



2007 VCE VET Sport and Recreation GA 2: Written examination

GENERAL COMMENTS

In the second year of this study there was a large increase in the number of students who completed the exam, from 125 to 933. This year the focus was again to cover all units equally. The questions were both multiple-choice and short answer and focused students on applying the theory of each unit to practical recreation, community and outdoor recreation settings.

It must be reinforced again that students should complete the multiple-choice, core short answer and **only one elective** section of the examination paper. The elective completed should be the one in which students are enrolled. Some students again completed all four elective units and some also completed an elective in which they were not enrolled. Teachers must continue to reinforce the guidelines for the examination during exam preparation and revision programs.

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.

Topics such as legal liability and duty of care, which are covered in the units 'Operate in accordance with accepted instructional practices' and 'Legal and ethical responsibilities', also need more attention. Students demonstrated a basic knowledge of these topics but need to develop a more in-depth understanding and knowledge about how to apply these terms when confronted by practical scenarios.

With regards to the core short answer section of the exam, students need to become better at interpreting statistical data with reference to practical participation in physical activity. Many students struggled to interpret the information in the exam and then apply this data to practical questions. This type of question continues to challenge students and needs to be focused on in coursework within the unit 'Analyse participation patterns'.

With respect to the electives in general, students again performed well and seemed to have a good grasp of the specialist material.

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	71	25	2	3	
2	5	26	15	55	
3	7	23	69	0	They key to this question was the word 'education'. Effective education on safety within a recreation facility is done through clear and well-placed signage and posters on and around equipment and activity areas. Therefore the correct option was B.
4	19	55	1	25	
5	66	10	6	18	
6	3	1	80	16	
7	6	92	2	1	
8	56	1	3	41	Risk analysis continues to challenge students. With regards to risk management within an organisation, one must first attempt to avoid the risk, then reduce the risk, transfer the risk, finance the risk, and then retain the risk. As such the correct response was answer D.
Question	% A	% B	% C	% D	Comments

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9	2	96	2	1	
10	0	87	0	13	
11	9	2	89	1	
12	3	94	2	2	
13	1	1	95	4	
14	78	12	8	2	
15	1	97	2	1	

Part B – Short answer questions

The statistics given below for each question are separated into scores achieved by students enrolled in the Outdoor Recreation stream and those enrolled in the Community Recreation stream.

Question 1

Outdoor Recreation

Marks	0	1	2	Average
%	22	39	39	1.2

Community Recreation

Marks	0	1	2	Average
%	23	44	33	1.1

The mediator should solve disputes by:

- talking
- being an unbiased person to talk to
- helping to avoid conflict escalating.

The mediator carries out their tasks in accordance with the complaints procedure adopted by the organisation for the resolution of internal complaints.

Question 2

Outdoor Recreation

Marks	0	1	2	3	4	Average
%	9	6	7	15	63	3.2

Community Recreation

Marks	0	1	2	3	4	Average
%	9	10	9	19	53	3.0

Ways in which the public could be educated on the safer use of the playground include:

- distribute information concerning the development of good supervisory practices on playgrounds
- advocate the use of good supervisory practices on playgrounds
- disseminate information regarding different methods of supervision
- train individuals in safe supervision methods (through training sessions, question and answer sessions, videos, etc.)
- provide information about playground supervision in school curriculum
- distribute information about how to improve supervisory methods
- promote the idea of enhancing playground supervision to prevent injuries (through an internet page, signage, etc.).

Questions 3–4

Outdoor Recreation

Marks	0	1	2	3	4	5	Average
%	1	8	16	27	37	10	3.2

Community Recreation

Marks	0	1	2	3	4	5	Average
%	2	10	17	28	33	10	3.1

Question 3

Benefits of conflict include that it:

- provides a release for anger

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- promotes a healthy competitive environment
- clears the air
- allows for new ideas
- presents opportunities to learn, grow, build trust and make necessary changes in social, working and family relationships.

Question 4

A hazard is a:

- source of potential harm
- situation with a potential to cause loss.

