

2017 VCE VET Sport and Recreation examination report

General comments

The 2017 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 students who sat the 2017 examination were the first cohort to be assessed on the updated units of competency. The new units of competency contain broader performance criteria, required skills and required knowledge. This generated student responses with a greater focus on the application of knowledge, rather than a rote memorisation of range statement terms.

Overall, students were able to succinctly compare key industry concepts within expected industry parameters. Students who scored highly provided answers that were succinct, correctly used industry terminology and provided practical examples of the key industry terms. Students who did not score well provided responses that were vague and misused and/or mismatched industry terminology.

Most students attempted all questions. Students generally performed better on questions where the given scenario focused on teenage and young adult demographics. This indicated that students should explore how to adapt their knowledge to scenarios and situations outside of their own perspective. This was particularly prevalent when students were required to adapt a program to suit the needs of small children.

Students were able to demonstrate an even distribution of knowledge, with no observable standout units.

In relation to 'BSBWHS303 Participate in WHS hazard identification, risk assessment and risk control', students needed to better articulate the reasoning behind work health and safety (WHS) risk control implementation.

In relation to 'SISSPT303A Conduct basic warm-up and cool-down programs', students need to develop a greater understanding of anatomical actions.

Students should:

- develop skills to compare key industry concepts
- demonstrate the application of knowledge to a broader range of scenarios outside of their own immediate perspective
- develop responses that better articulate activity descriptions and teaching points.

Specific 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 1

Questions 1a. and 1b. required students to analyse the stimulus material by accurately deciphering information in the table. A majority of students were able to accurately ascertain the information required.

Question 1a.

| Marks | 0 | 1 | Average |
|-------|----|----|---------|
| % | 23 | 77 | 0.8 |

Catch, kick, run, vertical jump

Question 1b.

| Marks | 0 | 1 | Average |
|-------|----|----|---------|
| % | 21 | 79 | 0.8 |

Year 2

Question 1c.

| Marks | 0 | 1 | 2 | Average |
|-------|----|----|----|---------|
| % | 60 | 26 | 14 | 0.6 |

A possible response was: You should use an interactive strategy like singing a song. You should use simple language, as the participants are young children.

Students demonstrated a limited ability to modify an education program to a targeted audience.

Question 2a.

| Marks | 0 | 1 | 2 | 3 | 4 | Average |
|-------|----|----|----|----|----|---------|
| % | 23 | 17 | 29 | 12 | 19 | 1.9 |

Possible responses included the following:

| | Examples |
|--------------------|---|
| Preferences | 1. Prefer evenings to mornings 2. Prefer cycling |
| Needs | 1. Fitness targets 2. Lifestyle adjustments |

Students demonstrated a sound understanding of the difference between participant 'needs' and 'preferences'. Higher-scoring responses were able to articulate a broad range of examples for each need and preference.

Question 2b.

| Marks | 0 | 1 | 2 | Average |
|-------|----|----|----|---------|
| % | 13 | 42 | 46 | 1.4 |

Possible responses included:

- coaches
- local council
- sports officials
- other instructors

Students demonstrated a sound understanding of relevant stakeholders within the sport and recreation industry. A majority of students could identify at least one stakeholder.

Question 2c.

| Marks | 0 | 1 | 2 | Average |
|-------|---|----|----|---------|
| % | 8 | 28 | 64 | 1.6 |

Possible responses included the following.

Advantage:

- captive audience
- people can ask questions
- no need to obtain email address

Disadvantage:

- time-consuming
- disengaged users
- can be costly

A majority of students were able to outline the advantages and disadvantages of common promotional methods.

Question 2d.

| Marks | 0 | 1 | Average |
|-------|----|----|---------|
| % | 27 | 73 | 0.8 |

Possible responses included:

- Do you have a heart condition?
- Are you currently taking any prescribed medication?

A majority of students were able to create appropriate questions that should be included on a registration form. A majority of responses focused on health screening questions. Students who did not score well did not create a question and/or repeated elements that were specifically excluded in the stem.

