

# 2020 VCE VET Sport and Recreation written examination report

## General comments

The 2020 VCE VET Sport and Recreation examination drew on a wide range of common industry-based scenarios that students would likely encounter when working within a sport and recreation environment. The examination assessed students' ability to make professional decisions required to work within the industry, provide rationale for their choices and understand and interpret commonly used terminology.

Overall, students performed well and attempted a majority of the questions. Students who performed well were able to correctly interpret the questions and provided detailed, articulate and relevant responses to the scenarios. Students who scored less well often misread the questions and provided responses that were divergent from the topic or misused rote-learned industry terms.

Students generally demonstrated a sound understanding of coaching methodologies and practices for foundation level participants (SISSSCO001). A majority of students were able to sequence sports-specific session activities and provide industry relevant reasoning for their responses. Students were also able to demonstrate these coaching skills within a broad range of sporting scenarios.

Students who attempted questions related to SISXRES002 (Educate user groups), SISXCAI004 (Plan and conduct programs) and SISXCAI006 (Facilitate groups) demonstrated a competent understanding of industry requirements.

Students generally struggled with questions related to BSBWHS303 (Participate in WHS hazard identification, risk assessment and risk control), especially those that required higher-order skills. Many could not clearly define incident causation and the steps involved in a risk assessment, nor the difference between an act, a regulation and a code of practice. Many merely provided risk treatment options in their responses.

When preparing for the examination, students should ensure that they understand the underpinning application of the industry terms they are using, can apply their knowledge to a wide range of sport and recreation activities, and practice adapting their underpinning knowledge to diverse community populations.

## Specific information

Note: Student responses reproduced in this report have not been corrected for grammar, spelling or factual information.

This report provides answers or an indication of what answers may have included. Unless specifically 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
%	0.5	0	1	0.5	98	4.0

Piece of equipment	PPE	Sporting equipment
(helmet)	✓	
(bat)		✓
(ball)		✓
(mouthguard)	✓	

## Question 2a.

Marks	0	1	2	3	4	5	6	Average
%	3	1	2	6	8	14	66	5.2

Step	Description of steps
Step 1	<ul style="list-style-type: none"> <li>Knees are bent and the body is crouched close to the ground to push off.</li> <li>Arms have been swung back.</li> </ul>
Step 2	<ul style="list-style-type: none"> <li>Arms have been swung vertical above the head.</li> <li>Knees are relaxed with a slight bend.</li> </ul>
Step 3	<ul style="list-style-type: none"> <li>As the body lands, the toes land first and the knees are bent.</li> <li>The arms are swung forward.</li> </ul>

Overall, students were able to correctly sequence a sport-specific session activity. Higher-scoring responses described different body positions while lower-scoring responses could only reference one position.

## Question 2bi.

Marks	0	1	2	Average
%	5	11	85	1.8

Instruction is auditory based while demonstration is visual based.

## Question 2bii.

Marks	0	1	2	Average
%	9	36	55	1.5

The following techniques are some examples of appropriate responses to this question:

- practice beforehand
- ensure that the audience is involved
- use acceptable language for age level / give clear instructions.

## Question 2biii.

Marks	0	1	2	Average
%	5	60	36	1.3

The following statements are some examples of appropriate responses to this question:

- karate is a very practical skill that requires participants to learn though doing
- provides students with real world experiences and is motivating
- you don't need to know the native language.

## Question 2c.

Marks	0	1	2	3	Average
%	28	37	25	9	1.2

Strategy 1 – Give simple directions.

Strategy 2 – Be a role model.

Strategy 3 – Be fair and consistent.

## Question 2d.

Marks	0	1	2	3	Average
%	36	32	21	11	1.1

- An Act outlines your broad responsibilities and is legislated within the law.
- A regulation sets out specific requirements for particular hazards and risks, such as noise, machinery and manual handling.
- A code of practice provides practical information on how you can meet the requirements of the Act and regulations.

Generally, students were able to identify an Act but demonstrated limited ability to distinguish between a regulation and a code of practice.

## Question 3a.

Marks	0	1	2	3	4	Average
%	5	11	5	37	42	3.0

Situation	Hazard	Risk
A participant falls over in a virtual class and breaks a bone.		✓
There is a puddle of water on the floor of the group fitness room.	✓	
The virtual fitness screen is not secured to the wall properly.	✓	
The security camera in the group fitness room is no longer working.	✓	

Students did not demonstrate a solid understanding of the difference between a hazard and a risk when identifying industry specific examples.