Question 5

Outdoor Recreation

Marks	0	1	2	3	4	5	Average
%	0	2	9	32	51	6	3.5

Community Recreation

Marks	0	1	2	3	4	5	Average
%	2	3	9	35	46	6	3.4

Question 5a.

Yes. A duty of care depends on establishing some relationship between the parties. If an injury occurs, the courts will ask whether the relationship between the parties was such that the defendant should have foreseen that his or her negligent act would lead to the damage suffered by the participant. What steps could have been taken to avoid the player's injury?

Students should have used the words 'duty of care' in their responses.

Question 5b.

It is important to have safety requirements and basic rules to:

- ensure the safety of all activity members, participants and leaders
- maintain equipment
- cover facilitators from liability
- identify sources of risk.

Students needed to provide one reason with an explanation.

Question 6

Outdoor Recreation

Marks	0	1	2	3	4	5	6	Average
%	4	7	14	17	18	20	20	3.8

Community Recreation

Marks	0	1	2	3	4	5	6	Average
%	5	6	15	22	19	21	13	3.6

Influences that would affect participation in sport and recreation include the following.

External influences

- competitive landscape; for example, service provision from the public sector, commercial sector and not-for-profit organisations
- economic developments
- environmental trends
- government actions; for example, interest rates, legislative changes and industrial trends
- shifts in demographics
- political landscape
- geographical landscape
- technological change
- media

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Individual influences

- acquired needs
- attitudes
- beliefs
- education
- innate needs
- learning
- past experience
- perception
- personality

Social influences

- aspirations
- financial considerations
- geographical accessibility
- health
- interests
- opportunity
- cost
- psychological state
- transport
- time
- peers
- gender

Question 7

Outdoor Recreation

Marks	0	1	2	3	4	Average
%	1	1	11	17	70	3.5

Community Recreation

Marks	0	1	2	3	4	Average
%	2	1	11	19	68	3.5

Beach

- Temperatures that are significantly higher than normal and increased ultraviolet rays may impact on a participant's level of hydration, sunburn and heat stroke.
- Overcrowded conditions mean that the ratio of lifesavers is decreased.

Local river/lake/pond

Low levels of water mean that the potential for harm is increased because:

- of an increase in debris
- tree roots could be exposed
- pollution may be increased.

Students needed to identify one aspect and describe why it may result in the conditions being considered inappropriate for sport and recreation activity.

Questions 8–9

Outdoor Recreation

Marks	0	1	2	3	4	5	Average
%	0	3	11	29	39	18	3.6

Community Recreation

Marks	0	1	2	3	4	5	Average
%	2	3	10	36	32	16	3.4

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Question 8

A trainer/coach must:

- encourage interaction and participation
- encourage emotional wellbeing
- balance real risk with perceived risk
- make sure the area is safe
- cater for all levels
- provide positive feedback.

Question 9

No. The most common forms of unlawful abusive behaviour which might arise at a sporting contest are:

- behaviour that causes the victim to feel threatened by the actions of another. Words can be taken as an assault. There must be some act or gesture accompanying the words which together indicate an intention to assault or which a reasonable person would understand as indicating such an intention
- behaviour which results in the actual infliction of unlawful force on the body of another.

Students should have used legal terms such as bullying, physical abuse, harassment and assault.

Question 10

Outdoor Recreation

Marks	0	1	2	Average
%	14	33	52	1.4

Community Recreation

Marks	0	1	2	Average
%	17	40	43	1.3

Using an authoritarian instructional style can help to ensure adherence to the procedures and safety requirements of the activity. This may be needed due to a high level of danger or inexperienced participant(s).

Question 11

Outdoor Recreation

Marks	0	1	2	3	4	5	6	7	8	9	10	Average
%	0	0	1	0	0	1	4	8	20	33	32	8.7

Community Recreation

Marks	0	1	2	3	4	5	6	7	8	9	10	Average
%	2	0	0	0	1	1	4	9	18	34	30	8.6

Issue	High/Medium/Low Risk	Action
Paint peeling on side wall	Low	Report
Toxic cleaning chemicals stacked up in the corner of the hall	High	Remove chemicals or ensure they are locked away in the store room
No exit signs displayed	Medium/high	Report Display sign
No first-aid kit available	High	Purchase or access first aid kit
Excess tables and chairs stacked unsteadily along the baseline of the court	High	Remove tables and chairs

Question 12

Outdoor Recreation

Marks	0	1	2	Average
%	27	24	49	1.2

Community Recreation

Marks	0	1	2	Average
%	29	21	49	1.2

Question 12a.

