



Trial Examination 2022

VCE VET Sport and Recreation

Written Examination

Suggested Solutions

Question 1 (4 marks)

Scenario	Risk control measure
A section of a mountain bike trail is washed out after heavy rain.	isolate
A pool lifeguard working outside all day obtains serious sunburn.	personal protective equipment (PPE)
The handle of a cricket bat becomes loose after a shot is played.	substitution
A store attendant suffers a back injury after constantly lifting heavy items onto shelves.	engineering controls

4 marks

*1 mark for each correct response.**Note: Responses may include 'engineering controls' as the risk control measure for the first scenario; however, this means no marks can be awarded for the fourth scenario.***Question 2** (16 marks)**a.** Any two of:

- Conduct a physical inspection of the terrain park.
This would involve a walk-through of the park using a checklist to identify the safety of features and obstacles.
- Review records of accidents and near misses.
The mountain resort could obtain information from the local medical centre regarding how injuries were obtained to determine if there are common patterns or causes of injuries within the terrain park.
- Enlist the assistance of professional consultants and industry specialists.
The mountain resort may seek advice from terrain park specialists using their expert knowledge in park design or hazard identification.

4 marks

*1 mark for identifying each method.**1 mark for outlining how each method could be used to identify potential hazards.***b.** Any three of:

- identifying hazards that exist within the park
- increasing safety for users of the facility
- protecting the mountain resort from possible litigation
- prioritising further risk control resources
- use as evidence and reporting for future risk assessments

3 marks

*1 mark for identifying each benefit.***c.** Risk is assessed to determine the likelihood of a risk occurring and the consequences of that risk.

1 mark

For example, if the likelihood of injury was high and the consequences were regarded as major, significant changes would have to be made to the freestyle terrain park before it would be deemed safe to use.

1 mark

d. *Any one of:*

- The mountain resort could erect clear signage within the terrain park stating the level of user ability the park is suited for, the correct attire users should wear to protect themselves and the risks associated with participating in the park.
- The mountain resort could assign safety officers to the terrain park who could supervise usage, control the flow of users and be prepared to address any hazards as they arise.
- The mountain resort could isolate any features that were identified as causing a risk by roping them off or shutting them down until the issue is resolved.
- The mountain resort could use engineering controls to modify the existing obstacles so they are safer to use. This may be achieved by adding additional safety features such as padding or moving more snow to areas that are high impact zones.
- The mountain resort could use administration controls to provide additional training for staff, adjust policies and procedures of use or schedule supervising staff.

3 marks

1 mark for identifying a strategy.

2 marks for outlining how the strategy could be implemented.

e. Residual risk is the risk that remains once risk control measures have been implemented. 1 mark

f. *Any one of:*

- The mountain resort could determine if the likelihood and consequence of injury has dropped as a result of their risk control options. This could be determined by assessing medical statistical information regarding injury rates and occurrence.
- The mountain resort could determine whether the risk control has resulted in a more positive experience of the terrain park, and whether there are more users of the resort. This would reflect positively on the reputation of the mountain resort.

3 marks

1 mark for identifying a method to evaluate the success of the risk control options.

2 marks for providing a detailed explanation.

Question 3 (6 marks)

Sport	Technical fundamental	Tactical fundamental
netball	accurate passes	shooting the ball or passing to get into a better position
AFL	marking the ball with arms outstretched	setting up the defence on a kick-out
tennis	serving to the backhand side of the court	choosing whether to lob an opponent who is at the net or play a passing shot

6 marks

1 mark for identifying each fundamental.

Note: A range of responses are acceptable.

Question 4 (13 marks)

a. i. *Any one of:*

- observe an incorrect technique
- obtain injury data that may have increased due to poor technique
- survey the clients

1 mark

ii. *Any one of:*

- The personal trainer could make a video highlighting the techniques required to safely participate in the remote exercise classes with the correct form. The video could be livestreamed and uploaded for the participants' convenience.
- The personal trainer could develop an eye-catching brochure or flyer providing a step-by-step guide for each of the techniques required for the exercises, utilising photos and descriptions.
- The personal trainer could upload and distribute social media posts with the latest exercise routines to the participants, enabling them to follow along on their chosen platform.

2 marks

1 mark for identifying a strategy.