## Question 3b.

Marks	0	1	2	3	4	Average
%	54	17	14	8	6	1.0

Definitions contained in student responses may have included:

- putting controls in place that are achievable within the budget
- the availability and suitability of ways to eliminate or minimise the risk which a reasonable person would find acceptable
- what the average person would find appropriate.

Factors contained in student responses may have included:

- cost
- time
- effectiveness
- nature of the workplace.

Students demonstrated limited understanding of the term 'reasonably practical' but a better grasp of the factors that determine it.

## Question 3c.

Marks	0	1	2	3	Average
%	24	32	29	15	1.6

- After an incident or near misses.
- When the current control is ineffective.
- Changes to the workplace that may result in new risk.

Students were mostly able to identify at least one scenario in which a control measure should be reviewed; however, not many could describe multiple scenarios. A noticeable number of students incorrectly stated that

the control measure should be reviewed when they viewed the camera footage as opposed to reviewing the risk associated with it.

## Question 4a.

Marks	0	1	2	Average
%	3	45	52	1.5

The following statements are some examples of appropriate responses to this question:

- language barriers
- multiple languages within the session
- getting people to actively participate / lack of participation.

## Question 4b.

Marks	0	1	2	3	4	Average
%	0.5	1	14	29	55	3.4

Most students were able to explain the educational aim of common industry signs. Higher-scoring responses described the aim of the sign and how it related to the scenario. Students who did not score well merely responded with 'Don't Swim' and 'No Lifeguard'.

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

Sign	Educational aim
(Dangerous current)	<i>This sign aims to educate beach users that there is danger currents in the water where they are and that it isn't safe to swim.</i>
(No lifeguard on duty)	<i>This sign aims to educate users that the beach they are currently at is not guard by a lifeguard. Therefore if you get into trouble swimming they won't be there to help you.</i>

## Question 4ci.

Marks	0	1	2	3	4	Average
%	9	11	28	23	30	2.5

Students were required to describe a theory activity and a practical activity to educate tourists with limited English literacy skills about water safety.

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

Type of activity	Description of activity
theory	<i>A theory activity could take place in the club rooms as they could be presented with a slideshow in their cultural language explaining the dangers around Australian beaches. Also how to stay safe.</i>
practical	<i>A practical activity could be a tour of the beaches pointing out hazards and showing them how to spot the dangers. Then asking them to show/point out a current or danger.</i>

## Question 4cii.

Marks	0	1	2	Average
%	18	44	38	1.2

The following are some examples of appropriate responses to this question:

- participant assessment/test in their language
- body language (do the participants look happy to be there?)
- checklist (have they satisfactorily completed the activities?).

The questions required students to provide assessment suggestions during the delivery of the program and not at the end. A noticeable number of students suggested a formal feedback at the end of the session.

## Question 5ai.

Marks	0	1	2	Average
%	51	35	14	0.6

Few students were able to explain that facilitation is more about guidance than program management. A high number of students incorrectly stated that facilitation involves selecting and providing sporting equipment for the group.

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

*To guide and watch over her class. Giving them instructions and letting them work by themselves as groups.*

## Question 5aii.

Marks	0	1	Average
%	53	47	0.5

During the stage of norming/performing.

## Question 5bi.

Marks	0	1	2	3	4	Average
%	36	29	24	8	3	1.1

Step One: Identify the risk/hazard.

Step Two: Assess the likelihood of the risk happening.

Step Three: Assess the consequences of the risk.

Step Four: Rate the risk.

Few students were able to correctly identify the steps involved in conducting a risk assessment. Many seem to have confused these steps with risk control options.

## Question 5bii.

Marks	0	1	2	Average
%	8	46	46	1.4

The following are some examples of appropriate responses to this question:

- to address risks and safety issues
- to prioritise further resources if needed / implement changes
- as evidence/report for future risk assessments.

## Question 5c.

Marks	0	1	2	Average
%	41	50	9	0.7

The factors that lead to an incident occurring such as human error, weather, environment, unsafe practices, hazards, chemicals or climate change.

Students demonstrated a limited understanding of incident causation. Many merely reworded the stem of the question by writing 'it is the cause of an incident'.

## Question 6a.

Marks	0	1	2	Average
%	2	36	63	1.6

The following are some examples of appropriate responses to this question:

- leaflet/newsletter
- orientation session when they first attend
- enrolment form.

## Question 6b.

Marks	0	1	2	3	Average
%	10	6	25	60	2.3

Method: Anonymous feedback via email.

Explanation: This allows parents to anonymously give their honest opinion on what worked and what didn't work. Parents then won't be worried the coach will bully their child for their opinion.