Walking or aerobics/fitness programs should be included to increase participation.



Question 12b.

Influences that could have contributed to the increase include:

- public information/advertising campaigns
- peers/friends/role models
- low impact exercises which do not stress bones or muscles and are easier for people of all ages to perform.

Section 2 – Electives

Elective 1 – Aquatics focus

Generally the questions in this elective were well answered.

Question 1

Outdoor Recreation

Marks	0	1	2	3	4	5	6	Average
%	45	0	3	14	7	10	21	2.5

Community Recreation

Marks	0	1	2	3	4	5	6	Average
%	16	4	7	10	27	12	24	3.5

List a rescue technique.	When is the technique used?	How is it performed?
Wade rescue	When the water is shallow, or the person is close to the shore or edge.	Move out to the victim and provide them with a device or tow them to shore.
Non-contact tow	When the victim is distressed or a danger to the rescuer.	Use a PFD device and throw or move it to the victim to provide rescue.
Contact tow	When the victim is calm and not a danger to the rescuer.	Move to the victim and provide a contact rescue technique.
Accompanied rescue	When the victim is calm and strong enough to rescue themselves.	Move to the victim and provide instructions for rescue.

Students needed to use correct terms such as non-contact, contact, wade and accompanied rescue to get full marks for this question. Many students did not give the correct names for the rescue techniques but were able to answer the other parts correctly.

Question 2

Outdoor Recreation

Marks	0	1	2	3	4	Average
%	41	0	7	21	31	1.9

Community Recreation

Marks	0	1	2	3	4	Average
%	19	4	23	14	39	2.4

Priorities of rescue: Who is most at risk/who needs help first?

Nature of area: Are there any physical and environmental hazards?

Question 3

Outdoor Recreation

Marks	0	1	2	3	4	5	Average
%	28	0	0	3	17	52	3.4

Community Recreation

Marks	0	1	2	3	4	5	Average
%	14	1	3	6	32	43	3.6

- **Danger:** Is there potential danger to the person or the rescuer?
- **Response:** Is the victim responsive enough to perform a wade rescue (when the water is shallow or the person is close to the shore or edge), move out to the victim and provide them with a device or tow them to shore.
- **Airway:** Is the victim unable to breathe because of something blocking their airway. If so, this needs to be cleared.

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- **Breathing:** Is the victim breathing? Do they have a pulse? This will determine what type of resuscitation is performed.
- **Circulation/Compression:** If the victim has a pulse you will perform mouth to mouth resuscitation. If they are not breathing and have no pulse you will perform CPR.

Questions 4–5

Outdoor Recreation

Marks	0	1	2	3	4	5	Average
%	38	3	10	10	24	14	2.2

Community Recreation

Marks	0	1	2	3	4	5	Average
%	21	7	13	17	27	16	2.7

Question 4

Factors such as:

- body alignment
- balance
- core power
- floatation
- percentage of body fat.

Question 5

Whole skill strategies: The skill is taught as a complete skill.

Feedback and refinement strategies: The coach provides information and suggestions.

Question 6

Outdoor Recreation

Marks	0	1	2	3	4	5	6	7	8	9	10	Average
%	28	0	3	0	0	7	10	3	10	21	17	5.2

Community Recreation

Marks	0	1	2	3	4	5	6	7	8	9	10	Average
%	15	0	0	4	3	9	12	14	21	12	9	5.9

- Floating, skulling and treading water: **Survival techniques** that can be used when in a dangerous situation while waiting for help to arrive.
- Entering and exiting water: Methods used to **ensure safety** when faced with various aquatic situations; for example, shallow water.
- Removal of clothing: A technique used to ensure the survival of a person when clothes may hamper personal floatation, or to create a floatation device or use as a rescue device.
- Use of PFDs: Identification and use of floatation devices that can assist personal survival in an aquatic emergency.
- Approach recovery and landing: This technique is used when it is safe to approach the victim and perform a contact or non-contact rescue. It requires the rescuer to safely bring the victim to shore and take them from the water.

