

2019 VCE VET Sport and Recreation examination report

General comments

The 2019 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.

Students who performed well were able to use correct terms as described in the units of competency and plain language descriptors of them. These students were also able to articulate the differences between terms when questions required it. A good understanding of scenarios outside of their own experience, for example involving adults and older people, was also demonstrated.

In relation to BSBWHS303 Participate in WHS hazard identification, risk assessment and risk control, students generally responded well, with the exception of principles of risk management and differentiating between a risk and a hazard.

In relation to SISXCAI004 Plan and conduct programs, the great majority of students attempted these questions and demonstrated sound knowledge and the ability to develop a session plan.

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	3	4	Average
%	2	13	10	26	49	3.1

Level of protection	Specific control measure
The most reliable control measure	Eliminate the hazards or risks
The control measure with the lowest level of protection	Personal protective equipment (PPE)

The control that covers giving a player a mouth guard	PPE
The control that covers placing cones around a puddle on the floor	Isolate people from the hazard

This question was generally handled well. Students were able to read and interpret occupational health and safety (OH&S) documentation from WorkSafe Victoria.

Question 1b.

Marks	0	1	2	Average
%	21	38	41	1.2

Accepted responses included any two of the following.

- Inspecting the workplace
- Consulting employees
- Testing and measuring
- Using available information

Most students were able to identify at least one common method to check the effectiveness of control measures to an acceptable industry standard.

Question 1c.

Marks	0	1	2	Average
%	30	40	30	1

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

A hazard is any source of potential harm or risk that could cause damage or loss, whereas a risk is the result of the hazard and the likely outcome

Incorrect responses did not correctly distinguish between a risk and a hazard. Most responses displayed a better understanding of hazard than a risk.

Question 1d.

Marks	0	1	2	Average
%	30	28	42	1.1

Possible responses included: Engineering controls involve a change to a physical structure and administrative controls involve changes to policy/procedure.

Responses generally demonstrated a better understanding of engineering controls than administrative controls.

Question 1e.

Marks	0	1	2	Average
%	22	27	52	1.3

Accepted responses included any two of the following.

- The likelihood of a hazard or risk occurring
- The degree/level of harm (consequences) that would result if the hazard or risk occurred

- What the duty-holder knows, or reasonably ought to know, about the hazard or risk, and any ways of eliminating or reducing the risk
- The availability and suitability of ways to eliminate or reduce the hazard or risk

Most responses correctly identified two factors in choosing a risk control option.

Question 2a.

Marks	0	1	2	3	Average
%	24	28	34	14	1.4

Possible responses included the following.

- A Code of Conduct is how to behave appropriately.
- A Code of Ethics is about your morals, values and beliefs.
- A Code of Conduct is a clear set of expectations, whereas a Code of Ethics is more about unenforceable ideals. A Code of Conduct is rigid. A Code of Ethics is more flexible.

Correct responses defined the codes and stated a difference between the two. Incorrect responses often included at least one definition but no statement about the distinction.

Question 2b.

Marks	0	1	2	3	Average
%	2	12	32	54	2.4

Possible responses included:

Muscle	Hamstring/Gluteal
No. of repetitions	Two to three
Holding times	10–30 seconds

Most responses achieved full marks.

Responses that achieved partial marks had difficulty with muscle identification.

Question 2c.

Marks	0	1	2	3	Average
%	55	9	26	10	0.9

Muscle	Action
Biceps brachii at the elbow	Flexion
Triceps at the elbow	Extension
Abdominals at the lumbar spine	Flexion

Some responses incorrectly included abduction or adduction, which was apparently drawn from the stem of the subsequent question.

Question 2di.

Marks	0	1	2	Average
%	42	5	53	1.1

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

Adduction is moving the limb towards the midline of the movement, whilst abduction is moving the limb away from the midline.

Question 2dii.

Marks	0	1	Average
%	76	24	0.3

The following were accepted responses.

- Latissimus dorsi
- Pectorals

Generally, responses were not able to correctly identify major muscles in the upper body.

Question 3a.

Marks	0	1	2	3	Average
%	1	3	18	78	2.7

Accepted responses included any three of the following.

- Have fun
- Learn something new
- Improve health
- Make new friends

Question 3b.

