

2016 VCE VET Sport and Recreation examination report

General comments

The 2016 VCE VET Sport and Recreation examination provided students with an opportunity to demonstrate their knowledge and understanding of the key concepts identified in the VCE VET Certificate III Sport and Recreation program. The examination comparatively assessed the industry readiness of the student cohort through the use of relevant industry scenarios and stimulus material.

Overall, students were able to demonstrate sound knowledge and provide succinct responses that were consistent with industry expectations. High-scoring students were able to describe best practice procedures, correctly use industry terms and use critical thinking skills to provide reasonable responses based on the stimulus material contained within the question stem. Conversely, low-scoring students typically neglected the stimulus material and provided responses that were vague or were unreasonable within a practical context.

Students were able to demonstrate sound content knowledge of 'SISXCAI303A Plan and conduct sport and recreation sessions'.

In relation to 'SISSSPT303A Conduct basic warm-up and cool-down programs' students were able to describe a range of activities and provide the rationale for their response; however, students demonstrated less aptitude for the biomechanical principles described within the unit.

In relation to 'SISXRSK301A Undertake risk analysis of activities', students performed well overall; however, students needed to have a better understanding of the difference between potential sources of risk and risk classification.

Students should:

- ensure that they are able to apply their content knowledge to a range of scenarios that they may encounter within the industry
- ensure that they can critically evaluate a scenario and make reasonable suggestions based on the factors within that scenario
- avoid the use of acronyms
- ensure that they can provide a rationale for their response.

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 1a.

Marks	0	1	2	Average
%	40	30	30	0.9

A possible response was: Each time they use the centre, verbally remind them about the policy and give them a wristband to indicate that they have been told.

This question required students to use the stimulus material to describe how they would educate the public on the use of a standard industry resource (swimming pool).

Question 1bi.

Marks	0	1	Average
%	70	30	0.3

A possible response was difficult or demanding customers.

Students demonstrated a limited understanding of how to identify conflict.

Question 1bii.

Marks	0	1	Average
%	67	33	0.4

A possible response was: Being assertive means communicating with others in a direct and honest manner without intentionally hurting anyone's feelings. It is acknowledging others' opinions while standing up for your own beliefs.

Students were able to demonstrate that being assertive is important; however, they were unable to define what the term meant.

Question 1biii.

Marks	0	1	2	Average
%	50	35	15	0.7

A possible response was: You should be direct and honest with the parent as it will make them become less agitated. You should remind the parent of the 'Watch Around Water' policy and that it cannot be changed for anybody. You should also remind the parent that the policy is in place for the safety of everyone.

Students demonstrated a limited ability to describe how being assertive could resolve conflict.

Question 1c.

Marks	0	1	2	3	Average
%	36	14	11	39	1.6

Possible responses included:

- communication
- decision making
- conflict resolution.

Question 1d.

Marks	0	1	2	Average
%	40	29	31	0.9

A possible response could have been: A suitable monitoring method for the swimming teachers could be to write journal observations about the frequency of arguments.

Question 1e.

Marks	0	1	Average
%	70	30	0.3

One possible response was disease.

Students demonstrated a limited understanding of the classification of risk.

Question 1f.

Marks	0	1	2	3	Average
%	4	13	35	48	2.3

Possible responses included the following:

Potential source of risk	Example
physical	slips and falls/obstacles/drowning
chemical	chlorine
psychological	bullying/fear of water/body image

Students demonstrated sound knowledge in identifying potential sources of risk.

Question 1g.

Marks	0	1	2	Average
%	45	39	15	0.7

A possible response was: Product liability refers to a manufacturer or seller being held liable for placing a defective product into the hands of a consumer. It means that the manufacturer/seller can become financially responsible to the consumer for the loss of income or function.

Students need to develop a better understanding of liability within the context of the sport and recreation industry. A few students indicated that liability was about making the consumer responsible.

Question 2a.

Marks	0	1	Average
%	23	77	0.8

One possible response was spectators.

Students demonstrated a sound ability to identify user groups.

Question 2b.

Marks	0	1	2	Average
%	3	26	71	1.7

Possible responses included:

- people may be using their mobile phone and not paying attention
- people may be in the bathroom and may not hear the communication.

Students were able to demonstrate sound reasoning as to why spectators may not hear the communication.

