



2010 VCE VET Sport and Recreation GA 2: Examination

GENERAL COMMENTS

The 2010 VCE VET Sport and Recreation examination was based on the core units of competency and a choice of one of four electives: aquatics, fitness, outdoor or sport focus.

The core units of competency are:

- SRXINU002A Apply sport and recreation law
- SRXRIK001A Undertake risk analysis of activities
- SRXINU003A Analyse participation patterns in specific markets of the leisure and recreation industry
- SRXCAI004B Plan a session or program for participants
- SRXCAI005B Conduct a sport and recreation session for participants
- SRXGRO001A Facilitate a group
- SRXRES001B Educate the public on the safe use of sport and recreational resources
- SRXGRO002A Deal with conflict
- SRXCRO007B Operate in accordance with accepted instructional practices, styles and legal and ethical responsibilities.

In general, students performed well on all parts of the examination paper. There were multiple-choice and short answer questions on the examination. These questions focused on applying the theory of each unit to practical recreation, community and outdoor recreation settings.

Students are reminded to complete the multiple-choice and core short answer sections, and only **one** elective section of the examination paper. Some students made errors in the selection of their elective by completing all four electives or not completing any electives. Students must complete only the elective in which they are enrolled. The guidelines for the examination should be revised carefully during exam preparation and revision.

Students are reminded to:

- read questions carefully
- include information that is relevant
- provide only the number of responses requested in the question
- ensure their answers are relevant to the question.

Students should ensure that their handwriting is legible.

SECTION 1 – CORE

Part A – Multiple-choice questions

The table below indicates the percentage of students who chose each option. The correct answer is indicated by shading.

Question	% A	% B	% C	% D	Comments
1	0	76	1	21	
2	15	81	1	4	
3	16	21	57	6	
4	1	0	0	99	
5	39	15	44	2	Students did not seem to understand facility reporting outcomes. Many suggested that the results should be reported to the Australian Bureau of Statistics; however, this was incorrect.
6	1	2	59	37	



Question	% A	% B	% C	% D	Comments
7	3	83	4	9	Many students seemed to confuse emotional wellbeing with occupational health and safety.
8	3	2	1	94	
9	5	20	12	62	
10	67	1	5	26	
11	0	6	93	1	
12	3	22	71	4	
13	10	0	1	89	
14	4	3	5	89	
15	9	1	4	86	

Part B – Short answer questions

Question 1a–c.

Marks	0	1	2	3	4	5	6	Average
%	4	7	14	34	18	11	12	

1a.

The causes of conflict to Bruce include:

- quality of seating allocation
- impact of obstruction
- opposing views and/or values
- stress/frustration.

The causes of conflict to the other spectators include:

- disruption to other participants
- opposing views and/or values
- Bruce's behaviour
- stress.

1b.

Option	Resolution Technique
Tell Bruce to stop complaining and take his seat.	forcing/confrontation
Move Bruce to a better seat.	compromise/smoothing/problem-solving
Remove Bruce from the venue.	withdrawal/forcing/confrontation

1c.

It is important to take a swift tactful action while dealing with this conflict to:

- to prevent or minimise escalation
- to minimise the impact upon others
- ensure good customer service.

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Question 2

Marks	0	1	2	3	Average
%	5	7	38	50	2.4

Barrier	Influence
Not having the appropriate clothing or equipment	lifestyle
Belief that they may not be wanted in the activity	individual/historical/lifestyle
Past negative experiences	historical/individual/lifestyle

Question 3a.

Marks	0	1	2	3	Average
%	36	35	18	11	1.1

Autocratic Authoritarian Disciplinarian Clear and precise	Democratic Participative Critical friend Motivational Encouraging	Laissez-faire Easygoing Approachable Friendly Free-reign Delegative Facilitator
The leader makes the decisions and gives directions that the group follows. The leader has absolute authority.	The leader provides opportunities for discussion and consultation before the group and leader together make the decision about actions.	Both leader and group are involved in the decision-making process, and the group is responsible for the decisions made. The leader's role is predominantly advise and coordination.

Most students were only able to identify the authoritarian style of leadership.

Question 3b.

Marks	0	1	2	3	Average
%	35	14	24	27	1.4

Students needed to choose a leadership style identified in 3a. and describe a situation where they would use the style.

Possible answers included (but were not limited to):

- authoritarian – high-risk activity to maintain the safety of the group
- democratic – trust or team-building activities where participants are required to demonstrate problem-solving skills.

