

2015 VCE VET Sport and Recreation examination report

General comments

The 2015 VCE VET Sport and Recreation examination 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 included a number of scenarios that were based on likely situations that students would encounter within the Sport and Recreation industry.

Overall, the students were able to handle the examination well and articulate responses that were consistent with industry practice. Higher marks were awarded to students who were able to describe best practice procedures while simultaneously using correctly described industry terms. Conversely, lower marks were awarded to students who described inappropriate practices and provided vague and/or incorrect descriptions of industry terms. Most students attempted all questions.

Students' understanding of 'SISSPT303A Conduct basic warm-up and cool-down programs' requires improvement. Students needed to be able to better describe warm-ups and cool-downs that were appropriate for the specific parameters described within the scenarios. Students also needed to articulate a better justification for their choice of warm-up and cool-down activities.

The areas of the examination where students were able to demonstrate sound knowledge were through scenarios that required the students to plan and conduct sport and recreation sessions.

Students should:

- ensure that they are able to apply their content knowledge to a range of scenarios that they may encounter within industry
- ensure they can critically evaluate a scenario and make reasonable suggestions based on the factors described within that scenario
- avoid the use of acronyms
- develop an understanding of the practical applications of industry-based terms.

Specific information

Note: Student responses reproduced in this report have not been corrected for grammar, spelling or factual 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 resulting in a total more or less than 100 per cent.

Question 1

Marks	0	1	2	3	4	Average
%	7	26	31	26	10	2.1

Statement	Stage of group formation
leader focuses on goals	forming
team develops agreement on common goals	norming
differences and confusion arise over goals	storming
leader will review the goals and make recommendations for the future	adjourning

This question required students to have an understanding of the stages of group development.

Question 2a.

Marks	0	1	Average
%	23	77	0.8

Possible responses included:

- handouts/flyers
- noticeboards/signs/posters
- social media.

Question 2b.

Marks	0	1	2	3	4	5	6	Average
%	25	10	21	27	10	4	4	2.2

A possible response could have been: Weather conditions. If weather conditions are poor, then this will reduce the visibility of signage and increase the likelihood of injury to participants.

This question required students to identify possible difficulties with the described education program that could have an impact on the success of the program. Generally, students were able to identify the difficulties but not explain their impact accurately.

Question 2c.

Marks	0	1	2	Average
%	30	25	46	1.2

Possible responses included:

- signs, posters and photographs
- display boards
- projector/multimedia/mobile technology/interactive.

Question 2di.

Marks	0	1	2	3	4	Average
%	23	17	35	10	15	1.8

Possible responses included:

- Identify the potential hazards, therefore risk can be reduced or eliminated.
- Assess the likelihood of an injury occurring by checking previous injury statistics or medical records.
- Assess the consequences of the injury, assess injury statistics.
- Check if users are following the rules – use of injury statistics or supervisor report/observations.
- Ensure there are enough supervisors to make observations, to monitor behaviour/follow relevant guidelines.

Generally, students were able to identify a method to assess risk; however, some students struggled to accurately provide an outline for the method.

Question 2dii.

Marks	0	1	2	Average
%	26	40	35	1.1

Possible responses included:

- clear rules
- greater supervision
- consequences for breach of rules.

Question 2e.

Marks	0	1	2	3	Average
%	57	25	15	3	0.7

Public liability insurance covers you and your business for losses or damage a third party suffers (or claims to have suffered) as a result of your business activities. This provides protection against legal costs for the business in the event that someone is injured.

Generally, students demonstrated a very limited understanding of public liability insurance and what it is used for. Many students incorrectly responded that insurance is only used to prevent a business from being sued.

Question 3a.

Marks	0	1	Average
%	50	50	0.5

Physical, psychological and emotional demands

Question 3b.

Marks	0	1	2	Average
%	57	21	22	0.7

As the children are overweight, their fitness levels will be low. As a result, you may need to allow more time for the warm-up and cool-down.

Generally, students were able to give a basic description of the impact; however, fewer were able to provide an in-depth response to achieve full marks.

