

2021 VCE VET Sport and Recreation external assessment report

General comments

The 2021 VCE VET Sport and Recreation examination drew on a wide range of common industry-based scenarios that students might likely encounter when working within the ever-changing sport and recreation landscape. The examination assessed students' adaptability to industry environments, their ability to make professional decisions and their ability to articulate a rationale for their choices, and provided an opportunity to demonstrate their ability to understand and interpret commonly used terminology.

Students generally followed the instructions well, providing responses within the context of the scenarios, and attempted a majority of the questions.

Areas of strength were:

- using industry terminology appropriately
- demonstrating a sound understanding of Plan and conduct programs (SISXCAI004)
- demonstrating a good knowledge of Participate in WHS hazard identification, risk assessment and risk control (BSBWHS303)
- performing well in questions that required students to list responses.

Areas that require improvement were:

- Students had very limited understanding of inclusion practices and how to adapt programming to suit the needs of diverse clients.
- Students struggled to provide multiple differing rationales for their choices when the question required it.
- Students struggled with the prescribed collaborative approaches from the unit of competency, and further struggled to adapt these approaches to demographics outside of their own.
- Students struggled with higher-order questions that required them to analyse or compare.

When preparing for the examination students should:

- read past exam questions carefully and practise immersing themselves in the scenarios
- practise providing sound reasoning for their choices and have multiple differing 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 transferring their skills and applying their knowledge to differing demographics and scenarios
- develop an understanding of inclusion practices and how to adapt programming to meet the needs of diverse participants
- practise using industry terminology outlined in the unit of competency.

In scenario-based questions, students should still 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	Average
%	1	0.5	35	64	2.6

Feedback	Percentage of respondents
Found the language easy to understand.	20%
Found the length of the video to be the right length.	40%
Found that the background noise of the go-karts made it difficult to hear the presentation.	70%

Most students were able to accurately interpret data from the graph. Responses that scored highly were able to interpret that the number of participants that found the video to be the right length required students to read the inverse of the data presented.

Question 1b.

Marks	0	1	2	3	Average
%	1	5	27	67	2.6

Component	Suggestion for improvement
video	<ul style="list-style-type: none"> change the length of the video be succinct with the information in the video
language	<ul style="list-style-type: none"> change the language and use simple terms clear, precise, slow add subtitles
noise	<ul style="list-style-type: none"> move the production inside / further away use headphones use noise-minimising software re-record the video / edit the recording

Question 1c.

Marks	0	1	2	Average
%	24	47	29	1.0

Any two of:

- create a Facebook post
- email the respondents the results
- feedback board / display posters in the centre
- acknowledge the feedback will be looked into / acted on
- verbally discuss ways to improve

Responses that scored highly made multiple suggestions on the ways one can acknowledge feedback to user groups. Students were mostly able to make a single suggestion but often struggled with making multiple suggestions.

Question 2

Marks	0	1	2	3	Average
%	47	35	15	3	0.7

Any two for each phase:

Phase	Documentation
preparation	<ul style="list-style-type: none"> • staff briefing information • budget • proof of vaccination certificate • program schedule/timetable • session details – maps, parking, contact • evidence of insurance • site inspection / WHS checklist • risk analysis • equipment list • proof of payment • equipment/facility hire confirmation
conducting	<ul style="list-style-type: none"> • score sheets • observation checklists • fixtures • equipment forms (borrow/return) • catering menu/pricelist • session plan • assessment forms

Phase	Documentation
	<ul style="list-style-type: none"> accident injury form physical ability test
concluding	<ul style="list-style-type: none"> equipment return form feedback/evaluation forms self-reflection journal information on follow-up programs records (accident injury)

This question was generally not answered well. While students could make a single suggestion for each phase, they were often not able to provide two suggestions per phase.

Question 3a.

Marks	0	1	Average
%	76	24	0.2

Any of:

- lifestyle adjustment
- assist with self-improvement
- fitness targets

Question 3b.

Marks	0	1	2	Average
%	29	44	27	1.0

A policy explains what to do and why, whereas a procedure explains how to do it.

- Policy is a set of guidelines that outline the organisation's plan for tackling issues and communicate the connection between the organisation's vision and values day to day.
- Procedure is a set of steps/actions that outline how to carry out the policy.

Students seemed to have a better understanding of procedures than policies.

Question 3c.