1 mark for outlining the appropriateness of the strategy.

b. *Any one of:*

- Understanding the user group will enable the trainer to understand the specific needs of the group and develop a program that is tailored to address the issue of correct form and technique.
- Knowing the group's age, ability, experience and language needs will assist in tailoring the program specifically to their needs.

2 marks

1 mark for identifying a need of the user group.

1 mark for outlining how addressing this need could help develop the program.

c. *Any three of:*

- the user group needs, including language issues and level of experience
- budget for educational material
- resources required to produce educational material
- the amount of time needed to produce educational material
- the type of educational material that will best capture the information and gain the attention of the audience

3 marks

1 mark for identifying each key point.

d. *Any three of:*

- Did the program achieve its desired outcome?
- Was the program time efficient and within budget?
- Was the program content appropriate for the users based on age, experience, language and ability?
- Were the resources used appropriate to deliver the best possible program?
- Were the resources used clear and easy to understand?

3 marks

1 mark for identifying each criterion.

It is important to evaluate the educational program to make sure it is resulting in the desired change in behaviour.

1 mark

In this case, it is important to ensure the participants perform the exercises with the correct technique and form and do not suffer any injuries.

1 mark

Question 5 (21 marks)

a.	Professional athlete	Recreational participant
Preference	to drink a sports drink rather than water at the on-course refreshment station	to complete the bike leg as a preference over the swim leg
Need	to ensure the transition area is well organised so as not to waste time	to participate to become fitter
Expectation	to win the race	to have fun

6 marks

*1 mark for each correct cell.**Note: A range of responses are acceptable if they distinguish between the professional athlete and recreational participant.*

- b. i.** completion of a PAR-Q **OR** completion of a participant application/disclosure form 1 mark
- ii.** The athlete would either be informed that they cannot participate in the event or required to seek clearance from a medical practitioner stating that they are fit to participate. 1 mark
- c.** *For example:*
- number of staff required to adequately support the event 1 mark
 - skillset and experience of the staff 1 mark
 - staff qualifications (such as a working with children check, a first aid certificate or a lifeguard certification) 1 mark
- d. i.** An impeding factor is something that may hinder, impede, obstruct, block or interfere with the activity or progress of, in this case, risk-control implementation. 1 mark
- ii.** The staff may not be fully alert to a hazard or issue and therefore may not take steps to mitigate the risk. 1 mark
- For example, they may lack experience, be fatigued due to working long hours or not pay full attention to the event (for example, if they are distracted by their mobile phone). 1 mark

- iii.** *Any one of:*
- lack of resources or money
 - lack of planning
 - poor management and communication
- 1 mark
- e.** *Any one of:*
- an email sent out prior to the event, detailing all relevant information
 - staff briefing prior to the event
 - utilisation of communication tools (such as a staff radio) to update staff about changes to risk status
 - relevant information shared by a supervisor to a particular role or location
- 1 mark
- f.** The process is important as it will ensure that staff are up to date with the latest developments in the triathlon's risk control procedures. 1 mark
- The staff would then have ownership of the process as they are contributing to the process and would be more motivated to support the implementation of risk controls. 1 mark
- g.** A survey would be sent out to determine participants' level of satisfaction with the event or areas of strength and weakness so that they can be improved upon in the future. 1 mark
- Once received, this information would be analysed, collated, documented for future reference and suitably filed. 1 mark

Question 6 (6 marks)

Scenario	Barrier	Strategy to reduce or eliminate barrier
A basketball coach is struggling for team unity as her best player always argues with their teammates.	personality clashes	<i>Any one of:</i> <ul style="list-style-type: none"> • separate the conflicting individuals • consider the involvement of a third-party mediator • remove the best player from the team in the interest of team unity • allocate team-building activities
A sports club president is pushing the selection committee for their son to be chosen in the team for the finals, despite him not having played all season.	conflict of interest	<i>Any one of:</i> <ul style="list-style-type: none"> • discuss the conflict openly • discuss possible solutions • refer to club policy documents
A staff member did not properly explain the terms and conditions of a gym membership to a new client.	poor communication skills	<i>Any one of:</i> <ul style="list-style-type: none"> • organise further training for the staff member • have clear expectations for all new member inductions (such as using a checklist) • have a manager find an amicable means to resolve the situation

6 marks

1 mark for each correct cell.

Note: Responses may also include conflict between group and individual goals or a lack of group cohesion and commitment to group goals as the barrier in the first scenario.