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

Authoritative – Is appropriate for safety situations where a serious risk or hazard exists. By giving clear, precise and non-negotiative instructions, the group is forced to comply with instructions. This ensures no harm or injury will occur. For example a leader uses the authoritative style when dealing with dangerous substances in workplace.

Question 4

Marks	0	1	2	3	Average
%	25	9	16	51	1.9

Groups included (three of):

- participants
- clients
- spectators
- parents
- administrators/teachers

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- colleagues
- other support personnel.

Question 5

Marks	0	1	2	3	4	5	Average
%	36	9	12	19	11	13	2

Legislation – *Equal Opportunity Act 2010/Anti-Discrimination Act 1977/Racial Discrimination Act 1975 (Racial and Religious Tolerance Act 2001)*

Customers/participants – Identify the relationship (person)/the right to partake/colour/age/gender/race/culture/ability/beliefs

Colleagues – Identify the setting (workplace/equal right to employment, resources, remuneration, access/based on qualifications, experience, expertise)

Many students were able to identify a piece of legislation to identify cultural diversity but were not able to describe its relationship to both customers/participants and colleagues in the sport and recreation industry.

The following are examples of high-scoring responses.

Equal Opportunity Act- Customers/participants – all customers/participants should be treated equally and should not be discriminated against based on their ethnic origin race or colour when trying to purchase goods or services or participate in an activity.

Colleagues- It is important to ensure all colleagues working with an instructor are treated fairly and equally. Not allowing them to perform a specific task because of their race colour or ethnicity would be discrimination and must be avoided to uphold fairness and cultural diversity.

Question 6a–b.

Marks	0	1	2	3	4	5	Average
%	4	6	24	39	22	5	2.9

6a.

The classification of risk of the cricket bats includes:

- occupational health and safety (poor safety management)
- product liability (design error, substandard quality)
- property damage
- moderate/medium/minor/low (not high, severe or major).

6b.

- People – People could be injured/hurt/harmed.
- Community – Community or club could be sued/poor reputation of club or coach or program/decreased participation in the sport or program/loss of activity.
- Direct costs – Replacing equipment/medical (ambulance/hospital).
- Indirect costs – Reputation of program/reduced registrations or enrolments/loss of productivity.

Students struggled to identify direct and indirect costs.

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

People – Could be injured if the bat comes apart and hits another person

Community – The communities cricket program would get a bad reputation, may lose people/ stop running – results in no program for the community. Could affect participation rates

Direct Costs – Have to pay for new bats in order to fix the problem – Direct costs would increase (negative effect)

Indirect costs – If people stop attending and participating due to the unsafe equipment, the program would be losing money, and in turn not being able to cover the costs associated with running the program. Indirect costs would increase (negative effect)

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Question 7a–d.

Marks	0	1	2	3	4	5	Average
%	0	1	2	4	22	71	4.6

7a.

The rate of participation in volunteering was more common outside the capital city.

7b.

The ACT had the highest rate of volunteers inside the capital city.

7c.

Victoria had the highest rate of volunteers outside the capital city.

7d.

Queensland and the Northern Territory had volunteer rates that were closest for both inside and outside the capital city.

Students demonstrated a very good ability to interpret the information provided in the graph.

Question 8a–b.

Marks	0	1	2	3	4	Average
%	4	14	24	30	28	2.6

8a.

Method – interview/survey/questionnaire

Rationale – appropriate timing/suitable venue/interested in activity/abilities

8b.

- Assess participant status and condition as suitable for the session immediately prior to commencement.
- Monitor influencing factors that may influence the performance of the group or individual.
- Modify the session, where necessary, based on an assessment of the conditions, participant status, facilities and equipment.
- Conduct activities within the session at a level and pace that suits the capabilities of individuals and/or the group.

Question 8c–e.

Marks	0	1	2	3	4	Average
%	5	17	32	32	14	2.4

8c.

Prior to the start of the session, bus drivers would sign:

- waivers and exclusion clauses
- a medical release form
- an indemnity form
- consent or a permission form.

8d.

Group interaction throughout the session could be encouraged through:

- group activities (pairing, formations, trust activities)
- games
- discussions (maintain a positive social environment, encourage open discussion)
- tasks or drills (delegating roles).

8e.

