2022 VCE VET Sport and Recreation external assessment report

General comments

The 2022 VCE VET Sport and Recreation examination drew on a wide range of common industry-based scenarios that students are likely to encounter when working within the highly diverse and ever-changing sport and recreation landscape. The examination assessed students’ adaptability to various industry environments; their ability to assist professional decisions; and their ability to articulate a rationale for their choices. It also provided an opportunity for them to demonstrate their ability to understand and interpret commonly used industry-based terminology.

Most students attempted all questions within the examination. They generally followed the instructions well and provided responses that were within the context of the scenarios. Overall, most students were able to demonstrate sound numeracy skills by making inferences through the analysis of simple data. They also showed an understanding of inclusion practices and how to adapt programs to suit the needs of diverse clients within the legislative requirements. Areas of strength were:

* using industry terminology appropriately
* demonstrating thorough understanding of key concepts in Participate in WHS hazard identification, risk assessment and risk control (BSBWHS303)
* demonstrating sound analysis and comparison skills of industry-based scenarios
* performing well in questions that required students to list responses
* articulating verbal teaching cues when given visual prompts.

Areas that require improvement were the following:

* Students struggled to articulate industry processes, specifically for incident notification and employee consultation as they relate to legislation (BSBWHS303). Greater understanding of the hierarchy of control is required.
* Students struggled to identify the specific barriers to effective group development (SISXCAI006); however, they were most often still able to make reasonable suggestions about reducing these barriers when presented with a scenario.
* Students need greater understanding and technical knowledge of operational aspects around sport specific requirements and the logistics of organising events. They showed limited understanding of the individual components that comprise group performance plans (SISXCAI004).
* Students often confused communication styles with coaching styles (SISSSCO001). It is advisable for students to know the distinction between them. Students struggled with the concept of program evaluation or evaluation methods in general that are applied in a workplace.
* Although students demonstrated a sound ability to memorise industry terms and list items, they often struggled to justify their response and provide a rationale for their choice, especially if they had to provide multiple points of justification.
* Students often struggled to respond to scenarios based on differing demographics. For example, they could not understand the problematic nature of obtaining written feedback from young children.

When preparing for the examination students should:

* read past exam questions carefully and practise immersing themselves in the scenarios; it is advisable to do this at the completion of each unit throughout the year
* practise providing sound justification for their choices and have multiple rationales prepared
* develop a basic understanding of the different areas of the sport and recreation industry (sport, fitness, outdoor recreation, community recreation and aquatics)
* develop a basic understanding of common and popular sporting activities
* practise adapting their skills and knowledge to suit the needs of differing demographics and scenarios, e.g. young children, senior citizens and disability groups
* practice giving clear in-depth explanations and articulating how they would implement practices within the context of the scenario
* refrain from using slang terms and utilise terminology contained within the unit of competency
* in scenario-based questions, students are advised to write a response on how they would address the scenario even if they do not remember the exact terminology required, as they may still achieve marks.

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 |
| % | 3 | 2 | 6 | 17 | 72 | 3.5 |

The majority of students were able to match each stage of the diagram with appropriate teaching statements to teach students how to catch. Students who scored highly provided statements that were appropriate for children in the first year of primary school.

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

1 Feet need to be shoulder width apart and hands out in front of you, as wide as the ball is.

2 Put your hands and arms above your head and be ready to secure the ball like a clam.

3 Once the ball has made it to your hands and is actually touching you, you need to snap it secure like a Venus flytrap plant.

4 Then pull close to your body to protect the ball like a lioness would with cub.

Question 1b.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | 3 | 4 | Average |
| % | 11 | 9 | 59 | 5 | 17 | 2.1 |

While most students could give one appropriate feedback method that you could receive from students starting primary school, they often suggested methods that were not appropriate for very young children, such as written methods. However, some students correctly suggested that a written feedback survey could be appropriate if it were completed with the assistance of an adult (e.g. the adult reads out the question and writes down the student’s response).

