7	23	39	29	5.9

Community Recreation

Marks	0	1	2	3	4	5	6	7	Average
%	0	0	0	22	22	28	9	19	4.8

1a.

- permits from management authorities
- authority/permission from landowners
- documented operating procedures and organisation/enterprise policies (parent consent, client to instructor ratios, medical forms)

1b.

Two of:

- statutory bodies, for example, the Bureau of Meteorology, Australian Water Resources
- the media, for example, newspapers, radio, weather channel
- national parks and wildlife services
- the police
- the Internet, for example, <www.bom.gov.au>
- local inhabitants
- motoring associations.

1c.

One of:

- weight constraints
- carrying capacity
- cooking method available
- water availability
- length/duration of activity
- temperature/season
- budget.

1d.

Thermals – due to the temperature change to keep them warm

1e.

Tent, backpack, stove, torch, matches, maps, compass, raincoats, first-aid kit, communications equipment, sleeping bag, sleeping mat, japara

Question 1f–h.

Outdoor Recreation

Marks	0	1	2	3	4	5	6	7	8	Average
%	1	1	2	2	7	11	28	33	15	6.2

Community Recreation

Marks	0	1	2	3	4	5	6	7	8	Average
%	0	9	6	13	28	13	3	13	16	4.7



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1f.

- eliminate the valley because this is where the water would rush
- eliminate the ridge due to its height – there is a possible risk of falling and exposure to the elements

No marks were given to students who simply gave the location without justifying their answer. Rather than eliminating an option, some students wrote about the option that they would choose.

1g.

- boiling – water needs to be boiled for at least 10 minutes to be effective
- charcoal – place a piece of charcoal in the bottom of a container and let the water stand
- cloth filtration – pour the water through a handkerchief or cloth to collect material such as dirt, ticks and leaves
- mechanical filtration – a commercial, portable mechanical device used with other methods of filtration
- activated carbon filtration – water is poured through a filter
- iodine-based chemical treatment/tablets (purification tablets – ‘Puritabs’) – water is left to stand for at least 30 minutes or until the tablet dissolves
- chlorine-based chemical treatment – wait until it is dissolved
- silver-based chemical treatment
- pour water through a purifier

Some students did not fully explain their answer and failed to fully outline how treatment of water needs to be completed, for example, boiling water for 10 minutes.

1hi.

Blisters/sore feet/hot spots

1hii.

Wear shoes in adequately before going on a hiking trip, take a blister kit or tape as a preventative measure

Question 2

Outdoor Recreation

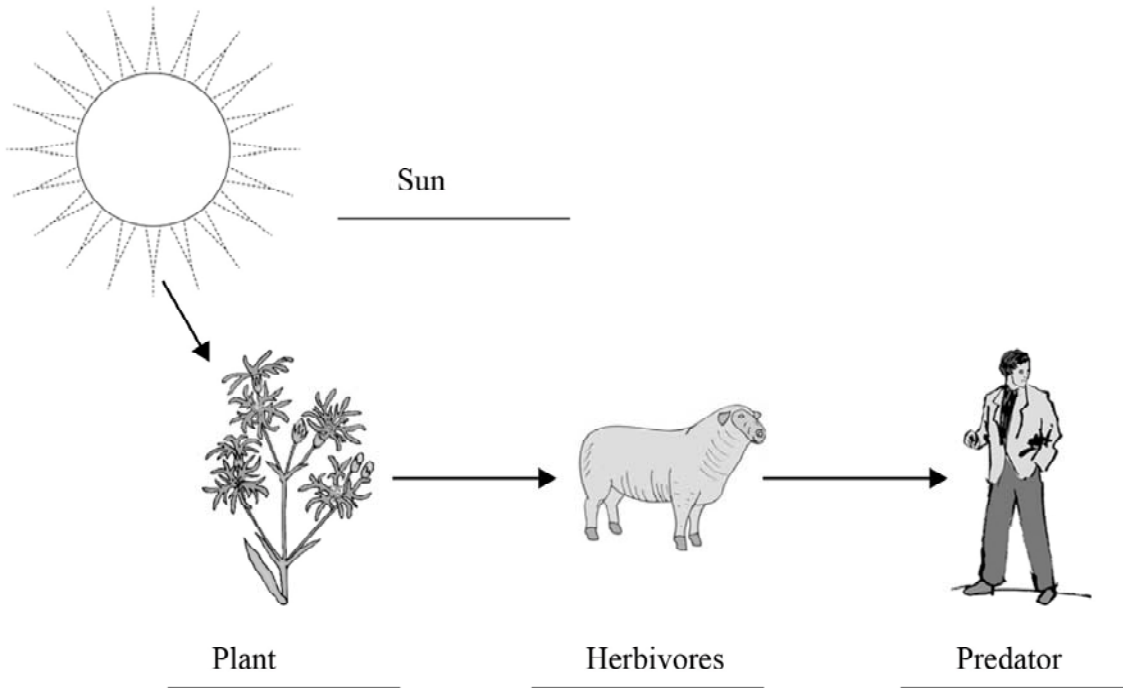
Marks	0	1	2	3	4	Average
%	18	24	44	9	5	1.6

Community Recreation

Marks	0	1	2	3	4	Average
%	28	34	38	0	0	1.1



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Question 3a–b.

Outdoor Recreation

Marks	0	1	2	3	4	5	6	7	Average
%	1	0	2	3	15	21	33	24	5.5

Community Recreation

Marks	0	1	2	3	4	5	6	7	Average
%	19	9	6	28	6	16	16	0	3.1

3a.