This question was generally not well answered. Students were far too general in their responses and did not provide specific information or examples for each of the survival skills listed.

Elective 2 – Fitness focus

Students demonstrated a good overall knowledge of the questions asked within this section and were able to apply their theoretical knowledge to practical fitness applications.

Questions 1–2

Outdoor Recreation

Marks	0	1	2	3	Average
%	12	6	30	52	2.2

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Community Recreation

Marks	0	1	2	3	Average
%	1	6	28	65	2.6

Question 1

The client should provide details such as:

- date
- time
- contact details
- their name
- the purpose of the appointment.

Students needed to provide at least two of the above responses.

Question 2

They should visit a medical practitioner.

Questions 3–4

Outdoor Recreation

Marks	0	1	2	3	4	Average
%	16	20	41	20	3	1.7

Community Recreation

Marks	0	1	2	3	4	Average
%	3	10	39	33	14	2.4

Question 3

- Advise the client of the benefits and need for completing a health screening questionnaire.
- Advise the client of the appropriate action when an existing medical condition or injury is identified, or when a client is taking prescribed medications.
- Identify motivational factors.

Question 4

It is important to complete a Physical Activity Readiness Questionnaire because it:

- assesses current levels of fitness
- informs of current levels of physical activity
- highlights possible negative behaviours undertaken by the client
- explains the specific benefits of the fitness activities relevant to the needs of the client
- advises of the benefits of a fitness appraisal and exercise program to the client
- assesses the requirements and expectations of the client.

Question 5

Outdoor Recreation

Marks	0	1	2	3	4	Average
%	19	23	23	32	3	1.8

Community Recreation

Marks	0	1	2	3	4	Average
%	7	15	35	35	9	2.2

- physical: to tone muscle, increase strength, increase agility, increase flexibility, increase fitness
- mental: to improve self esteem, to be motivated
- social: to make new friends/become involved in new groups, to provide interaction
- spiritual: to balance health, life and work, for overall wellbeing

In general, this question was not well answered and many students were unable to provide correct examples for each fitness goal. Students must develop a better understanding of mental and social fitness goals rather than focusing just on physical goals such as weight loss or body tone.

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Question 6

Outdoor Recreation

Marks	0	1	2	Average
%	10	14	75	1.7

Community Recreation

Marks	0	1	2	Average
%	5	14	81	1.8

Ways to increase the intensity include:

- increase the speed
- increase the distance
- increase the incline.

Question 7

Outdoor Recreation

Marks	0	1	2	3	Average
%	61	23	14	1	0.5

Community Recreation

Marks	0	1	2	3	Average
%	40	34	21	6	0.9

Question 7a.

The wrist joint is a condyloid, synovial or gliding joint. This is a joint that allows free movement and a full range of motion

Question 7b.

The wrist joint allows for a full range of motion of the joint. The joint contains bones, ligaments, tendons, cartilage and synovial fluid. Anatomical features of the wrist include the articular capsule which surrounds the joint and attaches to the distal ends of the radius and ulna and proximal rows of carpal bones. The anterior and posterior ligaments strengthen the fibrous joint capsule. The ulna collateral and radial collateral ligaments are also important features.

Students need to develop a better understanding of the joints of the body. Although students have generally demonstrated a sound knowledge of muscles and bones, they must also develop an equally sound knowledge of joints, types of joints, movement provided by different joints, and the relationship of joints with bones and muscles.