Checks that should be performed once the step aerobics session has finished include (two of):

- collect equipment
- check venue and facilities
- review personal performance/self-review

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- check or review feedback/evaluation from participants
- ensuring the participants are safe
- collect and check all issued equipment for damage and wear
- return environment/facility to a condition acceptable for future use.

Question 9a–c.

Marks	0	1	2	3	4	Average
%	7	9	16	31	38	2.9

9a.

Problems with the signage currently in use at the skate park include:

- collisions between skateboards and bikes
- compliance of safe practices/behaviour (not following signage)
- the sign is not easily understood.

9b.

Changes that could be made to the current educational program include:

- signs (clear and specific to bikes and skateboards)
- posters
- flyers
- presentations (information session, clinics)
- film/video (media, websites).

Fines and having a supervisor present (unless educating) were not acceptable.

9c.

The users' understanding of the changed educational program could be assessed by:

- measuring the decrease in injury following the correct use of the facility (hospital reports/statistics)
- surveys/questionnaires.

SECTION 2 – ELECTIVES

Elective 1 – Aquatics Focus

Question 1

Marks	0	1	2	3	4	Average
%	7	13	23	23	34	2.7

Activity	Hazard
Water skiing	other boats, submerged objects, banks, overhanging branches, other people in the water, buoys
Jet skiing	boats, waves, sand bars, speed, other people in the water
Surfing	other surfers, rips, reefs, sharks, stings/bites, rocks
Snorkelling	tides, water clarity, submerged objects, wind, snags, bites/stings, sharks

Question 2a–b.

Marks	0	1	2	3	4	5	Average
%	1	9	14	27	23	26	3.4

2a.

Contact should be made with emergency services as soon as possible/at the first opportunity/immediately/after checking response to increase opportunity for survival/to request more competent assistance and/or expertise.

2b.

- Victim – DRABC, spinal rescue, call an ambulance, remove from the water (airway is priority over spinal).

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- Yourself – self-preservation, awareness of personal capabilities, selection of rescue aids, contacting (or instructing someone to contact) emergency services.
- Bystanders – exclusion zone, ensure bystanders are safe, clear water of people/dangers, get involved or ask to assist if capable, contact emergency services.

Questions 2c. and 2d.

Marks	0	1	2	3	Average
%	29	28	22	21	1.4

2c.

To rescue the teenage boy you would use a spinal board/spinal immobilisation collar with the assistance of bystanders.

2d.

Once the paramedics have taken over the treatment of the victim, the staff from the public pool should comply with best practice of injury management.

- Record details of the incident/report it to authorities (incident report).
- Complete a record of the incident and action taken using appropriate forms and in line with legislative, regulatory and organisational requirements
- Conduct a de-brief of the incident.
- Deal with staff trauma (post-trauma counselling).
- OH&S – new risk assessment.

Question 3a–e.

Marks	0	1	2	3	4	5	6	Average
%	9	6	18	25	24	12	7	3.1

3a.

The technique you should have used to enter the water was:

- wade entry
- walk into the water
- beach entry.

3b.

Potential hazards for this aquatic environment include (two of):

- waves
- surf
- currents/rips
- rocks/reefs
- weather.

Mentioning other people in the water was not acceptable as the named hazards needed to be environmental.

3c.

To ensure the safety of yourself and the body boarder when he lunges at you, you would:

- use defensive techniques
- block with an aid
- talk to the body boarder while keeping a safe distance
- approach feet first.

3d.

Any answer that described the a basic water technique was awarded full marks, such as using a non-contact tow (body board between yourself and the patient, float the patient on the body board, drag or pull the patient on the body board, assistance from a boat).

3e.

A factor (other than environmental conditions) that may have contributed to this aquatic emergency was:

- swimming ability – not familiar with body board technique

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- risk-taking behaviour
- consumption of alcohol or use of illegal drugs
- illness or injury (medical condition)
- collision
- fatigue/exhaustion.

Question 4a.

Marks	0	1	2	3	4	Average
%	26	21	20	24	9	1.7

4a.

Factors that need to be considered include:

- cognitive development stage
- social and emotional development stage
- motor development stage
- stage of development – previous experience
- personality – fear of water, anxiety
- physical, intellectual and emotional characteristics
- physical fitness
- body type and composition (buoyancy)
- cultural factors.

Questions 4b. and 4c.

Marks	0	1	2	3	Average
%	54	17	20	9	0.9

4b.