Question 3c.

Marks	0	1	Average
%	55	45	0.5

Lifestyle adjustment, self-improvement

Generally, students were unable to identify specific participant aims.

Question 3d.

Marks	0	1	2	3	4	Average
%	5	13	34	24	24	2.5

Warm-up	light aerobic jog followed by dynamic stretches of the legs (quadriceps, hamstrings)
Cool-down	a slow walk, followed by a series of static stretches used during the session; for example, a biceps stretch

Question 3e.

Marks	0	1	2	3	Average
%	4	7	20	70	2.6

Physical condition	Medical support person
spinal abnormality	chiropractor/physiotherapist/osteopath
heat exhaustion	doctor/paramedic
tight muscles	massage therapist/physiotherapist

Generally, students were able to identify the correct medical support person for each physical condition.

Question 3fi.

Marks	0	1	Average
%	11	89	0.9

Possible responses included:

- to improve her own performance
- to ensure quality control

- to ensure safety
- extent of risk reduction
- extent of benefits/opportunities.

Question 3fii.

Marks	0	1	2	Average
%	16	48	36	1.2

A possible response could have been: Rosemary should not email the students; she should tell them in person by having a meeting.

Generally, students were able to provide at least one improvement.

Question 3fiii.

Marks	0	1	2	Average
%	28	43	29	1

Possible responses included:

- date and time
- participants' names/numbers
- staff members involved
- incident report
- equipment or activities.

Question 3g.

Marks	0	1	Average
%	27	73	0.7

Personality clash

Students demonstrated a sound understanding of the barriers to group development.

Question 3h.

Marks	0	1	Average
%	20	80	0.8

Possible responses included:

- confidentiality
- code of ethics
- privacy/*Privacy Act*.

Students demonstrated a sound understanding of organisational policies and procedures.

Question 4

Marks	0	1	2	3	4	Average
%	23	28	15	17	18	1.8

Example	Classification of risk
sustaining an injury while doing a squat exercise as a result of following the advice and guidance of your personal trainer	professional liability
finding a bandaid in a newly purchased tub of protein powder	product liability
some visiting football fans set off flares and start throwing chairs inside the stadium	human perils/property damage/security
a sporting club paid a star player too much and can no longer afford to pay any of the other players	financial

Question 5a.

Marks	0	1	2	3	Average
%	13	17	41	28	1.9

No, this is not an appropriate cool-down. Firstly, the sprints are high intensity and this would increase blood flow to the muscles, which increases body temperature. Secondly, the hot showers would also increase blood flow and cause an increase in body temperature.

Question 5bi.

Marks	0	1	Average
%	61	39	0.4

Heart attack

Question 5bii.

Marks	0	1	Average
%	34	66	0.7

General practitioner

Question 5c.

Marks	0	1	2	Average
%	37	48	15	0.8

- Get a medical clearance from the doctor.
- Get the player to pass a fitness test.

Question 5d.

Marks	0	1	2	3	Average
%	26	25	27	22	1.5

A possible response could have been: Mentoring. Have another coach watch his performance and give feedback on how to improve.

Question 5ei.

Marks	0	1	Average
%	73	27	0.3

Possible responses included:

- lack of empathy
- lack of group cohesion/commitment to group goals
- poor communication.

Question 5eii.

Marks	0	1	Average
%	32	68	0.7

Possible responses included:

- senior staff members
- counsellor/mediator
- coaches
- club president
- psychologist (sports).

Question 5eiii.

Marks	0	1	2	Average
%	40	30	30	0.9

The following is an example of a high-scoring response.

Use of appropriate communication skills. This includes using correct language style and tone, speaking clearly to be understood and it also includes active listening, to help resolve the conflict.

Question 5eiv.

Marks	0	1	2	Average
%	12	57	31	1.2

If conflict is not resolved, conflict may escalate and affect team morale and hinder team performance.

Question 6a.