Students demonstrated a sound ability to select a feedback method and provide a justifiable reason for their selection.

## Question 6c.

Marks	0	1	2	3	Average
%	23	17	32	29	1.7

Students were required to list one component of the gymnastics program that they should seek feedback on and explain why it is important for the development of the program.

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

*Component: Equipment*

*Explanation: To ensure the mats and trampolines are safe and are not faulty or broken in anyway. This is important for development of the program to ensure the children feel safe.*

## Question 6di.

Marks	0	1	2	Average
%	6	38	56	1.4

The following are some examples of appropriate responses to this question:

- doors are not secured properly again after being opened, allowing people to break in after hours
- doors or alarm system may not function correctly when there is cause to evacuate
- can cause heat stress.

## Question 6dii.

Marks	0	1	2	Average
%	62	22	16	0.5

Consult with all relevant stakeholders to get information regarding the issue so you can make a decision about change.

Not many students were able to provide a method that would help them understand an issue within a sporting environment. Students often responded with risk treatment options for the scenario.

## Question 7a

Marks	0	1	2	Average
%	7	48	45	1.4

Personality clashes can inhibit group work because it can decrease trust and lead to an avoidance of participation.

## Question 7b.

Marks	0	1	2	Average
%	10	53	37	1.3



Knowing the participants' preferred motivation styles will influence your coaching style and it can be useful to support and encourage participants. It makes coaches aware that they may need to use different approaches in order to enhance participant performance ability.

## Question 7c.

Marks	0	1	2	3	4	Average
%	1	4	15	30	50	3.2

The following elements are some examples of appropriate responses to this question:

- safety
- skills/drills
- culminating activity/game
- cool down.

Students demonstrated a sound understanding of a session plan's elements.

## Question 7d.

Marks	0	1	2	Average
%	7	10	84	1.8

Closed questions can be answered by a simple 'yes' or 'no', while open-ended questions require more thought and more than a simple one-word answer.

## Question 7e.

Marks	0	1	Average
%	22	78	0.8

The maximum number of participants is 40.

## Question 8a.

Marks	0	1	2	3	Average
%	2	8	31	59	2.5

Income is the total amount of money you will receive for the event. Expenditure is how much money you need to spend to run the event. Profit is the income minus the expenditure.

Students demonstrated a sound ability to interpret sometimes complex budget information.

## Question 8b.

Marks	0	1	2	3	Average
%	15	30	38	17	1.6

The following are some examples of appropriate responses to this question:

- heart condition
- hand injury
- asthma.

## Question 8c.

Marks	0	1	2	Average
%	43	35	22	0.8

The following are some examples of appropriate responses to this question:

- wheelchair access to the building
- disabled toilets/showers
- condition of court surface.

## Question 8d.

Marks	0	1	2	3	Average
%	3	17	45	36	2.1

Description: Hydration means ensuring that you have enough fluids in your body to support the optimal functioning of body systems, such as the heart and muscles, during performance.

The following methods are some examples of appropriate responses to this question:

- providing water
- refillable water bottle
- checking athletes before and after training.

A majority of students could suggest methods for hydration; however, fewer students were able to describe hydration within a sport and recreation context.

## Question 9

Marks	0	1	2	3	4	5	6	7	8	9	10	Average
%	10	2	3	2	3	4	7	6	9	12	43	7.4

	Name of stage	Characteristic of the group
<b>Stage 1</b>	Forming	The team is formed and everyone shows their best behaviour. There is a positive and polite atmosphere. Strong guidance is needed by the facilitator as group tasks are not clearly defined yet.
<b>Stage 2</b>	Storming	Emerging boundaries become contested and conflicts occur. Frustration with the lack of progress is common. Guidance is needed by the facilitator.
<b>Stage 3</b>	Norming	Team members start to resolve their differences, appreciate colleagues' strengths and respect the leader's authority. Behaviour from the storming and norming phases can overlap for some time when new tasks come up.
<b>Stage 4</b>	Performing	Hard work goes hand in hand with satisfaction about the team's progress. Team confidence makes team roles more fluid and more tasks can be delegated by the facilitator. Problems are prevented or solved as they pop up.
<b>Stage 5</b>	Adjourning	When all tasks are completed, it's important to celebrate the team's positive achievements. Letting go of the group structure after long periods of intensive team work can also generate uncertainty for individual team members. Celebrating and going your own way.

Most students correctly identified the stages of group development; however, a noticeable number confused the order of the norming and storming phases.