Marks	0	1	2	3	4	5	6	7	8	9	10	11	12	Average
%	1	0	0	1	2	3	9	11	16	25	15	10	7	8.5

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

Activity

Basketball mini game. 3 versus 3

- *Get the students to get in groups of three and give bibs to one team.*
- *The first team to win 5 goals is the winner then rotate to verse another team.*

Modification

Game rules-

Must be at walking pace so those with the heart conditions do not get too puffed and put extra pressure on the heart.

Equipment

Basketball bibs, basketball ring, water

Correct responses were able to describe activities that would be sufficient for the duration of the designated timeframe, describe a modification that was appropriate for the activity, and identify equipment that would be suitable for the activity, clients and environment.

Lower-scoring responses stated an activity without a description and suggested vague modifications.

Most students attempted this question.

Question 4a.

Marks	0	1	2	3	Average
%	55	13	17	16	1.0

Possible responses included the following.

- Competition or performance targets
- Assistance with self-improvement
- Fitness targets
- Lifestyle adjustments

Question 4b.

Marks	0	1	2	3	Average
%	23	24	26	27	1.6

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

- *Conflict between individual goals and group goals*

- *Identify the goals of the group. Make the goals of the group are made when all swimmers are there and use a collaborative approach so everyone decides and agrees to the goals.*

- *Email the goals of the group to all swimmers so they are reminded and know their expectations.*

Question 4c.

Marks	0	1	2	3	4	5	6	Average
%	2	4	16	73	3	2	0	2.8

Possible responses included the following.

Observation	Risk	Principle
athletes refusing to do a warm-up and cool down	Inappropriate behaviour resulting in injury	<ul style="list-style-type: none"> • relevant activity-specific safety requirements • injury prevention
dehydration of athletes participating in the marathon	Participant may faint	<ul style="list-style-type: none"> • relevant activity-specific safety requirements • injury prevention • risk minimisation
the water in the swimming pool turning green overnight	Participant may get an infection	<ul style="list-style-type: none"> • risk identification and hazard control

Most responses correctly identified the risk from the scenario; however, few were able to correctly identify the principle of risk management.

Question 4di.

Marks	0	1	2	3	Average
%	31	35	30	4	1.1

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

Emergency evacuation procedure. This is important and is vital as it would allow users of the facility to escape from injury and would also be imperative as planning ahead using this procedure would allow one to know what to do if the unfortunate situation arises.

Question 4dii.

Marks	0	1	Average
%	91	9	0.1

Possible responses included the following.

- Safety
- Unsafe
- Unsafe environment
- People's safety

Incorrect responses cited specific legislation, or named a piece of irrelevant legislation, rather than identifying the specific issues.

Question 4e.

Marks	0	1	2	Average
%	23	17	61	1.4

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

Obtain email addresses of participants prior to concluding, and send emails to inform them of future competitions. This is appropriate as they are capable of using emails and it is time-effective and effective at recommunicating to large group of people at once.

Higher-scoring responses could adequately explain an information strategy while others would merely state a method of delivery for information.

Question 5a.

Marks	0	1	2	3	Average
%	78	9	4	9	0.5

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

Technique-Centred approach, as this approach focuses on developing individual skills through training drills, since the participants are beginners they won't be able to learn skills in a game setting.

Many responses were incorrect and coaching approaches were often confused with coaching styles.

Question 5b.

Marks	0	1	2	3	Average
%	7	14	28	51	2.3

Possible responses included:

- Wear a uniform
- Don't use profanity
- Ensure you are on time
- Game knowledge.

Question 5c.

Marks	0	1	2	3	Average
%	42	38	14	6	0.9

Possible responses included:

Legal issues

- Unsafe equipment
- Injuries
- Illness
- Unlawful behaviour of participants, coaches, instructor or support personnel

Sources

- Formal and informal research
- Media
- Reference books
- Legislation describing the law and responsibilities to comply.

Students were mostly able to identify where to source legal information, but had difficulty in correctly identifying the legal issues. For example, some students wrote 'WWC (Working With Children Check)'. This is a means of addressing a legal issue but does not identify the legal issue.

Question 5d.

Marks	0	1	2	3	4	Average
%	40	8	9	17	27	1.9

Possible responses included the following.

The team's current stage of development	Forming
Characteristics of the stage of development	<ul style="list-style-type: none"> • Establishing relationships and developing trust • Anxiety of participants • Roles and responsibilities established
Two activities that you could use to help the team reach the next stage of development	<ul style="list-style-type: none"> • 'Getting to know you' games • Ice-breakers

Students were mostly able to identify the correct stage of development, but had difficulty with the correct identification of the characteristics of the stage or with providing examples of activities to help move participants to the next stage.