Question 2e.

| Marks | 0 | 1 | 2 | 3 | 4 | Average |
|-------|---|---|----|----|----|---------|
| % | 3 | 2 | 11 | 15 | 69 | 3.5 |

Possible responses included the following:

| Health professional | Medical condition/injury |
|---------------------|--|
| 1. Psychologist | Explore and talk about feelings Performance anxiety |
| 2. Dietician | Menu planning/nutrition education Weight management |

A majority of students could identify a health professional and the conditions associated with their scope of practice. For students whose responses did not score well, a noticeable trend was to write 'GP', which the stem of the question specifically excluded.

Question 2f.

| Marks | 0 | 1 | Average |
|-------|----|----|---------|
| % | 29 | 71 | 0.7 |

Possible responses included:

- motivational music
- positive encouragement
- appropriate warm-up

Students were able to identify a broad range of methods used within industry to increase the arousal levels of participants.

Question 2g.

| Marks | 0 | 1 | 2 | Average |
|-------|----|----|----|---------|
| % | 22 | 29 | 49 | 1.3 |

Possible responses included:

- allows individuals to go at their own pace
- hard to judge when everyone will finish based on different ability levels

A majority of students could identify at least one reason behind program design parameters.

Question 3a.

| Marks | 0 | 1 | 2 | 3 | Average |
|-------|---|----|----|----|---------|
| % | 5 | 19 | 34 | 42 | 2.2 |

Possible responses included:

- number of participants
- needs, expectations and preferences
- budget

A majority of students could identify at least two pieces of relevant information required for session planning.

Question 3b.

| Marks | 0 | 1 | 2 | Average |
|-------|----|----|----|------------|
| % | 36 | 38 | 26 | 0.9 |

Act: *Working With Children Act*

How to comply: Obtain a Working With Children Check

Question 3ci.

| Marks | 0 | 1 | Average |
|-------|----|----|------------|
| % | 22 | 78 | 0.8 |

National Coaching Accreditation Scheme (NCAS)

Question 3cii.

| Marks | 0 | 1 | 2 | Average |
|-------|----|----|----|------------|
| % | 74 | 12 | 14 | 0.4 |

A possible response was: Every national sporting organisation recognised by the Australian Sports Commission. NCAS protects members involved in the sport from harassment and discrimination.

A majority of students could identify the acronym NCAS; however, many students could not identify who is required to have a member protection policy.

Question 3d.

| Marks | 0 | 1 | 2 | Average |
|-------|----|----|----|------------|
| % | 51 | 25 | 24 | 0.7 |

Possible responses included the following:

| Example | Resource category |
|--|---------------------|
| having enough assistant coaches and support staff | human resources |
| ensuring there are enough funds to run the program | financial resources |

Question 3e.

| Marks | 0 | 1 | 2 | 3 | 4 | 5 | 6 | Average |
|-------|---|---|----|----|----|----|----|---------|
| % | 5 | 5 | 11 | 15 | 22 | 20 | 22 | 3.9 |

Possible responses included the following:

| | Game-centred approach | Technique-centred approach |
|--------------------------|---|--|
| Description | learners playing the game (modified or mini) as the central organisational feature | skills are presented in a gradual fashion with successful repetition as a key objective |
| Benefit | <ul style="list-style-type: none"> simulates real games situations practise skills under pressure | <ul style="list-style-type: none"> ideal for beginners learn skills in isolation |
| Appropriate drill | For example, in basketball, you could play mini 3-on-3 games. | For example, in basketball, you could get the players in pairs to throw and catch to each other. The coach could correct the technique during the drill. |

Overall, students were able to compare game-centred and technique-centred approaches in coaching; however, students needed to improve upon their knowledge and application of appropriate drills. Students whose responses did not score well were unable to articulate an appropriate drill and gave generic answers.

Question 3fi.

| Marks | 0 | 1 | 2 | Average |
|-------|---|----|----|---------|
| % | 9 | 24 | 67 | 1.6 |

Possible responses included:

- return heart rate to normal
- restoration of range of motion and flexibility

A majority of students were able to provide two benefits of cool-downs.