Marks	0	1	2	Average
%	49	33	18	0.7

Any one of:

- Policy:
 - code of conduct
 - workplace security
 - drug-free workplace policies

- equal opportunity and anti-discrimination
- OHS/WHS
- privacy and confidentiality policy
- anti-harassment
- Procedure:
 - safety procedures
 - communication protocols
 - reporting and record-keeping
 - risk analysis processes
 - roles and responsibilities of different people and types of tasks undertaken
 - reporting channels
 - frequency and scope of equipment checks
 - demonstrations

Most students struggled to identify both a common policy and a common procedure from within the sport and recreation industry. Students were more likely to identify a procedure over a policy.

Question 3d.

Marks	0	1	2	3	4	Average
%	3	9	26	35	28	2.8

Two each of the following.

- Advantages:
 - more detailed information can be given
 - questions can be asked
 - can use a range of methods/resources
 - feedback available
 - captive audience
 - audio, visual, do not need reading skills
- Disadvantages:
 - must be at the presentation
 - could be costly / staff resources
 - time consuming
 - able to look at pamphlets at home, motivate people to come
 - time to prepare presentation
 - participants forgetting content

Question 3e.

Marks	0	1	2	Average
%	2	23	75	1.7

Any two of:

- personnel at entry
- text/SMS notifications
- social media post

- handouts
- website
- emails
- posters/noticeboards.

Question 4a.

Marks	0	1	2	Average
%	22	58	20	1.0

Any two of:

- place numbers next to each level
- rearrange the placement of the colour-coded rocks so that the hard/medium/easy levels are on different walls
- supply colour-corrective glasses
- letter/label/sign next to the rocks
- flashing lights
- use differing shapes or symbols that are not colour-based.

A majority of students provided at least one reasonable modification for the program, with responses that scored highly providing two. As modifications can be individually based, the ability to adapt a program in varying ways is an important industry expectation.

Question 4b.

Marks	0	1	2	3	4	Average
%	55	16	20	3	6	0.9

Any two of the following inclusive practices.

- Being flexible – open to change and the ability to quickly adapt the program based upon the needs of the individual. It focuses on the process and not the outcome.
- Being equitable – ensuring that every participant has access to the things they need to be successful in the environment regardless of ability.
- Working collaboratively – working with clients and students to determine their needs based upon what is practicable. It ensures a wide range of views are taken into consideration.
- Catering for all physical differences – this ensures equitable access to the program and that all participants have meaningful inclusion.
- Modification of activity – modifying the program ensures that participants can use the equipment and participate to their best capability.
- Recognising differences in attributes – by developing a program that will allow you to manage these differences to ensure an optimal program delivery.
- CHANGE IT – implementing any of the Australian Institute of Sport's CHANGE IT principles.

In general, students demonstrated a limited ability to describe the principles of inclusion. Responses that did not score well described safety procedures instead of inclusion practices. Mid-range responses could generally describe one inclusion practice, while responses that scored highly provided multiple practices.

Question 4c.

Marks	0	1	2	3	4	Average
%	2	5	19	40	34	3.0

Discrimination is unfavourable treatment of a person in an area of public life (such as in employment and education) due to any of the following protected attributes:

- age
- breastfeeding
- career and parental status
- employment activity
- gender identity (which includes gender expression)
- industrial activity
- intersex status
- lawful sexual activity
- marital or relationship status
- physical features
- political belief or activity
- pregnancy
- race (including colour, nationality, ethnicity and ethnic origin)
- religious belief or activity
- sex
- sexual orientation
- expunged homosexual conviction
- personal association with anyone who is identified by reference to any of the above protected attributes.

Students were generally able to identify at least one protected group; however, they often struggled to provide an articulate description of anti-discrimination policy.

Question 4d.

Marks	0	1	2	Average
%	15	36	50	1.4

Any two of:

- find out about their needs, preferences and expectations
- gain information about their age, ability, skills set, level of experience, fitness and medical issues so the instructor can plan and cater for all participants
- learn about each individual
- medical conditions, abilities, level of experience
- allows you prepare for equipment needs and resourcing
- participation numbers for planning
- staff resourcing.

Question 4ei.

Marks	0	1	2	3	4	Average
%	14	14	34	18	19	2.1

An authoritarian leadership style is exemplified when a leader dictates policies and procedures, decides what goals are to be achieved, and directs and controls all activities without any meaningful participation by the subordinates. Such a leader is strict and has full control of the team, allowing little autonomy within the group to ensure safety.