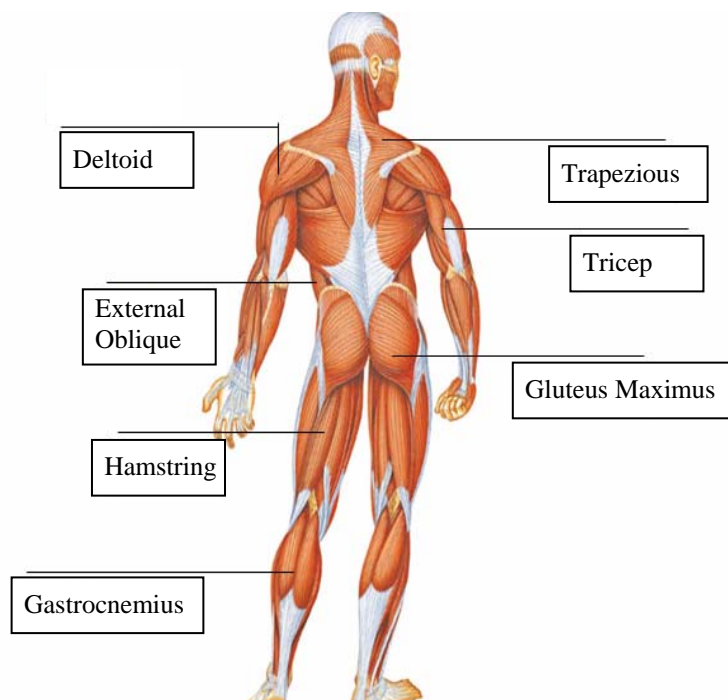
Question 8

Outdoor Recreation

Marks	0	1	2	3	4	5	6	7	Average
%	10	0	9	9	14	17	26	14	4.4

Community Recreation

Marks	0	1	2	3	4	5	6	7	Average
%	1	2	4	5	12	18	37	21	5.3



Question 9

Outdoor Recreation

Marks	0	1	2	3	4	5	6	7	Average
%	17	1	7	9	9	23	19	14	4.0

Community Recreation

Marks	0	1	2	3	4	5	6	7	Average
%	1	2	5	7	12	23	29	21	5.2

The exercise being undertaken: lateral pulldown

The muscle group being used while performing this exercise: biceps and pectorals, lats (latissimus dorsi), posterior deltoids, deltoids

Teaching cues for performing the exercise include:

- sit facing the machine with legs positioned under the pads, shoulder width apart
- grip the bar with a wide, overhand grip
- inhale while pulling the bar down to the sternum
- puff out chest, pull elbows back
- exhale at the end of the movement
- do not pull the bar behind the head
- keep the bar straight/balanced evenly on pull down
- avoid arching the back
- keep the head neutral (head up)
- control the upward motion
- make sure the weight is appropriate
- avoid a rocking motion
- lean backward slightly.

Students needed to give any five of the above answers for full marks.

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Elective 3 – Outdoor focus

Questions 1–2

Outdoor Recreation

Marks	0	1	2	3	4	Average
%	2	3	15	34	46	3.2

Community Recreation

Marks	0	1	2	3	4	Average
%	9	4	23	30	34	2.5

Question 1

Consequences of wearing inappropriate clothing in heat include:

- overheating
- dehydration
- sunburn
- heat exhaustion.

Question 2

Always find a safe place for the night. Remember that sound can echo and it is hard to be sure where it is coming from; trying to follow lights or sounds in the dark could result in many dangers, such as falling off a cliff. Stay put for the night. A satellite phone could be used to contact emergency services to enable a safe rescue if needed

Questions 3–4

Outdoor Recreation

Marks	0	1	2	3	4	Average
%	10	14	52	17	9	2.0

Community Recreation

Marks	0	1	2	3	4	Average
%	36	21	32	4	6	1.1

Question 3

Never try to cross a creek after a big rain, even if it looks safe. Flash floods can happen in seconds, especially in mountainous areas. You should wait for the water to go down or find another route.

Question 4

Factors that may impact upon the food and water requirements within a particular activity may include:

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

Questions 3 and 4 focused on dealing with emergency and unforeseen circumstances with regards to the outdoor environment and in general were not well answered. Students often provided responses that were unsafe and impractical. Students must develop a greater knowledge of practical and correct responses to these types of situations, based on established practice.

Questions 5–6

Outdoor Recreation

Marks	0	1	2	3	4	Average
%	3	3	14	23	58	3.3

Community Recreation

Marks	0	1	2	3	4	Average
%	17	6	30	23	23	2.0

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Question 5

To ensure it is in good working order and is safe to use for the next time; to make sure you have enough equipment for future use.