The method of feedback you would use to teach the boys the correct technique is:

- visual and an explanation of this feedback method
- verbal and an explanation of this feedback method
- visual and verbal (written).

4c.

The instructional method being demonstrated in this example is:

- whole part strategy
- guided discovery strategies
- experiential – problem-solving strategies
- reciprocal
- peer tutoring.

Students did not seem to know about different forms of feedback or instructional methods.

Question 5

Marks	0	1	2	3	4	5	Average
%	7	14	17	13	20	29	3.1

Skill	Equipment
Rescues	rescue tube, pole, branch, rope, board, pool noodle, motorised boat, reach rescue equipment
Buoyancy	kickboard, noodle, floatation devices (life jacket or wetsuit)
Water familiarisation	toys, a bucket with holes in it, cups, noodles (not goggles)
Stroke development	kickboard, noodle, goggles, flippers, pool buoy, hand paddles, video
Submersion	goggles, mask, snorkel, nose clip, diving rings or bricks (retrievable devices)



Elective 2 – Fitness Focus

Question 1

Marks	0	1	2	3	4	5	6	7	8	Average
%	4	1	1	3	12	5	10	6	57	6.4

Client	Fitness centre service	Perceived benefits
Anna, 60 years old, likes to do classes to meet friends. She has developed arthritis in her knees and ankles. She needs low-impact/non-weight-bearing activities.	aqua aerobics	social
Barry, a 45 year old removalist, has been told by his doctor that increasing his flexibility will reduce his back pain.	yoga	health
Shauna, 30 years old, likes running and is training for a marathon. She has joined the gym because it is often too dark when she gets home from work to run.	treadmill	athletic
Leslie, 25 years old, wants to lose weight for her wedding. She does not like running but wants to do classes that will improve her aerobic fitness.	spinning class aqua aerobics class (if not used for Anna)	cosmetic

Question 2a–d.

Marks	0	1	2	3	4	5	6	7	8	Average
%	1	10	25	30	20	7	4	2	0	3.1

2a.

Philli would be in the beginner stage of fitness.

2b.

Goal setting is important:

- for progression/stages/ongoing motivation
- to help your client focus on where they want their workout program to take them
- to assist with meeting objectives identified in the fitness appraisal.

2c.

- Neural feedback – proprioception doesn't come from any specific organ, but from the nervous system as a whole.
- Perception governed by proprioceptors, as awareness of the position of one's body.
- Proprioception is one of the human senses – there are between nine and 21 in all, depending on which sense researcher you ask. Rather than sensing external reality, proprioception is the sense of the orientation of one's limbs in space. Linking mind to muscles (conditioning).
- Learning any new motor skill involves training our proprioceptive sense. Anything that involves moving our arms or legs in a precise way without looking at them invokes it.
- Prevention of injury.

A majority of students were unaware of the term 'proprioception'.

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

Proprioception is the ability to 'feel' a movement/action, as conveyed through muscles ligaments tendons etc. It is important to fitness training as it allows the participant to identify whether they are performing the intended exercise correctly for a successful outcome. It also allows for possible movements which could cause injury to be identified and corrected before they occur

2d.

Maximum Heart Rate – $220 - 35 = 185$ (equation used is $220 - \text{age} = \text{maximum heart rate}$)

Target Heart Rate – $60\% = 111$ beats per minute, $85\% = 157$ beats per minute

Any target heart rate in the range of 60–85% (expressed as a number or a percentage) was accepted.

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Question 2ei–f.

Marks	0	1	2	3	4	5	Average
%	2	16	12	24	28	18	3.2

2ei.

All answers that require resistance were acceptable (excluding cardio activities).

2eii.

A possible answer could have been: Circuit Training is a technique that involves moving from one exercise to another, with each exercise working a different muscle group until each muscle has been worked. It can include strength training stations, cardio stations or a mixture of the two. The purpose is to keep the heart rate elevated.

The following are two examples of high-scoring responses.

Resistance training – This involves moving a muscle against a dead weight (resistance) such as a dumbbell. It aids in improving strength and is suitable to Philli as it tones muscles

Circuit Training – Circuit training is a form of resistance training in which the participant performs a ‘circuit’ on resistance type machines/exercises (ie: pin loaded equipment) I would use it as it is a method to improve muscular strength and meets her target goals to tone muscles and define figure, lose weight.

2f.

After Philli has finished with the bench press machine she should:

- wipe down the machine
- put away the weights.

