

2014 VCE VET Sport and Recreation GA 2: Examination

GENERAL COMMENTS

The 2014 VCE VET Sport and Recreation examination paper drew on a wide range of sections from the Sport and Recreation industry identified in the VCE VET Certificate III Sport and Recreation program. The examination assessed students' ability to describe how they would perform within the industry, as well as their ability to understand and correctly use industry terminology. The use of scenarios covering multiple units of competency provided a good opportunity for students to demonstrate their ability. VCE VET Sport and Recreation is traditionally a practical-based subject, and the use of these scenarios allows students to better conceptualise the questions and demonstrate their knowledge.

Overall, students handled the examination well and most were able to articulate responses to the scenarios. High-scoring students were able to respond to the scenarios by describing best practice procedures and could correctly describe and use industry terms. Low-scoring students provided responses of a general nature and failed to use or demonstrated a limited grasp of industry terms.

Students struggled with scenarios that required knowledge of biomechanics and their ability to 'conduct basic warm-up and cool-down programs' (SISSPT303A). Students struggled to respond to scenarios that required multifaceted responses.

The areas of the examination where students demonstrated an improvement in knowledge from previous years were those areas that required students to 'undertake risk analysis of activities' (SIXRSK301A).

The areas of the examination where students generally demonstrated sound knowledge were those areas that required students to 'plan and conduct sport and recreation sessions' (SIXCAI303A).

Overall, students need to be reminded not only of the technical terms for practical-based training, but how to apply these terms to various practical situations. Students need to have the ability to apply their knowledge to various situations through lateral and critical thinking. Students need a better understanding of the nuances between technical terms and how these terms relate to various scenarios within the Sport and Recreation industry.

Students should:

- ensure they understand and correctly use industry terms described in the units of competency
- ensure their responses relate to the scenario
- ensure they do not use acronyms
- ensure they do not use slang or offensive language
- ensure they are able to apply their content knowledge to a range of different scenarios, especially scenarios they may not be familiar with.

SPECIFIC INFORMATION

This report provides sample answers or an indication of what answers may have included. Unless otherwise stated, these are not intended to be exemplary or complete responses.

The statistics in this report may be subject to rounding errors resulting in a total less than 100 per cent.

Question 1a.

Marks	0	1	2	Average
%	61	23	15	0.6

- fulcrum: elbow
- lever: forearm/lower arm

This question related to biomechanics, and many students struggled to obtain full marks for this question.

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Questions 1b. and 1c.

Marks	0	1	2	Average
%	39	44	17	0.8

1b.

Flexion/concentric contraction

1c.

Third class

Questions 2a. and 2b.

Marks	0	1	2	3	Average
%	3	11	34	52	2.4

Most students were able to demonstrate a solid understanding of the promotion and evaluation of education programs.

2a.

Possible responses included: using photos, signs and posters, and audio-visual material.

2b.

Possible responses included: users conforming to instructions; statistics of/incident injury numbers.

Question 2c.

Marks	0	1	2	3	Average
%	2	3	15	80	2.8

Possible responses included:

- only one user at a time
- appropriate clothing
- feet first only
- light to indicate when to slide
- staff member to monitor
- minimum height and age restrictions
- no running
- wait until bottom is clear.

Students performed exceptionally well in this question. Most students were able to create acceptable safety regulations.

Question 2d.

Marks	0	1	2	Average
%	11	20	69	1.6

Possible responses included:

- positive: people pass on positive information about the product, encouraging others to attend
- negative: a poor experience can mean that people discourage others from attending.

Students were able to evaluate promotional tools utilised during an education program.

Question 2e.

Marks	0	1	2	Average
%	59	36	5	0.5

A possible response could have been: created by peak bodies to ensure standards of safety for use by employees/users.

Students struggled to provide a detailed response to a technical industry term. Many students incorrectly suggested that 'conforming to Australian standards' was a reference to immigration policy.

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Questions 3a. and 3b.

Marks	0	1	2	3	Average
%	4	17	36	43	2.2

Students were generally able to plan for the needs of children. They were also able to describe maintenance procedures to ensure the safe use of equipment.

3a.

Possible responses included: interview, past performance, medical history, physical ability test, psychological test/profile, speak to parents/guardians.

3b.

Possible responses included: schedules of maintenance, incident reports, failure reports, use and check prior to departure, cleaning, carry out minor repairs, restock, modify equipment as appropriate.

Question 3c.

Marks	0	1	2	Average
%	20	70	10	0.9

A possible response could have been: taking reasonable care to ensure safety of all participants and foresee any possible dangers.

Students were able to generally describe 'duty of care'; however, many students incorrectly associated it with only being a prevention of civil litigation.

Question 3d.

Marks	0	1	2	3	4	Average
%	30	17	29	11	12	1.6

Possible responses included:

- physical: previous injuries, which can be assessed through a PAR-Q form, fitness, capacity, simulation, adequate energy
- psychological: peer support, which can be assessed through social connectedness scales, mental health, ability to cope with adversity, fears/phobias, homesickness.