Question 3fii.

| Marks | 0 | 1 | 2 | Average |
|-------|---|----|----|---------|
| % | 8 | 31 | 61 | 1.6 |

Possible responses included the following:

| Active cool-down activity | Passive cool-down activity |
|---------------------------|----------------------------|
| slow jog, then a walk | a static hamstring stretch |

Generally, students were able to outline appropriate activities for cool-downs to an accepted industry standard.

Question 4a.

| Marks | 0 | 1 | 2 | 3 | Average |
|-------|----|----|----|----|---------|
| % | 24 | 26 | 32 | 18 | 1.5 |

Possible responses included the following:

| Identified risk | Existing control | Factor impeding implementation |
|--|---|--|
| Participants become separated from the group and/or become lost. | Staff will brief participants on the need to stay together. | <ul style="list-style-type: none"> staff expectations not clearly communicated |
| A student or staff member falls on steep or rocky terrain. | Staff will consider participants' experience levels and adjust accordingly. | <ul style="list-style-type: none"> participants omitting to mention health problems fatigue/dehydration impending participants' judgment |
| A tree branch or tree falls on a student or staff member. | Staff will conduct a survey of the track prior to the walk. | <ul style="list-style-type: none"> the trees may be too tall to assess by eye weather conditions change |

The majority of students were able to identify at least two factors that would impede the implementation of proposed risk control measures; however, some students were unable to achieve any marks for the question. Student knowledge needed to be further developed in the practical implementation of WHS measures and what factors could impact the implementation of planned/or existing controls.

Question 4b.

| Marks | 0 | 1 | 2 | Average |
|-------|----|----|----|---------|
| % | 27 | 34 | 39 | 1.1 |

Possible responses included:

- one person could always be at the front of the hiking line
- one person could be responsible for carrying the first aid kit

Students demonstrated sound knowledge in group facilitation practices, with a majority of the students being able to identify at least one appropriate role or responsibility for the activity identified in the stem of the question.

Question 4c.

| Marks | 0 | 1 | Average |
|-------|----|---|---------|
| % | 92 | 8 | 0.1 |

48 hours/2 days

Students underperformed in the foundation skill of 'navigating the world of work'. Specifically, the students were unable to identify the legal requirements of regulatory reporting for a major incident.

Question 4d.

| Marks | 0 | 1 | 2 | 3 | 4 | Average |
|-------|----|----|----|----|----|---------|
| % | 17 | 11 | 34 | 14 | 24 | 2.2 |

A possible response was:

- Start with both feet shoulder-width apart.
- Bring one leg back and keep the heel of your back leg on the ground.
- Your front knee should be slightly bent.
- Hold the stretch for 10–30 seconds.
- Repeat 2 times.

A majority of students could identify the correct repetitions and holding patterns of basic stretches. Students who scored highly were able to appropriately describe the teaching points of the stretch, in regard to the muscle outlined in the stem of the question. Lower-scoring responses outlined teaching points for the incorrect muscle.

Question 4e.

| Marks | 0 | 1 | Average |
|-------|----|---|---------|
| % | 96 | 4 | 0.1 |

Plantar flexion

Students demonstrated a limited understanding of anatomical terminology and movement planes.

Question 5a.

| Marks | 0 | 1 | Average |
|-------|----|----|---------|
| % | 83 | 17 | 0.2 |

Inclusive practices

Students demonstrated limited understanding of ethical responsibilities.

Question 5b.

| Marks | 0 | 1 | 2 | 3 | Average |
|-------|----|----|----|----|---------|
| % | 13 | 20 | 32 | 36 | 1.9 |

A possible response was: I would eliminate the hazard by mopping up the water. If I were unable to clear the water, I would isolate the area using cones and/or a sign. This would create a barrier between the hazard and the players.

A majority of students were able to correctly use the 'hierarchy of control' to manage risks.

Question 5c.

| Marks | 0 | 1 | 2 | Average |
|-------|----|----|----|---------|
| % | 50 | 20 | 30 | 0.8 |

One possible response was: You could make a high-performing participant responsible for the warm-up if the coach is busy or has not arrived.

Students demonstrated a limited ability to explain how to delegate responsibility within an activity or sport of their own choosing.