Question 2c.

Marks	0	1	2	Average
%	11	41	47	1.4

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

Management team could put the required information on spectators tickets or play the information right at the beginning of game and frequently throughout breaks.

Question 2d.

Marks	0	1	Average
%	58	42	0.4

A possible response was public liability/human peril/security.

Students need to develop a better understanding of risk classification.

Question 2ei.

Marks	0	1	Average
%	82	18	0.2

A possible response was people who appear to be violent or are threatening/customers refusing to leave or be pacified.

Students struggled to identify the various types of situations that could lead to conflict.

Question 2eii.

Marks	0	1	Average
%	41	59	0.6

One resource that could be used to resolve this conflict is senior staff/internal security/mediators.

A majority of students were able to identify a resource that could be used to resolve conflict.

Question 2eiii.

Marks	0	1	2	3	Average
%	36	12	27	25	1.4

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

No because there is an emergency in place so there is not sufficient time to discuss the issue and reach a win win situation. Appropriate communication skills should be used and the event staff should communicate clearly to the spectators where to go.

Question 2eiv.

Marks	0	1	2	Average
%	23	53	24	1

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

It is important to resolve this conflict to prevent escalation and ensure the spectators safety is put as a priority.

Question 2f.

Marks	0	1	Average
%	29	71	0.7

A possible response was negligence/duty of care.

Students demonstrated sound knowledge of relevant legislation.

Question 3a.

Marks	0	1	2	3	Average
%	34	16	27	23	1.4

One possible response was:

- User group: Teenagers
- Justification: The use of technology is popular with this age group and they are therefore more likely to interact with an app. Also, fitness is generally important to this age group.

Question 3b.

Marks	0	1	2	3	Average
%	27	7	28	38	1.8

A possible response was:

- Method: Social media
- Explanation: Promotion via social media will ensure that a wide variety of the target audience is reached. Teenagers are frequent users of social media.

Question 3c.

Marks	0	1	2	Average
%	30	29	41	1.1

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

Retirees are not usually very technologically advanced and therefore may not own a device which the app can be downloaded upon. Given that they are of an older age, they may not also be able to complete the exercises given their abilities.

Question 4a.

Marks	0	1	2	3	4	Average
%	6	6	14	13	61	3.2

Possible responses included the following.

Medical support personnel	Contraindication
• physiotherapist	• sprains and strains
• massage therapist	• stress relief

Students demonstrated a sound knowledge of medical support personnel and were able to correctly identify which contraindication they could assist with.

Question 4b.

Marks	0	1	Average
%	32	68	0.7

A possible response was parent/guardian consent.

Students demonstrated sound understanding of the documentation required to plan and conduct a sport and recreation session.

Question 4c.

Marks	0	1	2	3	Average
%	4	12	22	62	2.4

Possible responses included:

- increased flexibility
- increased proprioception
- reduced risk of injury.

Students demonstrated a sound knowledge of the benefits associated with warming up prior to commencing a training session.

Question 4d.

Marks	0	1	2	3	Average
%	3	11	33	53	2.4

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

1. *Low intensity activity (light jog around the basketball court)*
2. *Stretching (dynamic stretching)*
3. *Sport specific activity (passing, shooting activities)*

Question 4e.

Marks	0	1	2	3	4	Average
%	28	13	19	14	27	2

Possible responses included the following.

Biomechanical principle	How it affects balance and stability
Centre of gravity	The lower the centre of gravity, the more stable you are.
Base of support	The wider the base of support, the more stable you are.

Students need to improve their knowledge of biomechanical principles and how they relate to balance and stability.

Question 5

Marks	0	1	2	3	4	Average
%	45	27	16	9	3	1

Possible responses included the following.

Conflict situation	Organisational policy/constraint
A staff member is unhappy about a cut in their working hours.	Staff grievance
A product sold by a business does not work as it is supposed to.	Complaints/refunds
A salesperson is on their phone and does not make any contact with a customer who is seeking assistance in the store.	Customer service
A customer purchased an item of clothing online and, when it arrived, discovered that the wrong size had been sent.	Exchange

Students demonstrated a limited understanding of organisational policies and constraints.

Question 6a.

Marks	0	1	2	Average
%	21	48	31	1.1

Possible responses included:

- safety is vital to ensure that no one gets injured
- trust is vital to ensure that all members are able to participate in a safe manner.