Laissez-faire leadership is the direct opposite of authoritarian leadership. Instead of a single leader making all decisions for an organisation, group or team, laissez-faire leaders make few decisions and allow their players to choose appropriate team solutions. They delegate authority to capable experts and maximise the leadership qualities of players

Question 4eii.

Marks	0	1	2	Average
%	31	18	51	1.2

The following is an example of a high-scoring response that explores the interplay between the leadership style and the occupational health and safety risks of the activity.

Style of leadership: Authoritarian

Indoor rock climbing can be dangerous and participants safety is of concern – leaders must have control over the program to ensure participants abide by rules that keep them safe.

Question 5a.

Marks	0	1	2	3	4	Average
%	6	2	11	26	55	3.2

Suitable session plan: Junior coach 2's session plan

Any three reasons of:

- The aim during the first stage of the warm-up is to gradually increase the intensity and heart rate to get the body ready for more vigorous physical activity. The start of the warm-up in the first session plan is of too high an intensity and has a lot of explosive movements (e.g. sprints, burpees). In comparison, the second warm-up starts at a much lower intensity by playing a game of tag.
- The second part of the warm-up is to engage in dynamic movements/stretching to prepare the body parts for physical activity while still maintaining the heart rate from the first part of the session. The first warm-up has static stretches, which are done while stationary. During this time, the participants will not be moving, so their heart rate will be dropping. The second session plan involves dynamic movements of body parts most used in a game of soccer.
- The last part of the warm-up should be specific to the sport/activity being played to ensure that participants are ready to participate in that sport/activity. The first session plan has a generic game of tag that does not involve sport-specific equipment. In comparison, the second session plan involves an

activity that incorporates sport-specific equipment (soccer ball) and movements associated with the game of soccer (e.g. dribbling the ball, changing direction, shooting for goal).

- Coach 2 includes dynamic stretches rather than static stretches; this will help prepare the body for the soccer session.
- Coach 2 created a fun way to warm-up and did not require high-intensity activities like Coach 1's warm-up that could have caused injuries.
- Activity 3 in coach 2's session plan was soccer-related and a skill that would be used in a game, so this was more relevant compared to the tag game that coach 1 used.
- The sequencing of the activities for coach 2 was more suitable for the age group.

The following is an example of a high-scoring response that explores how the two plans differ, including in their intensity, stretching modality and being sport-specific.

☑ Junior coach 2's warm-up session plan

1. The first activity is submaximal intensity compared to coach 1's and it also increases interest in the players. Also appropriate length.

2. Activity details dynamic stretches specific to soccer instead of static, reducing risk of injury more than static stretching.

3. The final activity is sport specific. Allows players to warm up their skills for the session.

Question 5b.

Marks	0	1	2	Average
%	12	38	50	1.4

One for each situation:

Situation	Strategy to prevent poor behaviour
participants are not following instructions	<ul style="list-style-type: none"> • Ensure you use appropriate coaching communication styles for foundation-level participants, considering things such as length of instructions and use of demonstrations. • Enforce clearly defined rules and consequences for participant actions. • Stop the activity. Reinforce the drill and expectations or activity to the whole group and then observe for improvement. • Stop the activity and get someone who is demonstrating correctly. Get students to observe their peers who are doing the right thing. • Provide consequences like missing out on the game if this continues. • Understand why they are not following instructions. Is it behaviour or did they not understand instructions in the first place?
participants are too spread out, making it harder to supervise and give instructions or feedback	<ul style="list-style-type: none"> • Set clear boundaries. • Use a smaller space. • Relocate the group. • Make a smaller space so you can supervise, walk around and give feedback. • Make sure you do not have too many groups so you can use smaller spaces.

Responses that scored highly provided multiple strategy examples, with most students accurately identifying at least one strategy to overcome poor behaviour.

Question 5c.

Marks	0	1	2	3	4	5	6	Average
%	68	9	9	4	3	1	6	0.9

Collaborative approaches and their description (any two of):

- Group management skills – the ability to effectively manage a team to optimal performance. You can use Tuckman’s group development to look at stage and cater coaching style to this.
- Group decision-making – allows each team member to feel included in the process. It teaches youths about collaborating for optimal performance.
- Listening skills – listening to children will make them feel more mature and in control, which will encourage them to participate.
- Negotiation techniques – a negotiation is a discussion aimed at reaching an agreement. It increases individuals’ satisfaction with a decision.
- Defining roles and responsibilities – you can give each participant a role and assist them in perfecting that role. That way they improve and feel useful.