Question 6a.

| Marks | 0 | 1 | Average |
|-------|----|----|------------|
| % | 56 | 44 | 0.5 |

Possible responses included:

- people becoming distracted while using their mobile phone and becoming injured
- increase in the cost of insurance

A majority of students were unable to identify issues relating to WHS incidents within a common industry setting.

Question 6b.

| Marks | 0 | 1 | 2 | 3 | 4 | Average |
|-------|---|---|----|---|----|------------|
| % | 3 | 1 | 12 | 7 | 77 | 3.6 |

Possible responses included the following:

- Method: flyers
Description: Put flyers up around the gym, telling members that they are not to use handheld devices while using gym equipment.
- Method: social media
Description: Post information on the gym's Facebook page or Instagram feed, letting gym members know about the new policy.

Students were able to demonstrate sound knowledge of accepted promotional methodologies within the Sport and Recreation industry.

Question 6c.

| Marks | 0 | 1 | Average |
|-------|----|----|------------|
| % | 14 | 86 | 0.9 |

Possible responses included:

- members refusing to comply with the new policy
- members saying that they use their phones for music when working out

A majority of students were able to demonstrate sound knowledge of policy implementation.

Question 6d.

| Marks | 0 | 1 | 2 | Average |
|-------|----|----|----|------------|
| % | 21 | 19 | 60 | 1.4 |

Possible responses included the following:

Formal:

- create a survey or questionnaire for members to complete regarding the new policy
- conduct one-on-one interviews with members where you ask them a series of predetermined structured questions about the policy

Informal:

- get word-of-mouth and/or casual verbal feedback from members and staff regarding acceptance of the new policy
- check whether fewer accidents are observed

Students were able to demonstrate sound knowledge in evaluating policy implementation.

Question 6e.

| Marks | 0 | 1 | Average |
|-------|----|----|---------|
| % | 18 | 82 | 0.8 |

Possible responses included:

- to evaluate the effectiveness of the new policy or whether it has been successful
- to identify areas for improvement

Students were able to demonstrate an in-depth understanding of the importance of feedback.

Question 7a.

| Marks | 0 | 1 | 2 | 3 | 4 | Average |
|-------|----|---|---|----|----|---------|
| % | 11 | 4 | 9 | 30 | 45 | 3 |

| Situation | Stage of group development |
|---|----------------------------|
| The group is rafting together all afternoon. | performing |
| The group comes together at the beginning of the session to meet the instructor. | forming |
| The group identifies the roles of all participants for the session, such as which participants will go on which raft. | storming |
| The group finishes its activity and everyone goes their separate ways. | adjourning |

A majority of students were able to correctly identify the stages of group development.

Question 7bi.

| Marks | 0 | 1 | 2 | 3 | Average |
|-------|----|----|----|----|---------|
| % | 33 | 20 | 26 | 22 | 1.4 |

A possible response was: Administrative controls. You could improve policies and procedures around the maintenance of equipment, such as training more staff to check the equipment. By raising the awareness of staff to report equipment that needs to be repaired, the likelihood of injuries occurring decreases.

Students were generally able to identify a risk control option; however, they demonstrated limited ability to justify their response with an appropriate methodology.

Question 7bii.

| Marks | 0 | 1 | Average |
|-------|----|----|---------|
| % | 66 | 34 | 0.4 |

Low

A majority of students struggled to read the risk matrix and struggled to articulate that the aim of implementing a risk control option is to reduce the level of risk.

Question 7biii.

| Marks | 0 | 1 | Average |
|-------|----|---|------------|
| % | 93 | 7 | 0.1 |

Residual risk

A majority of students were unfamiliar with this term and as a result did not perform well on the question.

Question 7c.

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

PPE (personal protective equipment)/Level 3

A majority of students were able to identify personal protective equipment as the answer.

Question 7d.

| Marks | 0 | 1 | 2 | Average |
|-------|----|----|----|------------|
| % | 61 | 23 | 16 | 0.6 |

Possible responses included:

- linguistic background
- older adults
- children
- disability and learning needs

A majority of students were unable to identify the needs of a group when creating educational materials.