Question 6

To create minimal impact on the environment. As members of a natural community it is the responsibility of all people to ensure that the campsite and its surrounds are left free of signs of human visitation. The main aim is to minimise the effects of humans on the natural environment. Any foreign material introduced by visiting humans can have far-reaching impacts on the natural community. It is vital, therefore, that all materials brought in are carried out.

Question 7

Outdoor Recreation

Marks	0	1	2	3	4	5	6	Average
%	4	2	2	3	11	14	63	5.1

Community Recreation

Marks	0	1	2	3	4	5	6	Average
%	21	2	2	11	9	26	30	3.4

Mountain bike

- Skidding damages the track by removing the harder surface layer. This can then lead to erosion.
- Cutting corners also causes erosion.
- Muddy areas are very prone to damage. The tracks left behind channel the water when it rains, which leads to erosion.
- Riding in rainy conditions can create ruts and holes in the trail.
- Going off track can destroy plants and wildlife.

Four wheel drive

- Destruction of soils and nearby vegetation.
- Pollution.

Snowmobile

- Noise pollution.
- Air pollution: air quality can be substantially impaired.
- Stress to wildlife.
- Harm to wildlife, vegetation and soils.
- Damage to exposed and unexposed vegetation. Abrasion and breakage of seedlings, shrubs and other exposed vegetation.
- Compaction often retards melting of snow and thus leads to muddy trails and roads, which are then highly susceptible to significant damage and enlargement.

Question 8

Outdoor Recreation

Marks	0	1	2	3	4	5	6	7	8	Average
%	10	4	6	7	8	11	18	17	19	5.0

Community Recreation

Marks	0	1	2	3	4	5	6	7	8	Average
%	47	9	17	4	6	2	11	4	0	1.6

Question 8a.

An unusually intense low-pressure system

Question 8b.

Cloudy weather, with rain or snow. Because a low pressure system is characterised by upward vertical motion of air near the centre, moisture is carried in and builds cloud layers in the low pressure system. As long as this motion continues and there is a form of exhaust near the top, poor weather conditions can be expected to continue in association with the low pressure system.

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Question 8c.

The activity described needed to be an outdoor recreation activity.

Question 8 required students to be able to read and interpret weather maps, which is a vital part of planning any outdoor activity. Students showed a limited ability to understand this weather pattern and then apply the information to a specific outdoor activity that they selected. They needed to provide specific examples as to how this weather would affect outdoor activities. They needed to recognise that weather changes other than those predicted are possible. For this reason, trip plans must have a degree of flexibility and adaptability which allows them to change, and precautions need to be taken or contingency plans put in place.

Question 9

Outdoor Recreation

Marks	0	1	2	3	4	Average
%	3	7	20	35	35	2.9

Community Recreation

Marks	0	1	2	3	4	Average
%	28	15	21	17	19	1.6

Question 9a.

Provide first aid for the burns and scalds. Using DRABC this could include:

- ensure it is safe to approach the casualty
- extinguish burning clothing — smother it with a blanket, jacket or use water. In the case of a scald, quickly remove wet clothing from the affected area
- hold the burnt area under cold running water until the skin returns to normal temperature. Do this for at least 10 minutes
- remove jewellery and clothing from the burnt area (leave it if stuck)
- cover the injury with a non-adherent burns dressing – if you don't have one use aluminium foil, plastic wrap, or a wet, clean dressing.
- seek medical aid urgently.

For hyperventilation you must calm the victim down and control their rate of breathing.

Question 9b.

The incident could have been prevented by:

- providing training on how to use a stove
- proper supervision
- only trained people using the equipment
- checking and maintaining the equipment.

Elective 4 – Sport focus

Question 1a–c.

Outdoor Recreation

Marks	0	1	2	3	4	5	6	Average
%	43	7	0	7	14	7	21	2.3

Community Recreation

Marks	0	1	2	3	4	5	6	Average
%	1	3	6	10	24	27	30	4.5

Question 1a.

Items to check at the school include that:

- there are appropriate resources, space and equipment available for up to 20 participants
- there is a safe area which is accessible by all participants
- an indoor area is available for contingency purposes in case of inclement weather
- keys are available or access to the area being used has been organised
- a first aid kit is available.