Question 3

Marks	0	1	2	3	4	5	Average
%	2	1	2	8	27	60	4.4

Problem	Allied Health Professional
Sore muscles	physiotherapist, massage therapist, myotherapist, osteopath, GP, exercise physiologist, sports doctor
Poor posture	chiropractor, kinesiologist, physiotherapist, GP
Client struggling with work/life balance	psychologist, occupational therapist, life coach, counsellor, psychiatrist, GP
Ingrown toenail	podiatrist, GP
High blood pressure	GP, cardiologist, medical practitioner, dietician, nutritionist

This question was handled well by most students.

Questions 4 and 5

Marks	0	1	2	3	4	Average
%	3	16	19	34	28	2.7

Question 4

Joint	Type of joint
Hip	ball and socket/synovial
Knee	hinge/floating/synovial
Ankle	hinge/gliding/synovial

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Question 5

Preventative maintenance on fitness equipment should be performed:

- for OH&S (to reduce the risk of injury)
- so it remains clean/hygienic
- to keep equipment lasting longer
- to check for damage
- to ensure adherence to risk assessment policy/procedures.

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

Maintenance checks allow for maintenance issues on equipment to be identified and fixed so that chances of a person injuring themselves ↓ Chance of risk due to faulty equipment is reduced.

Elective 3 – Outdoor Recreation Focus

Question 1a.

Marks	0	1	2	3	4	Average
%	3	3	25	4	65	3.3

1ai.

Location C has the highest average monthly rainfall in October.

1aii.

Location A has the lowest rainfall during the month identified in 1ai.

1aiii.

The average temperature for this location during this month is 22°C.

The unit of measurement was not required.

Question 1b.

Marks	0	1	2	3	Average
%	3	0	25	72	2.7

1b.

Location – B

Justification – Less rainfall, lowest precipitation, mildest temperatures (campers have a lower chance of getting rained on, dehydration will not occur as fast)

Students interpreted the table well in order to analyse the location and justify why location was chosen.

Question 2

Marks	0	1	2	3	4	5	6	7	8	Average
%	7	6	10	7	21	6	11	6	27	4.8

Information required	Source of information
1. Medical conditions	1. Medical form
2. Injuries/illness	2. Medical form
3. Goals/objectives	3. Survey/questionnaire
4. Name/age/gender/number	4. Permission form

Other possible answers included:

- previous experience of clients – parents/teacher/leader

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- organisational aims – policy
- expectations, organisation aims, aspirations of clients
- special requirements
- basic rules/codes covering the activity including health and safety issues
- the session environment (weather, maps, rainfall) – Internet and local authorities
- funds available – receipt/statements
- weather – previous charts/history/forecasts/Internet
- tracks – maps/leader/guide /organisation
- equipment available – gear list
- equipment needed/required – shop
- equipment list – teacher, leader, tour organiser
- transport.

Question 3a–c.

Marks	0	1	2	3	4	5	6	7	8	9	10	Average
%	0	0	1	7	15	10	17	11	14	13	11	6.6

3a.

Physical resources you would advise the group to bring on the hike include (any four of):

- food
- water
- clothing – footwear and thermals
- personal equipment – backpack, compass, whistle, shovel, tent, toilet paper
- safety equipment – sun protection, personal first aid requirements, medication.

3b.

Hazards that you will need to assess for the hike include (any two of):

- group dynamics (experience of the group)
- health issues (illness and injury)
- available resources
- environment (weather or terrain).

3c.

Effects on the Currawong population include:

- death
- disturbance
- loss of habitat
- altered populations
- intrusion – feeding, introduced species.

Questions 4a–b. and 5

Marks	0	1	2	3	4	5	Average
%	6	10	18	38	17	11	2.9

4a.

To prevent further injury to the walker's shoulder you could use:

- the jumper to make a sling
- water bottles to cool the shoulder.

4b.

They should try to use a mobile phone to contact emergency services by dialling 112.

Question 5

Pollution is the introduction (either by nature or human) of contaminants into a natural environment that causes instability or disorder, harm or discomfort to the ecosystem (in the form of noise, heat, light and chemical energy). Physical damage is caused by humans or nature causing soil erosion, destruction to plants or other resources.



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

Pollution is regarding anything left in the environment that does not belong such as litter, food scraps or pollution to the air or water. Physical damage is referring to damage caused to the environment such as erosion, spread of cinnamon fungus, walking off track and harming plant and animal life

Elective 4 – Sport Focus

Question 1a.