Responses that scored highly identified a collaborative approach and described its appropriateness for the age group identified in the question. Responses that did not score well were unable to identify a collaborative approach, with the majority of students incorrectly naming and describing common warm-up activities such as icebreakers.

Question 5d.

Marks	0	1	2	3	Average
%	41	14	25	20	1.2

Any one of:

- hydration – ensures optimal functioning of bodily processes and is a best practice requirement
- obey the rules – ensures that play is fair with clearly defined rules that minimise dangerous conduct
- use of PPE – a legal requirement and ensures the safety of participants from unnecessary injury.

A noticeable percentage of students who wrote PPE provided an example, such as shin guards, but without describing why they are an important safe participation requirement. Not many students were able to describe practical applications of the requirements.

Question 5e.

Marks	0	1	2	Average
%	37	26	37	1.0

Any one of:

- Demonstration – the coach will physically demonstrate how to perform the activity. The children can see the activity, which makes it easier to copy. It also ensures techniques can be correct for safety and efficiency.
- Group meeting with a game – as the participants are children/adolescents, playing a game can help them learn and encourage them to participate in safety.
- Using clear instructions – using language appropriate to age / skill level and seeking clarification and understanding.

Question 6a.

Marks	0	1	2	3	4	Average
%	2	4	12	27	55	3.3

Hazard 1: Water on the floor

Risk 1: Falling over and breaking a bone/hip

Hazard 2: Staff not trained properly

Risk 2: Public safety and organisational and reputational damage

Most students were able to identify and distinguish the difference between a hazard and a risk from the given scenario. Responses that did not score well tended to confuse hazards and risks, resulting in incorrect responses.

Question 6b.

Marks	0	1	2	3	4	Average
%	13	15	23	24	26	2.3

Any two for each type of source:

- Internal source:
 - talk/consult with staff
 - physical inspections
 - review records of near misses and accidents
 - OHS representative
- External source:
 - professional consultant/inspections
 - industry specialists
 - representatives from similar organisations/businesses
 - publications
 - online hazard alerts

- media report
- WorkSafe inspector
- WorkSafe Victoria / WorkSafe Australia website/publications

Question 6c.

Marks	0	1	2	Average
%	52	32	15	0.6

A code of practice is the practical application of the WHS Act and WHS regulations to assist workplaces to comply with the regulations. The code provides practical applications of the Act. If codes are implemented, then the workplace is complying with their WHS obligations.

Students were unable to clearly explain what the code of practice is; however, they showed a general understanding of what it does.

Question 6d.

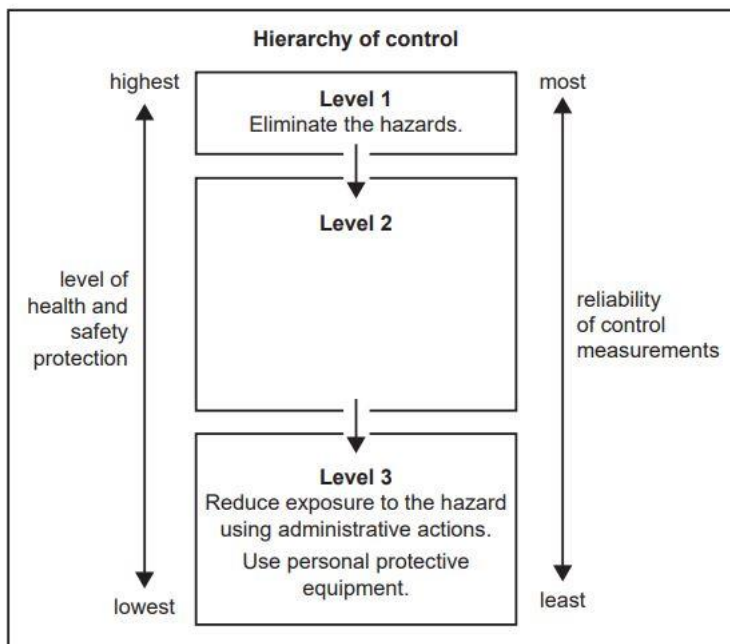
Marks	0	1	2	Average
%	65	11	25	0.6

The following is an example of a high-scoring response that demonstrates knowledge of the industry definition and the reason why it occurs.