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

Method 1: Asking questions straight after session (informal).
Reason: Foundation level students find it easier to respond to questions and their responses can be justified.

Method 2: Getting the teacher to go through questions on a checklist type of questionnaire
Reason: Teacher can (go) through (the questions) with the participants and they can simply 🗸 (tick) if they agree or x (cross) if they disagree.

Question 2a.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | Average |
| % | 22 | 27 | 51 | 1.3 |

1. Obeying the rules.
2. Use of PPE.

Most students were able to list the appropriate safe participation requirement or give descriptions that matched the requirement.

Question 2b.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | Average |
| % | 26 | 34 | 39 | 1.1 |

* You could offer him a reward (because this will give him a sense of value), such as a bike pump.
* You could ask him to explain why he refuses to wear it and then state your position as the instructor.

This question was generally not answered well. Some students were unable to distinguish between negotiation techniques and forceful/threatening consequences when giving instructions during a session.

Question 2c.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | 3 | 4 | Average |
| % | 9 | 8 | 17 | 32 | 35 | 2.8 |

While most students were able to give sound examples of what active listening is, many struggled to apply it to the role of the coach. A lot of responses were from the perspective of how the participant demonstrates active listening.

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

Definition: Active listening is listening and actively responding via verbal and non-verbal feedback so the speaker knows you’re paying attention and taking information in.

1 Verbal cues, such as asking questions or replying to questions asked.

2 Nonverbal cues, such as nodding, keeping eye contact and using hand gestures.

Question 2d.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | Average |
| % | 15 | 44 | 41 | 1.3 |

Possible answers:

* As a coach you should always be truthful and ensure that you know what is in the scope of your practice.
* You could role model good behaviour as this will encourage people to do the same.

Students generally displayed good knowledge of how to appropriately establish trust with participants described within the scenario.

Question 3a.

|  |  |  |  |
| --- | --- | --- | --- |
| Marks | 0 | 1 | Average |
| % | 71 | 29 | 0.3 |

Storming.

Although the students were able to memorise the stages of group development, they faced challenges when it came to providing contextual understanding for each stage that was provided for within the stem.

Question 3b.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | 3 | 4 | Average |
| % | 40 | 21 | 18 | 8 | 13 | 1.3 |

Any two of the following potential barriers:

* poorly defined roles and responsibilities
* poor communication skills
* conflict between individual and group goals
* lack of group cohesion
* personality clashes and conflict of interest.

In relation to the strategy, students often provided responses that suggested a reason for the barrier rather than describing strategies for reducing it.

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

|  |  |  |
| --- | --- | --- |
|  | Potential Barrier | Strategy to reduce this potential barrier |
| 1 | Poorly defined roles and responsibilities  | Have some form of accessible documentation that clearly outlines participants roles, and the expected responsibilities of said role.  |
| 2 | Conflict between group and individual goals  | Use group decision making to cohesively set a clear group goal that the majority agree on, then allow participants to form their own personal goal.  |

Question 3c.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | Average |
| % | 30 | 43 | 27 | 1.0 |

Any two of the following:

* the actions required to meet the need of the activity outcomes
* the knowledge, skill and resources needed to achieve the goals
* a timeline for the achievement of the needs and activity outcomes
* all outputs of the group (discussions and any decisions made)
* desired performance levels of the group (goals/aims/outcomes)
* how the group’s performance will be measured
* the deliverables (what the group is going to do)
* data collection to set targets (e.g. fitness testing, win-loss results).

Students who did not score well were unable to identify items related to sports performance, and often included items related to event planning such as budget and sources of income.

Question 3di.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | Average |
| % | 15 | 42 | 43 | 1.3 |

Students who scored highly were able to define mentoring as a professional learning relationship, whereas students who did not score well could only define it as a simple transfer of knowledge.