Question 7 (8 marks)

- a. i.** forming 1 mark
- ii.** *Any one of:*
- period of orientation and getting to know each other
 - a new team forms
 - groups begin to form relationships
 - members may be excited, curious or nervous
 - members are looking for direction/leadership
 - members get to know each other
 - people ask many questions to get to know their new environment
 - most interactions are social as members get to know each other
- 1 mark
- b.** The holiday camp team leader could evenly distribute tasks to the new staff members, taking into consideration individual skillsets or previous experience. 1 mark
- 1 mark
- c. i.** Active listening is a means of listening and responding where an individual (the listener) listens to another individual (the speaker) in order to gain or improve mutual understanding between the two parties. 1 mark
- 1 mark

ii. *Any two of:*

- facial expressions
- eye contact
- gestures (such as waving and pointing)
- posture and body language (such as not folding arms and having palms open)
- appearance (such as clothing, hairstyle, makeup and general hygiene)

2 marks

1 mark for identifying each cue.

Question 8 (20 marks)

a. i. (Coaches') Code of Conduct

1 mark

Note: Responses do not have to include 'coaches' to obtain full marks.

ii. *Any three of:*

- Treat all players fairly and with respect.
- Demonstrate respect to the opposition team, referees/umpires/officials and spectators.
- Abide by the rules of the game.
- Avoid unnecessary physical contact with players.
- Abide by all laws/acts/regulations around anti-discrimination, harassment and abuse.
- Ensure a safe environment.
- Present yourself in a professional manner, including dress, language, clothing and drug taking.

3 marks

1 mark for identifying each item.

b. *For example:*

- Check the playing field for any hazards such as potholes, exposed sprinkler heads, slippery or hard surfaces and rocks to ensure team members do not hurt themselves if they fall.
- Check that all team members are wearing appropriate safety equipment; for example, shin guards and mouth guards for protection against collisions.
- Monitor weather conditions to avoid the risk of heat stroke, dehydration and hypothermia in the event of extreme weather.

6 marks

1 mark for identifying each strategy.

1 mark for explaining how each strategy assists safety.

Note: A warm-up as part of the training session is not a correct response.

c. *Any one of:*

- Use a smaller and/or softer ball to make it easier for the younger players to kick.
- Reduce the size of the playing field as smaller players may struggle to kick the ball far enough to reach the other side of the field.
- Modify the rules to make learning skills easier or to promote more involvement from all team members.
- Utilise assistant coaches for more help during training and to provide more specialised attention for each team member.
- Plan training sessions with the participants in mind to maximise time on task and design appropriate skill activities.

2 marks

*1 mark for identifying an appropriate modification.**1 mark for explaining the modification.***d.** *Any three of:*

- Ensure the team members are able to see and hear the instructions.
- Provide a visual demonstration of the trapping skill using age-appropriate language to emphasise key points.
- Repeat the demonstration multiple times.
- Allow for any questions.

3 marks

*1 mark for providing each step of the method.***e.** *For example:***Open-ended:** What happens if I don't turn my foot sideways when the ball arrives? 1 mark*Note: The question must be able to be answered with a detailed or free-formed response.***Closed:** Do you understand how to trap the ball? 1 mark*Note: The question must be able to be answered with a yes or no response.***f. i.** *Any one of:*

- improved ability to execute skill
- improved self-confidence
- reinforced positive performance
- more enjoyable session

1 mark

ii. *Any two of:*

- Offer the feedback as soon as possible after the skill execution.
- Emphasise key points with use of voice (tone and levels).
- Ensure a positive message even if correcting (for example, 'feedback sandwich').
- Use age-appropriate language.
- Limit the number of points made.

2 marks

1 mark for identifying each strategy.

Question 9 (6 marks)

a. *Any three of:*

- personal information such as address, date of birth and contact information
- medical history and health records
- income status, bank account details and tax file number
- marital status

3 marks

1 mark for identifying each item.

b. the obligation of the sporting organisation (club) to keep the confidential information of club members that they are entrusted with secret and out of the public domain

1 mark

c. *Any one of:*

- Develop policies for how to treat private information and make sure these are followed with adequate training and communication.
- Store information on a secure system that is not publicly accessible.
- Limit the need for paper copies. If information is stored on a paper copy, ensure it is securely filed and not publicly accessible.

2 marks

1 mark for identifying a means of ensuring confidentiality.

1 mark for outlining the means of confidentiality.