Examples of the potential impact on the environment include the following.

Plants

- 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



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Soil

- destruction of surface organism matter
- compaction
- aeration
- temperature
- moisture
- erosion

Water

- reduced water quality
- changes in seasonal availability

Wildlife

- death
- disturbance
- loss of habitat
- altered populations
- intrusion, for example, feeding, introduced species

Geology

- erosion
- artificial inclusions, for example, climbing bolts
- displacement/destruction
- vandalism

3b.

One of:

- dispersal of use
- concentration of use
- site location
- site hardening or shielding
- type of use
 - zoning
 - size limitations
 - noise reduction
 - speed restrictions.

Question 4

Outdoor Recreation

Marks	0	1	2	Average
%	25	49	26	1

Community Recreation

Marks	0	1	2	Average
%	56	31	13	0.6

- satellite image
- synoptic chart

Question 5

Outdoor Recreation

Marks	0	1	2	Average
%	59	33	9	0.5



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Community Recreation

Marks	0	1	2	Average
%	78	16	6	0.3

Two of:

- conflicts with other recreational users
- change of setting
- damage to cultural heritage
- conflicts with other forest uses/users
- crowding.

In Question 5, rather than explaining social impacts, some students answered the question in relation to environmental impacts.

Elective 4 – Sport focus

Question 1

Outdoor Recreation

Marks	0	1	2	Average
%	13	27	60	1.5

Community Recreation

Marks	0	1	2	Average
%	14	43	43	1.3

Dispose of wastes and dangerous chemicals in accordance with occupational health and safety procedures, health regulations and organisation policy, use correct equipment to properly dispose of chemicals.

- Safe disposal – eliminate the waste, and reduce the risk to endangering the environment.
- Safe handling – decrease the risk of personal exposure.

Question 2

Outdoor Recreation

Marks	0	1	2	3	Average
%	16	40	33	11	1.4

Community Recreation

Marks	0	1	2	3	Average
%	22	26	29	24	1.6

Three of:

- business/organisations
- supporters
- sponsors
- members
- volunteers
- teams (coaches)
- clubs (social groups)
- resource owners/managers.

Question 3a.

Outdoor Recreation

Marks	0	1	2	3	4	5	6	7	8	9	10	Average
%	0	0	7	2	18	7	2	7	20	7	31	7.1

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Community Recreation

Marks	0	1	2	3	4	5	6	7	8	9	10	Average
%	4	1	6	6	10	9	13	6	16	9	19	6.5

Physical Resources

- Ensure available resources are adequate for the planned program and that they satisfy health and safety requirements.
- Set up and arrange resources in a way which meets the participants' needs.

Access to facilities

- Ensure access to the area is safe and possible for all participants.
- Ensure the coordination and allocation of resources optimises their use by participants.

Staffing

- Brief other staff members as to their responsibilities and contributions to the program of recreational sessions.
- Ensure the right number of staff for participants is available and that they have appropriate skills, qualifications, training.

Refreshments

- Provide water and ensure that water is available.

Finances

- Insurance coverage, budget, payment of fees.

Question 3b–d.

Outdoor Recreation

Marks	0	1	2	3	4	5	6	7	8	9	Average
%	0	0	13	4	20	18	9	13	16	7	5.4

Community Recreation

Marks	0	1	2	3	4	5	6	7	8	9	Average
%	1	2	5	12	17	21	18	16	7	2	5.1

3b.

- OHS reasons – there is a large risk of the participant injuring themselves, there is no support for the foot and an increased risk of the person rolling his/her ankle
- legal obligations – if the participant gets injured they may be liable
- duty of care – failing to meet a duty of care by failing to react to the situation

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3c.

Information	Example
Information includes	<ul style="list-style-type: none"> • infringements • scoring • competitor positioning • expectations of participants • previous experience and developmental stage of participants, their background, special requirements, expectations or organisations • national organisation codes and rules as they apply to the range of participant's involvement and interest of parents • details on time • necessary equipment • precautions and other health and safety information
Information is collected through	<ul style="list-style-type: none"> • reporting processes • observation • discussions
Information sources include	<ul style="list-style-type: none"> • participants • other officials • parents • teachers • organisations • recorded information
Information is imparted through	<ul style="list-style-type: none"> • through demonstrations and explanations • in writing • verbally • audio/visual technologies • non-verbally (signals)

3di.

- sequence of sessions
- suitability and safety of facilities and equipment
- content, structure and processes of the sessions within the program
- constraints affecting the sessions and the overall program
- aims and objectives of the program and each session
- skill increase

3dii.

- participants/parents
- staff
- colleagues
- organisations
- other relevant stakeholders (for example, sponsors, venue staff)

Question 4

Outdoor Recreation

Marks	0	1	2	3	4	5	6	Average
%	24	4	16	29	7	9	11	2.6

Community Recreation

Marks	0	1	2	3	4	5	6	Average
%	29	7	12	19	9	6	16	2.6

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Historical, cultural or physical factors

- cultural values
- family structures
- extended family responsibilities
- family ideals
- religious beliefs
- place of recreation within
- culturally and linguistically diverse communities
- Australian community
- impact of disability on participation
- communication strategies
- level of literacy and numeracy
- transport
- income
- confidence
- support services

The impact given needed to relate directly to the factor and be relevant to the community.