Question 8a.

| Marks | 0 | 1 | 2 | Average |
|-------|----|----|----|------------|
| % | 23 | 37 | 40 | 1.2 |

Possible responses included the following:

- Internal:
 - conduct physical inspections
 - review records of accidents and 'near misses'
- External:
 - enlist assistance of professional consultants and/or industry specialists
 - use of publications such as online hazard alerts

A majority of students were able to identify at least one method to identify hazards within a workplace.

Question 8b.

| Marks | 0 | 1 | Average |
|-------|----|----|---------|
| % | 67 | 33 | 0.4 |

Possible responses included:

- Victorian Compliance Codes
- Codes of Practice
- WorkSafe
- *Privacy Act*

A majority of students demonstrated limited knowledge of regulations and policies that Victorian workplaces must comply with.

Question 8c.

| Marks | 0 | 1 | 2 | Average |
|-------|----|----|----|---------|
| % | 25 | 43 | 32 | 1.1 |

Possible responses included:

- ensures organisations and businesses comply with their legal requirements
- creates a more productive, cooperative and collaborative workplace
- decreases equipment breakage due to misuse

A majority of students were able to identify at least one benefit to a workplace of consulting with employees.

Question 8d.

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

Possible responses included:

- make it easy for them to participate by making it at a convenient time and accessible location
- involve all members in the consultation, through asking open-ended and direct questions

A majority of students were able to identify at least one method to encourage WHS consultation in a workplace.

Question 8e.

| Marks | 0 | 1 | 2 | 3 | 4 | 5 | 6 | Average |
|-------|----|---|----|---|----|---|----|---------|
| % | 32 | 3 | 20 | 6 | 24 | 5 | 10 | 2.5 |

Possible responses included:

| Hazard | Risk control option (hierarchy of control) | Example |
|--|---|---|
| getting a leg cramp in the water during aqua aerobics, which could cause a resident to drown | personal protective equipment (PPE) | have residents participating in the class wear PFDs (personal floatation devices) |
| being accidentally hit by a wooden croquet stick | administrative control | create a policy where all players must wear shin guards |
| sustaining a paper cut from the score card used for Scrabble | substitution | use an electronic scorecard app or a whiteboard instead of paper |

Students demonstrated a moderate understanding of risk control options; however, they demonstrated a limited ability to provide reasonable and practical examples for those options.

Question 9a.

| Marks | 0 | 1 | Average |
|-------|----|----|---------|
| % | 15 | 85 | 0.9 |

Icebreakers are good activities for helping people get to know one another and to foster collaboration.

A majority of students were able to identify the benefits of an icebreaker activity.

Question 9b.

| Marks | 0 | 1 | 2 | Average |
|-------|----|----|---|---------|
| % | 71 | 24 | 5 | 0.4 |

Possible responses included:

- the actions required to meet the needs and activity outcomes (sport specific)
- a timeline for the achievement of the needs and activity outcomes

A majority of the students demonstrated a limited knowledge of group performance plans. Specifically, students were unable to articulate the key performance indicators that can be used to measure the success of a program.

Question 9c.

| Marks | 0 | 1 | 2 | Average |
|-------|----|----|----|------------|
| % | 38 | 34 | 28 | 0.9 |

Possible responses included:

- Task allocation enables tasks to be divided between group members based on their skills and strengths.
- It ensures that the most appropriate person completes the task most suited to them, which in turns creates optimal outcomes for the group.

A majority of students were able to identify how task allocation could assist with optimal performance.

Question 9d.

| Marks | 0 | 1 | 2 | 3 | 4 | Average |
|-------|---|---|----|----|----|------------|
| % | 6 | 6 | 18 | 32 | 37 | 2.9 |

A possible response was: The coaching style being used is disciplinarian/authoritarian. This is not an appropriate style to use. A more appropriate style would be friendly and approachable, as holiday programs should be fun and enjoyable to engage students.

A majority of students were able to identify that the coaching style was inappropriate. A further majority were able to identify that it was a disciplinarian or authoritarian style. Student responses needed to improve upon justification for other style choices.