A residual risk is the leftover risk that could still occur even after you've implemented a control measure as they can't always completely get rid of risks.

Question 6e.

Marks	0	1	2	3	Average
%	18	10	15	57	2.1



Source: adapted from Safe Work Australia, 'How to manage work health and safety risks: Code of Practice', December 2011, p. 13, <www.safeworkaustralia.gov.au>

The three missing risk control options are:

- substitution
- isolation
- engineering.

Question 7a.

Marks	0	1	2	3	4	5	6	7	8	9	Average
%	8	8	12	15	16	13	11	8	5	3	4.0

The following is an example of a high-scoring response that clearly identifies the processes at each stage.

Hazard identification

1. Staff meeting with employees input regarding possible hazards in their facility.
2. Review past incident report forms and near misses.
3. Physical inspection using checklist.

Risk assessment

1. Rank the consequences of the risk from very low – very high extreme
2. Rate the likelihood of the risk occurring (e.g rare – very possible / highly likely).
3. Give risk an overall ranking of low-high

Risk control

1. Determine suitable control options using the hierarchy of controls.
2. Implement most effective and suitable risk control options.
3. Reassess the risk with implemented controls / determine any residual risk

Question 7b.

Marks	0	1	2	3	4	Average
%	44	15	23	9	10	1.3

The following is an example of a high-scoring response that includes common strategies used within the industry and provides a justification relevant to the description.

By gaining feedback from external risk assessors the effectiveness of the risk management plan can be determined and other possible suggestions can be made. This would also be unbiased and provide the increased effectiveness as there would be less of a chance of any outstanding hazards / risks to be missed by internal employees / staff members.

Question 8a.

Marks	0	1	2	Average
%	34	39	27	0.9

Any two of:

- confirm assigned sport-specific session duties with supervisor
- interpret sport-specific session plans and confirm set-up requirements with supervisor
- prepare facilities, equipment, resources and refreshments according to set-up requirements
- select and check equipment and resources for wear and tear and report to supervisor
- report sport-specific session set-up problems to supervisor
- check club policies and procedures
- look at your lesson plan beforehand
- confirming participants, facility and equipment bookings.

On average, students demonstrated a sound ability to identify common tasks that should be carried out prior to commencing a coaching session. The responses were generally within the parameters of the stem of the question.

Question 8b.

Marks	0	1	2	Average
%	7	44	49	1.4

Any two of:

- there is strong scientific evidence in support of modifying sporting equipment for children
- equipment can affect the rate of skill acquisition for beginner athletes
- scaling sporting equipment for children promotes fundamental motor skills during performance and can reduce the occurrence of equipment-related injuries
- make it more fun
- make the activity inclusive and accessible for all.

Students were able to provide sound reasoning regarding the modification of equipment for children.

Question 8c.

Marks	0	1	2	3	Average
%	2	12	47	39	2.2

Self-reflection is asking yourself thought-provoking questions about your own performance. It is valuable because it allows you to develop a deeper level of understanding of yourself and your overall performance to foster improvement.

Generally, students were able to give a clear definition of self-reflection, but a large percentage provided limited or vague explanation of why it is valuable.

Question 8d.

Marks	0	1	2	3	Average
%	53	12	13	21	1.0

Any one of:

- promoting positive interactions – encourages participants to perform and ensures students return
- using acceptable language – to ensure that you are taken seriously as a coach and that it is appropriate for the audience
- arriving on time – to role-model good behaviour and ensure a maximised session time.

Question 9a.

Marks	0	1	2	3	Average
%	53	20	17	10	0.8

- Coaching communication styles could include instruction, demonstration, giving and receiving feedback, terminology and language, and non-verbal communication.
- An example of adapting a description for instruction would be simplifying the skills breakdown for a child and use more complex instructions for an adult.

Students were not able to explicitly articulate how to adapt coaching styles to suit different types of participants. They also struggled to identify coaching styles in general.

Question 9b.

Marks	0	1	2	Average
%	25	30	45	1.2

The following is an example of a high-scoring response that accurately describes the difference and uses examples from the scenario.

A technical skill is more about how to do certain techniques of the game such as how to putt. Whereas tactical skills refer more to strategies on how to win.