Marks	0	1	2	3	4	Average
%	5	21	38	25	11	2.2

Students needed to be able to describe a warm-up for the parameters that were outlined in the stem of the question. Some students suggested getting the participants to run on a treadmill, indicating that they were not cognisant of the fact that the scenario had the participants in a camping ground near a river.

The following is an example of a high-scoring response.

Low intensity upper body movement, dynamic stretching of the arm and back, 8 – 20 repetitions, including arm swings and torso rotations. (8 mins). A muscle that would be used is the biceps brachii.

Question 6b.

Marks	0	1	2	Average
%	15	39	47	1.3

- greater range of motion
- reduced chance of injury
- increased power output
- improved stroke efficiency
- improved proprioception

Question 6c.

Marks	0	1	2	3	4	5	6	Average
%	51	6	10	10	7	5	11	1.8

- Defining roles and responsibilities – all crew members have an understanding of their job within the raft and are accountable to the group to perform that task.
- Listening skills – all crew members will listen to instructions and respond appropriately.
- Group decision-making – decisions made around distance, pace, rest stops, positioning within the raft.

Generally, students did not perform well on this question and were unable to suggest and describe collaborative approaches.

The following is an excerpt from a high-scoring response.

Group Decision Making. Would allow each individual to feel greatly involved and better relationships can be created, therefore improving motivation, therefore performance.

Question 6d.

Marks	0	1	2	Average
%	6	31	63	1.6

- weather
- time of day
- environmental variables
- participant abilities
- condition of site of location

Question 6e.

Marks	0	1	2	3	4	Average
%	17	18	32	15	19	2

The following is an excerpt from a high-scoring response.

(Weather) Provide the group with warm wet weather gear in case of stormy conditions, and sunhats + sunscreen in case of hot conditions.

Question 7a.

Marks	0	1	2	Average
%	23	48	30	1.1

- focus on basic techniques
- use of basic language
- spend little time covering tactics and focus on fun

Question 7b.

Marks	0	1	2	Average
%	33	33	33	1

The following is an example of a high-scoring response.

The equipment needs to be activity specific, such as if one session they are doing discuss, they the coach will need to get discusses that are appropriate for the size and activity levels of the participants. (ie lighter & smaller discusses for smaller participants).

Question 7c.

Marks	0	1	Average
%	32	68	0.7

Working with Children Check

Question 7d.

Marks	0	1	2	3	4	5	6	Average
%	3	8	19	21	22	21	6	3.4

Possible responses included:

Aims of the session

- to have fun
- to learn new skills
- to get to know each other

Main activity

- Long jump: Discussion and demonstration of technique, jumping without run-up, jumping with run-up.
- Shot-put: Discussion and demonstration of technique, stationary throws away from ring, throws within ring.
- 100 m long jump: Discussion and demonstration of technique (starts and running style), minor sprint races and relays with partners.

Logistics

- athletics track, three assistant coaches

Question 7e.

Marks	0	1	2	3	Average
%	25	53	19	4	1

- check equipment for damage
- debrief participants
- check facility

Question 8a.

Marks	0	1	2	Average
%	5	34	62	1.6

- loss of members
- stakeholder degradation

Question 8b.

Marks	0	1	Average
%	86	14	0.2

Possible responses included:

- refunds
- customer service
- exchanges
- complaints policy
- costs and budget

Question 8c.

Marks	0	1	Average
%	52	48	0.5

Possible responses included:

- occupational health and safety
- duty of care
- workplace health and safety.

Question 8di.

Marks	0	1	2	Average
%	29	13	59	1.3

Possible responses included:

- police
- senior staff
- mediators

- internal security.

Question 8dii.

Marks	0	1	2	Average
%	27	50	22	1

Generally, students were able to demonstrate a sound knowledge of conflict resolution.

The following is an example of a high-scoring response.

The manager could politely ask the complaining members to move to a more private area such as the managers' office so as to minimise the impact on other customers & colleagues and thus be discrete. He could then actively listen to the customers concerns and acknowledge that they have done wrong & thus empathise with the customers situation whilst upholding organisational policy, thus showing sensitivity.