Marks	0	1	2	3	Average
%	7	19	45	29	2

1a.

This method optimises participation because:

- the group does not have to wait in line – everyone is participating
- it is a great way to keep the players from getting bored and maintain motivation
- it maximises fun/enjoyment.

1b.

This style of program delivery is appropriate for the participants because:

- it allows them to work at their own level of skills/pace
- there is variety while motivation is maintained
- it maximises engagement.

1c.

If the session was relocated to the tennis court you would need to:

- eliminate the shooting station – change the shooting station to another skill drill
- make or create a modified basket to replace the basketball net/ring.

Question 2a.

Marks	0	1	2	3	4	5	6	Average
%	7	6	17	11	25	9	25	3.7

2a.

Medical information	How to cater
Asthma	Avoid high-intensity cardio activity and have medication and plan nearby.
Food allergy	Avoid a break for snacks/separate student while eating.
Hearing impaired	Ensure the affected student is placed directly in front of the instructor.
Injury	Provide alternative activities, simplify and modify activity, give the student an alternative activity (score, referee).
ADHD	Increase supervision, allow time for medication if required.

Question 2b–e.

Marks	0	1	2	3	4	5	6	7	Average
%	2	3	11	19	28	23	12	2	4

2b.

Apart from medical conditions, other factors that may affect the participation of students include (two of):

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- CALD (culturally and linguistically diverse)
- gender
- sexuality
- age
- general health – fitness, physical or skill ability
- alcohol and other drug abuse
- disability (mental illness)
- location
- income
- family systems
- religion/culture
- personal interests.

2c.

Forty-eight games can be held at the same time.

2d.

Criteria that you would use to evaluate the tournament include (any three of):

- aims and objectives of the program and each session
- sequence of sessions
- suitability and safety of facilities and equipment
- content, structure and processes of the sessions within the program
- constraints affecting the sessions and the overall program.

2e.

Promote fairness by eliminating bias/not favouring their team or the opposition (favouritism).

Question 3a–b.

Marks	0	1	2	Average
%	6	33	61	1.6

These questions were handled well.

3a.

To ensure that players do not get tangled in the net, you could:

- erect clear and noticeable warning signs/cones
- eliminate or substitute the equipment.

3b.

If the problem cannot be fixed, you should:

- withdraw the equipment immediately and engage help if required
- isolate the area
- cease or move the activity.

Question 4

Marks	0	1	2	Average
%	10	23	67	1.6

4a.

To allow the game to continue you could:

- ask the fans if you could borrow their megaphone and use it to make calls
- use the handkerchief to create visual signals
- use hand signals (visual)
- create a whistle or use your own voice
- find/borrow another whistle.



Question 5a–d.

Marks	0	1	2	3	4	5	6	7	8	Average
%	2	3	4	13	26	22	17	10	3	4.6

5a.

It is important to know something about the nature of the historical, cultural or physical factors that affect the participation of youths from specific communities in recreation in order to:

- communicate with the participants
- know their needs
- understand their beliefs
- understand the impact of the disability on participation.

5b.

When communicating with the group, you need to consider:

- age
- preferred method of communication
- physical or cultural factors
- sensory or intellectual impairment; for example, vision or hearing loss
- language/literacy/cultural background.

5c.

You would change the date of the sport session to:

- make modifications to the recreation activity or environment to meet the requirements of people from specific communities – cultural factors
- undertake all work that reflects understanding and application of the principles of social justice, advocacy, human rights, anti-discrimination and confidentiality, practices to address cross-cultural issues, relevant equitable access principles and practices, including occupational health, safety and welfare, and equal employment opportunity and practices that protect confidentiality
- avoid offending religious/cultural groups, maximise participation to achieve desired outcomes
- avoid them missing out on the activity due to their cultural beliefs.

5d.

The best time to get the participants to fill in the evaluation form is at the conclusion of the activity/immediately after the conclusion to:

- ensure the evaluation is maximised while it is fresh in the minds of participants at the conclusion of the session
- see if the aims and objectives of the program have been met
- measure the success of the program.

Question 6

Marks	0	1	2	Average
%	13	37	51	1.4

Ways you can ensure that all persons involved in a competition are aware of the rules, regulations and guidelines include (two of):

- mail out regulations
- rule book
- direct people to the website
- briefings.