Question 5e.

Marks	0	1	2	3	Average
%	35	36	21	7	1

Possible responses included the following.

Purpose

- Timelines for the achievement
- Desired performance levels of the group
- The knowledge, skills and resources you need to do to meet the outcomes
- The skillset of the coaches and participants

Method

- Survey/evaluate the program
- Key Performance Indicators
- The number of wins and losses
- Number attending

Most responses identified a method to measure the success of a group performance plan but demonstrated a limited understanding of its purpose.

Question 6a.

Marks	0	1	2	3	Average
%	6	15	41	39	2.1

Possible responses included the following.

- Email
- Club newsletter
- Information on website
- Club's Facebook page

Question 6b.

Marks	0	1	2	Average
%	10	34	55	1.5

Possible responses included the following.

- Print physical copies of the program
- Arrange a back-up generator
- Bring a whiteboard and markers
- Have participants use a mobile phone application, such as Google Share, to check information

Question 6c.

Marks	0	1	2	3	Average
%	30	18	26	26	1.5

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

Method

Informal conversation

Explanation

Talking with the users will engage their full attention and gain more information as they don't have to write it down.

Question 6di.

Marks	0	1	2	3	Average
%	16	13	32	39	2

Accepted responses included any three of the following.

- The socio-economic status of the participants
- Not enough staff to enforce the policy
- Poor communication
- Cost

Question 6dii.

Marks	0	1	Average
%	10	90	0.9

Possible responses included the following.

- Club president / club committee
- Executive officer
- Coach
- Team manager

Question 6e.

Marks	0	1	2	3	Average
%	14	38	32	16	1.5

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

Meaning of negotiation:

Where both parties enter discussion to find a middle-ground where they can both achieve their desired outcomes.

Statement 1

"If you don't wear one and take a kick to the face, you might lose your teeth"

Statement 2

"How about you wear one for the first couple of games, then tell me what you think, sound fair?"

Higher-scoring responses were able to construct statements that were positive and non-threatening. Lower-scoring responses included statements that contained vague suggestions and/or threats.

Question 7a.

Marks	0	1	2	Average
%	24	38	39	1.2

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

“Casual” is more laid back and has an emphasis on fun and social engagement whereas the ‘Critical Friend’ points out areas of improvement and provides much feedback to help you improve.

Question 7b.

Marks	0	1	2	Average
%	57	23	20	0.7

Possible responses included the following.

- Make each session fun
- Make each session of an appropriate length
- Use positive feedback
- Be inclusive; engage everyone

Most students provided coaching styles, as opposed to making suggestions about facilitation techniques.

Question 7c.

Marks	0	1	2	Average
%	55	27	18	0.6

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

Proprioception relates to the awareness of ones self in the space around them. It will prevent the children from injuring each other or themselves.

Most students were unable to define proprioception; however, some students could state a benefit without a correct definition.

Question 7d.

Marks	0	1	2	Average
%	7	31	62	1.6

Possible responses included the following.

- Gradually increase body and muscle temperature
- Increased flexibility
- Increased blood and oxygen supply
- Increase heart rate

Most students demonstrated sound knowledge of the benefits of warming-up.

Question 7e.

Marks	0	1	2	3	4	Average
%	3	2	7	26	61	3.4

Possible responses are shown in the following table.

Hazard	Strategy
The door to the gymnasium is left open and leads onto a main road.	<ul style="list-style-type: none"> • Implement a policy that the door must be locked at all times • Have an alarm on the door if left open for a certain period of time
Not all springs are connected to the trampoline mat.	<ul style="list-style-type: none"> • Check and maintain the trampoline at all times • Place an out-of-order sign
A large piece of equipment has been placed in front of the emergency exit.	<ul style="list-style-type: none"> • Remove the equipment and find appropriate storage location • Develop an emergency procedure
Children are not staying in the designated activity area within the gymnasium.	<ul style="list-style-type: none"> • Place cones around the area • Whistle when they need to change

Higher-scoring responses included descriptive strategies for the hazard that were reasonable within the context of the scenario. Lower-scoring responses were inappropriate for the scenario and/or incorrectly provided a control option.