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

Mentoring refers to working closely with your mentee so they can gain insight on what it is like in the role, they can come to you for questions and learn tips and tricks. Simply you are a role model for someone.

Question 3dii.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | 3 | Average |
| % | 9 | 18 | 34 | 39 | 2.0 |

Most students could articulate a single benefit to the mentee; however, they struggled to differentiate between the benefits of the mentor and the organisation.

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

Mentor: gets to consolidate their knowledge and actively improve. By constantly being challenged with questions and problem solving.

Mentee: Provide a greater / in depth understanding of their role and has someone they can go to throughout the year.

Organisation: ensures all staff can put their best foot forward and work to their full potential.

Question 3e.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | 3 | Average |
| % | 34 | 17 | 23 | 26 | 1.4 |

Students often confused communication style with coaching style.

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

Communication style: Tone and level of voice

Adaptation: You would need to adapt your tone and level of voice to a softer and mid volume.

Reason: You should do this to ensure no one is frightened by you using a loud and aggressive voice and that everyone can hear and understand clearly.

Question 3f.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | 3 | 4 | Average |
| % | 7 | 2 | 14 | 35 | 43 | 3.0 |

The majority of students correctly selected the most suitable session plan which was A; however, many of them could only provide one or two justifications for their selection.

* Dribbling Session A starts off basic and gradually increases in complexity. Dribbling session B starts off with complex activities and finishes with a basic activity.
* Session A requires activities to be paced and sequenced.
* Session A incorporates hand dominance
* Activities are relevant to foundation level participants.

Question 4ai.

|  |  |  |  |
| --- | --- | --- | --- |
| Marks | 0 | 1 | Average |
| % | 4 | 96 | 1.0 |

Obstacle course.

Question 4aii.

|  |  |  |  |
| --- | --- | --- | --- |
| Marks | 0 | 1 | Average |
| % | 18 | 83 | 0.8 |

Incorrect use of equipment or not following instructions.

Most students were able to link the obstacle course data to get the correct answer. Some students who had the correct answer in Question 4ai. incorrectly selected heat or weather as their response.

Question 4aiii.

|  |  |  |  |
| --- | --- | --- | --- |
| Marks | 0 | 1 | Average |
| % | 24 | 76 | 0.8 |

Any one of:

* sprains
* strains
* broken bone
* concussion
* loss of reputation due to poor safety record
* high number of incidents
* loss of revenue

The majority of students exhibited a strong understanding of risk identification within the industry by accurately recognising the highest potential risk depicted in a recorded Workplace Health and Safety (WHS) incident.

Question 4b.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | Average |
| % | 19 | 25 | 56 | 1.4 |

One of:

* Run an orientation session prior to participants taking part in the obstacle course by giving them a demonstration on how to complete each activity.
* Have a sign on each activity to remind participants on how to complete that activity correctly.
* Run an orientation session that explains how to be safe.

Question 4c.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | Average |
| % | 8 | 34 | 58 | 1.5 |

Any one of the following:

* You could email all members with the safety information and then include a read receipt to ensure they have read and understood it.
* You could email the information to the participants and include a survey monkey / test.

Students who scored highly were able to provide a description about information sharing as opposed to single word responses.

Question 4d.

|  |  |  |  |
| --- | --- | --- | --- |
| Marks | 0 | 1 | Average |
| % | 44 | 56 | 0.6 |

Administrative controls.

Question 5a.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | 3 | 4 | Average |
| % | 12 | 15 | 30 | 29 | 15 | 2.2 |

Students mostly struggled to provide a clear definition of a technique-centred approach and often merely reorganised the wording of the technique’s name. Most students could provide a single justification for the approach but only a minority provided all three reasons.

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

Technique centred approach: Technique based, focusing on the fundamental skills and actions to complete a skill in a sport.

Reason 1: Because they are foundation participants not ready to jump into game centered approaches as they are only just learning.