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Question 1b.

Ways of determining the participant's aims and goals include:

- survey the participants prior to commencing the program
- interact with the participants
- talk to the participants at the commencement of the program.

Students needed to provide two different strategies or provide one strategy with an explanation.

Question 1c.

Ways of catering for different skill levels include:

- break the participants into groups with similar skill levels
- have the participants with strong skills assist those with lesser skills
- set up individual skill activities for participants to work at their own pace
- modify activities appropriately.

Question 1d–f.

Outdoor Recreation

Marks	0	1	2	3	4	5	6	Average
%	50	0	14	7	0	7	21	1.8

Community Recreation

Marks	0	1	2	3	4	5	6	Average
%	3	3	7	16	24	22	25	4.2

Question 1d.

Contact the participants who have stopped coming to determine whether they are still continuing and why they have stopped; evaluate the program with the remaining participants; determine whether the program matches the participants' aims and goals.

Question 1e.

Considerations needed include:

- that the new participants have the level of skill required to enter the program after five weeks
- that the new participants would be able to catch up on skills/knowledge obtained in the first five weeks
- a safety or risk briefing is provided prior to commencement
- that a staff member could spend some additional time with the new participants.

Question 1f.

The program could be evaluated through:

- continually evaluating the program throughout the sessions
- formal evaluation forms
- focus groups with a number of the participants
- formal and informal evaluation from the parents with regard to timing, skill level, etc.

Questions 2–3

Outdoor Recreation

Marks	0	1	2	3	4	Average
%	43	7	21	21	7	1.4

Community Recreation

Marks	0	1	2	3	4	Average
%	4	7	15	35	39	2.9

Question 2

Schedule the maintenance to occur when the facility is closed, or during down-time.

Question 3

If a piece of equipment is unsafe or not working you should:

- erect a sign clearly identifying that the equipment is not in use and in the process of being repaired
- assess the equipment in accordance with requirements
- perform repairs on the equipment within limitations

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- withdraw the equipment from use if required
- contact the manufacturer/repairer to undertake the repair work if required
- stop activity – withdraw the equipment from use and provide an alternative.

Question 4

Outdoor Recreation

Marks	0	1	2	3	Average
%	43	21	14	21	1.3

Community Recreation

Marks	0	1	2	3	Average
%	9	19	26	46	2.1

Ways of communicating rules and regulations include:

- provide written rules and regulations to all participants
- brief all participants prior to the commencement of the competition
- provide demonstrations/explanations, videos or other audio/visual technology.

Question 5

Outdoor Recreation

Marks	0	1	2	3	4	Average
%	50	0	29	14	7	1.1

Community Recreation

Marks	0	1	2	3	4	Average
%	5	6	23	38	28	2.8

Skills required of a good, impartial official include:

- observation
- organisation
- verbal communication
- decision making
- judgement
- objectivity
- encouragement, positive feedback, body language
- knowledge of the rules.

Question 6

Outdoor Recreation

Marks	0	1	2	3	4	Average
%	57	14	14	7	7	0.8

Community Recreation

Marks	0	1	2	3	4	Average
%	18	16	25	25	17	2.0

Cultural values that should be considered include:

- family structures
- religious beliefs
- disabilities
- levels of literacy and numeracy
- transportation
- income
- confidence
- available support services.

This question provided some difficulty for students. Many responses focused on factors that promote participation in recreational programs but were not specific to the key aspect of the question; that is individuals or groups who come from specific cultural or ethnic backgrounds.

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Questions 7–8

Outdoor Recreation

Marks	0	1	2	3	Average
%	57	29	14	0	0.5

Community Recreation

Marks	0	1	2	3	Average
%	10	17	39	35	2.0

Question 7

Considerations should include:

- ensuring the programs are affordable
- having promotional material translated into appropriate language(s)
- determining whether there are any specific cultural issues to be addressed
- times of play, location, etc.

This question also focused on specific disadvantage as it relates to sporting participation. In general students struggled to provide specific examples for this question, and their responses were far too general to gain full marks.

Question 8

Maintain appropriate records, including a register of supplies/stock.