Students were either able to describe a demand or describe an assessment; however; they seemed to struggle to describe both.

Questions 3e. and 3f.

Marks	0	1	2	3	4	Average
%	3	15	24	33	25	2.6

These questions were generally answered well. Students were able to identify the classification of risk and were able to suggest reasonable options to treat risk. Many students incorrectly created their own risk matrixes and then assessed the risk from that. Students should refrain from doing this.

3e.

Possible responses included: environmental, natural perils.

3f.

Possible responses included: reduce the risk: adequate training, previous experience, brief group, change course; finance the risk: use of technology, purchase of equipment, extra staff; avoid the risk: change the course/exit point, avoid bad weather conditions, check equipment and train group.

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Question 3g.

Marks	0	1	2	3	4	5	6	Average
%	21	16	21	21	12	6	3	2.2

Situation	Risk management plan	
	Objective	Contingency
satellite/mobile phone not working	maintain communication at all times	bring a spare phone and spare batteries
member of the group has hypothermia	ensure the physical health of participants	apply first aid, blankets/bivy bag, trained first aid staff, transport individuals out, extra clothing
slippery track	ensure suitable environment	seek alternative route, wait until track is safe to walk on, ropes, hiking/Nordic poles

Generally students struggled to determine both an objective and contingency in a risk management plan.

Question 3h.

Marks	0	1	Average
%	25	75	0.8

Possible responses included: surveys, observations or questionnaires.

Most students were able to evaluate the success of an activity.

Question 4a.

Marks	0	1	2	Average
%	10	31	59	1.5

Possible responses included:

- social aim:
 - increase social connectedness/welfare
 - get to know one another
 - make new friends
 - get out of the house
 - establish trust
 - opportunity to communicate
- self-improvement aim:
 - increase fitness levels/weight loss/strength
 - increase empathy
 - learn new skills
 - increase professional profile throughout work with vulnerable/disadvantaged group.

Students generally had a solid understanding of participant aims.

Questions 4b. and 4c.

Marks	0	1	2	3	4	Average
%	12	38	22	16	11	1.8

Students generally struggled to describe in detail an assessment that could be used to assess a participant's physical ability. Students were generally able to describe the suitability of an environment to ensure participant safety.

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4b.

Possible responses included: a 'cycle ergometer test': participants pedal on a cycle ergometer at a constant workload for seven minutes. The heart rate is measured every minute, and the steady state heart rate is determined.

4c.

Possible responses included: the grass area would be an uneven surface. This would make it harder for a blind folded participant to balance on the bicycle.

Question 4d.

Marks	0	1	2	3	Average
%	10	10	27	53	2.3

Possible responses included: a getting-to-know-you game. The participants would be separated into their pairs. Each one in the pair would then name five things about themselves. After five minutes, each person would have to get up and repeat to the other group members what the other person in their pair had said.

Students were generally able to facilitate groups and could describe an activity that could establish trust.

Questions 4e. and 4f.

Marks	0	1	2	3	4	Average
%	14	18	29	27	12	2.1

4e.

Possible responses included: their strengths and weaknesses; physical abilities.

4f.

A possible response could have been: paraphrase. You could write down the roles and responsibilities for the participants and then get them to explain what you have written down.

Generally, the students were able to consider factors that are important when facilitating a group.

Question 4g.

Marks	0	1	2	3	Average
%	29	27	25	19	1.4

Possible responses included:

- the type of barrier: conflict of interest
- how the barrier can impede group performance: decreases trust
- an approach to overcome the barrier: choose an impartial supplier.

Students were able to explore the factors that contribute to group cohesion; however, some students struggled to use the correct terms described in the training package to justify their responses.

Question 5a.

Marks	0	1	2	Average
%	4	39	57	1.6

- arm muscle: biceps brachii
- back muscle: latissimus dorsi

Students need to be careful when using slang or short-hand terms for muscle groups. For example, students should write 'latissimus dorsi', not 'lats'.

Question 5b.

Marks	0	1	2	Average
%	23	35	42	1.2

Possible responses included:

- performance parameters for the event (type of activity)
- intensity of event or activity
- areas of body to cover

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- holding times
- repetitions
- environmental conditions.

Students were generally able to state at least one determinant of length and duration of warm-up and cool-down activities.

Questions 5c. and 5d.

Marks	0	1	2	3	4	Average
%	2	15	56	24	3	2.1

5c.

Benefit	Activity or stretch
gradual increase of body temperature	light aerobic activity
increased flexibility	dynamic stretch
increase proprioception	PNF (proprioceptive neuromuscular facilitation) stretching

Students were generally able to provide a warm-up activity that would benefit a rock-climber; however, they struggled to correctly suggest all three.

5d.

A possible response could have been: acute inflammation is defined as swelling that occurs quickly and has only a short duration.

In regard to 'acute inflammation', some students incorrectly provided responses suitable for bruising or haematoma.

Questions 6a. and 6b.

Marks	0	1	2	Average
%	1	63	36	1.4

6a.

Figure 5

6b.