Reason 2: None of them have skated, therefore need to learn the technical skills in order to participate in skating correctly.

Reason 3: Game centered approaches would be unsafe, therefore technique centered ensures their safety as they learn how to skate before adding strategies and ensures they understand the sport.

Question 5b.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | Average |
| % | 12 | 42 | 46 | 1.3 |

Any two of the following:

* ice hockey national sporting body
* Australian Sports Commission
* sporting goods store.

The students struggled to identify common sources of information beyond simply referring to the internet. Students should be able to provide more than a generalised source.

Question 5c.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | 3 | Average |
| % | 54 | 32 | 11 | 3 | 0.6 |

Any three of the following:

* suitability and safety of facilities and equipment
* content of program
* participants progress
* structure of the activities or sessions.

A majority of students were unable to show an understanding of what a program component is and what should be evaluated. They seem to have confused the individual parts with an overall program.

Question 5d.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | 3 | 4 | Average |
| % | 40 | 3 | 24 | 11 | 23 | 1.7 |

|  |  |  |
| --- | --- | --- |
| Scenario  | WWC required? | Reason |
| The assistant coach is 17 years old and is paid for their services. They will be supervising the children participating in the program. | Yes | As it is paid employment and he is supervising children under the age of 15. |
| A participant’s uncle will be paid to provide a one-on-one coaching session for only his nephew. | No | It is classed as Kinship care. |

While a majority of students could correctly identify which scenario required a WWC, many struggled to correctly articulate the reasons. Students who did not score well worked from the basis that anyone under 18 does not require a WWC, and anyone older than 18 does require one.

Question 6a.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | 3 | 4 | 5 | 6 | Average |
| % | 28 | 4 | 6 | 11 | 10 | 11 | 29 | 3.2 |

Most students were able to give an example of a formal and informal technique. However, the majority struggled to give an in-depth explanation of the technique and how to implement it.

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

|  |  |
| --- | --- |
| Example | Explanation of technique and its implementation |
| Formal evaluation technique: Online questionnaires  | An online questionnaire is a series of questions that the participants will answer online about the educational program. This can be implemented by emailing participants the questionnaire through their personal email you obtained when they sign up.  |
| Informal evaluation technique: Asking open-ended questions verbally | Asking open-ended questions consists of asking questions with multiple answers to them. This can be implemented through face to face conversation.  |

Question 6b.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | Average |
| % | 41 | 41 | 18 | 0.8 |

Most students were able to give a method of storage; however, they did not add that it needs to be securely stored to comply with privacy and confidentiality policies and procedures.

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

In a locked filing cabinet that only those who need to access the information can.

Question 6c.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | 3 | Average |
| % | 4 | 19 | 39 | 39 | 2.1 |

A risk assessment determines the level of harm, how the harm can occur and/or the likelihood that harm will occur. It is important because it forms an integral part of an occupational health and safety management plan. It helps to create awareness of hazards and risk.

Most students showed a sound understanding of what risk assessment is and why it is important.

Question 6d.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | Average |
| % | 16 | 32 | 52 | 1.4 |

X – Likelihood

Y – Consequence/Severity

A noticeable number of students could correctly identify the X heading (Likelihood), but some struggled to identify the Y heading (Consequence).

Question 6e.

|  |  |  |  |
| --- | --- | --- | --- |
| Marks | 0 | 1 | Average |
| % | 7 | 93 | 0.9 |

High.

Question 6f.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | Average |
| % | 13 | 49 | 38 | 1.2 |

Any two of:

* testing and measuring
* decreased injuries
* analysing data.

Most students were able to suggest at least one method to determine the effectiveness of the controls that were put in place. However, fewer students were able to provide two methods. Overall students where not able to evaluate the effectiveness of risk control measures.

Question 7a.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | 3 | Average |
| % | 28 | 29 | 27 | 16 | 1.3 |

Definition: Consultation means giving workers an opportunity to voice any concerns about a decision or action. An employer must give workers a reasonable opportunity to express views about the matter and take those views into account.