Question 6b.

Marks	0	1	2	3	Average
%	39	18	25	18	1.2

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

They can be monitored during the activity through informally discussing / conversing with the participants and asking questions. This would be necessary to ensure that all is safe as there is a duty of care present.

Question 6c.

Marks	0	1	2	3	Average
%	8	23	36	32	1.9

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

It can cause lack of group cohesion as these two students will not work together as a group and they may cause harm to each other. The staff should separate the individuals where possible by using group management skills.

Question 6d.

Marks	0	1	2	3	Average
%	10	26	32	31	1.9

Possible responses included:

- participants may be unable to listen to or understand instructions
- overexcitement can lead to poor decision-making
- to reduce the students' arousal levels, you could do some deep breathing exercises.

Question 7a.

Marks	0	1	2	Average
%	10	32	58	1.5

Possible responses included:

- the age of the participants
- the physical ability of the participants.

Students demonstrated sound knowledge in the things that need to be considered when planning for a sport and recreation activity.

Question 7b.

Marks	0	1	Average
%	24	76	0.8

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

A method could be a physical ability test, such as the beep test. This allows the children's fitness levels and capabilities to be determined.

Students demonstrated a sound knowledge of methods to assess participant ability.

Question 7c.

Marks	0	1	2	Average
%	59	32	8	0.5

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

- *Check equipment for damage or wear.*
- *Demonstrate appropriate cool down techniques for the participants.*

Students need to develop a better understanding of standard practices when concluding a session.

Question 7d.

Marks	0	1	2	Average
%	13	19	68	1.6

One possible response was:

- Sport: netball
- Resources: balls and whistles.

Students demonstrated a sound knowledge of the resources required to run a sport of their own choosing. Low-scoring students tended to ignore the stem of the question and listed human resources, such as coaches.

Question 7e.

Marks	0	1	2	3	4	Average
%	5	5	34	17	39	2.8

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

1. *Knockout: Allows for the development of shooting skills.*
2. *Octopus: Allows for the development of agility and dodging skills.*

Question 7f.

Marks	0	1	2	3	Average
%	24	27	29	21	1.5

A possible response was: You could resource the program and buy a set of wheelchairs and play a game of wheelchair basketball. That way it is fair for everyone.

Question 7gi.

Marks	0	1	2	Average
%	23	44	32	1.1

Possible responses included:

- it allows time for all participants to contribute ideas

- it minimises arguments and makes it easier to resolve conflict.

Question 7gii.

Marks	0	1	2	Average
%	29	27	44	1.2

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

Get to know you activity where participants stand in a circle and say their name and two facts about them when the ball gets passed to them, then they pass to another person. This enables the children to establish an element of trust with each other therefore promoting them to communicate with one another.

Question 8a.

Marks	0	1	2	Average
%	31	23	46	1.2

Possible responses included:

- a video presentation prior to the commencement
- a practical demonstration on the shoreline.

Students demonstrated a sound ability to be able to prepare participants for an activity.

Question 8b.

Marks	0	1	2	Average
%	47	33	20	0.8

Possible responses included:

- mobile technology
- props.

Students need to develop a better ability to identify equipment that would be appropriate for use based upon the stimulus information in the question.

Question 8c.

Marks	0	1	2	3	4	5	6	7	8	Average
%	13	4	10	14	15	9	14	10	12	4.2

Possible responses included the following.

- Scenario 1 – Staff notice that two students are not listening to instructions and are sailing too close to other boats.

Risk treatment option: Reduce

Strategy: Give additional instructions to students

- Scenario 2 – A sail is torn on one boat, preventing it from moving through the water like the other boats.

Risk treatment option: Finance

Strategy: Replace the sail

- Scenario 3 – During the course of the day, the weather becomes rough, with high winds.

Risk treatment option: Avoid

Strategy: Cease the activity and get all boats off the water until it is safe to recommence

- Scenario 4 – A boat capsizes.

Risk treatment option: Accept

Strategy: Ensure participants are safe and wearing appropriate safety gear

Question 8d.

Marks	0	1	Average
%	61	39	0.4

A possible response was to ensure the risk management plan is current.

Students struggled to provide a rationale for repeating a risk analysis within the sport and recreation industry.