Figure 5

Question 7a.

Marks	0	1	2	Average
%	51	25	23	0.7

Possible responses included:

- lack of information about rule interpretation
- lack of clear decisions
- complaints
- the coach may have poor communication skills
- this is demonstrated by the fact that the coach did not wait to discuss his issues with the captain until a suitable time, referee bias, conflict of interest, differing perspectives, lack of empathy, change to practices and procedures.

Many students struggled to obtain full marks for this question. Students were able to describe the cause of conflict, but were unable to provide a technical term for it.

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Question 7b.

Marks	0	1	2	Average
%	48	26	26	0.8

A possible response could have been: the captain could use appropriate communication skills; for example, he could be polite and arrange an appropriate time to meet with the coach.

Many students struggled to describe an adequate conflict resolution technique.

Questions 7c.–7e.

Marks	0	1	2	3	4	Average
%	13	16	22	26	23	2.3

Students were able to generally describe leadership styles; however, they struggled to identify the technical terms for their responses.

7c.

Possible responses included: authoritarian/disciplinarian/autocratic.

7d.

Possible responses included:

Positive: the coach is in control.

Negative: can make people feel like their opinions aren't considered.

7e.

A possible response could have been: personality clash, poor communication skills, lack of group cohesion and commitment to goals, poorly defined roles and responsibilities, opposing individual and group goals.

Question 7f.

Marks	0	1	2	3	Average
%	38	18	20	23	1.3

A possible response could have been: you could clearly define the roles and responsibilities of the group and every person will know what is expected of them. This will decrease conflict in the future.

Question 8a.

Marks	0	1	2	Average
%	10	36	54	1.5

Possible responses included (both of):

- low-intensity arm and leg swings to warm up the limbs
- you could also get the athlete to use mental imagery to imagine themselves winning the race.

Most students could adequately describe a suitable warm-up for an athlete.

Question 8b.

Marks	0	1	2	Average
%	11	27	62	1.5

Possible responses included:

- to return breathing to normal levels
- to reduce build-up of lactate and other waste products.

Most students could adequately describe the benefits of a cool-down.

Questions 8c. and 8d.

Marks	0	1	2	3	4	Average
%	17	14	31	16	21	2.1

Students generally struggled to identify appropriate modifications for a warm-up activity for an athlete. In regards to describing 'a self-reflection method', students were generally able to answer this well.

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8c.

Possible responses included: longer, more gradual rise in intensity; stretching to be done indoors in a heated room.

8d.

Possible responses included: journal; write down what they did going into this race and how it felt.

Questions 8e. and 8f.

Marks	0	1	2	Average
%	34	45	21	0.9

Generally, students struggled to identify the cause of conflict; however, they were generally able to suggest a resource that could be used to resolve the conflict.

8e.

Possible responses included: lack of empathy, poor communication, lack of information, individual versus group goals, workplace systems, expectations not met.

8f.

Possible responses included: sports psychologist or mediator.

Question 9a.

Marks	0	1	2	3	Average
%	40	8	15	36	1.5

A possible response could have been: Facebook: you could create a Facebook page stating the importance of sun protection. You could also get a player to feature on the Facebook page and make it go viral.

Most students were able to identify a social media channel; however, some struggled with the description of how to strategically use the channel.

Questions 9bi.–9c.

Marks	0	1	2	3	4	Average
%	7	5	22	32	35	2.9

9b.

A possible response could have been: language barriers.

9bi.

A possible response could have been: make the campaign in different languages.

9c.

Possible responses included:

- number of 'likes' on Facebook
- a reduction in the incidence of sunburn.

Question 10a.

Marks	0	1	2	3	Average
%	23	25	29	24	1.6

A possible response could have been: empathy is defined as the ability to identify with another person's situation. You could manage this conflict by trying to understand the person's perspective, while maintaining organisational policies and procedures. You could discuss with the employee the possibility of working only one of the weekend days.

Most students could define empathy; however, some struggled to articulate how it can be used to manage conflict.

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Question 10b.

Marks	0	1	2	3	Average
%	27	17	26	29	1.6

A possible response could have been: the manager could use active listening. They could rephrase what the disgruntled employee said as this demonstrates that the manager is listening. This will calm the employee down so they can focus on resolving the conflict.

Generally students were able to identify an appropriate communication technique.

Questions 11a. and 11b.

Marks	0	1	2	3	4	Average
%	30	17	21	15	17	1.7

11a.

A possible response could have been: decision-making: this would result in improved motivation as players would take ownership of their responsibilities; by using group decision-making, everyone in the team will be able to work towards the one clear goal.

11b.

A possible response could have been: there will be a feeling of attachment and interdependence between group members; individual members will grow and change.

Most students were able to describe how to improve outcomes for a team; however, some struggled to correctly identify a group dynamic. Students often incorrectly referred to Tuckman's stages of group development as opposed to a group dynamic.

Question 11c.

Marks	0	1	2	Average
%	45	34	22	0.8

Possible responses included:

- be willing to compromise to seek a win-win situation
- pick the right time and place.