Method: Consulting can take place prior to the risk assessment. Detailed information is collected from staff who implement the program (risk assessment).

Students who scored highly were able to identify that consultation is about giving workers an opportunity to discuss their WHS concerns. Students who did not score well incorrectly identified consultation as focusing on safety education for workers without feedback.

Question 7b.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | Average |
| % | 23 | 36 | 41 | 1.2 |

While the students were able to articulate a general benefit of the consultation process, they encountered difficulty in offering more than one specific response tailored to a particular group.

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

Employees: Improved work health and safety due to reduction of injuries, accidents etc.

Organisation or business: Comply with legal requirements, prevents them from litigation.

Question 7ci.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | Average |
| % | 36 | 34 | 29 | 0.9 |

A majority of students demonstrated an ability to identify at least one serious incident that is required to be reported to WorkSafe. However, they generally struggled to recognise multiple incidents. Those students who did not achieve marks provided responses that did not meet the required notification standard or should have been dealt with internally.

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

1 When death has occurred

2 Incidents where medical treatment from doctors or in hospital treatment has been required.

Question 7cii.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | 3 | Average |
| % | 25 | 36 | 31 | 7 | 1.2 |

You must immediately call the regulator and then they will send a link for you to provide a written report.

Students struggled to describe the order of the process required when notifying WorkSafe Victoria. However, a number of students were still able to specify the time frame that this must occur in.

Question 7d.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | 3 | Average |
| % | 36 | 7 | 15 | 42 | 1.6 |

Students were either able to detail what occurred at each level or not at all. A small majority of students could only provide one or two responses.

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

|  |  |
| --- | --- |
|  | What occurs |
| Level 1 (highest) | This is where the risk is eliminated. The control options is ‘elimination’ where the risk is entirely removed.  |
| Level 2 | This level changes the risk to reduce it and the control options are ‘substitution’ ‘isolation’ and engineering controls where you physically change risk. |
| Level 3 | This level is about changing the people to reduce risk and within this is ‘administrative controls’ or ‘Personal Protective Equipment’ |

Question 8a.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | Average |
| % | 17 | 46 | 37 | 1.2 |

Students struggled to provide in-depth responses on how anti-discrimination policies relate to running sport, fitness and recreation programs. However, they could mostly provide a single reason for its implementation within industry.

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

When planning programs the organisation must not let any disability, race, gender, marital status or background restrict the individual from participating or render the activity as not inclusive.

Question 8bi.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | Average |
| % | 21 | 37 | 42 | 1.2 |

Two of:

* AUSLAN interpreter
* lights to signal a whistle
* make hand signalled plays not a verbal written outline of the day’s event.

Students could mostly provide a reasonable modification for the session. Some students incorrectly suggested methods that would separate or exclude diverse-needs players.

Question 8bii.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | Average |
| % | 34 | 20 | 46 | 1.1 |

Modification: Written instructions

Justification: They will allow the players to feel comfortable as it will ensure that they won’t miss out on anything.

Students who scored highly were able to provide multiple points of justification. A majority of students identified at least one point.

Question 8c.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | 3 | Average |
| % | 21 | 30 | 34 | 15 | 1.4 |

Any three of the following:

* facilities
* equipment
* refreshments
* resources.

Most students struggled to list three of the operational requirements for preparing the sports-specific tournament as specified in the unit of competency. However, students could mostly identify at least one requirement.

Question 8d.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Marks | 0 | 1 | 2 | 3 | 4 | Average |
| % | 41 | 22 | 21 | 13 | 4 | 1.2 |

Definition: It is the process of managing how resources are acquired, stored and transported.

Examples (two of):

* travel for participants
* equipment storage
* number of participants
* signage.

Students showed a limited understanding of what logistics means and were therefore unable to provide appropriate examples.