

2001 HSC Notes from
the Examination Centre
Primary Industries

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2001 HSC NOTES FROM THE EXAMINATION CENTRE PRIMARY INDUSTRIES

Introduction

This document has been produced for the teachers and candidates of the Stage 6 course in Primary Industries. It provides comments with regard to responses to the 2001 Higher School Certificate Examination, indicating the quality of candidate responses, and highlighting the relative strengths and weaknesses of the candidature in each section and each question.

It is essential for this document to be read in conjunction with the relevant syllabus, the 2001 Higher School Certificate Examination, the Marking Guidelines, and other support documents, which have been developed by the Board of Studies to assist in the teaching and learning of Primary Industries.

In 2001 a total of 423 candidates sat for the examination in Primary Industries.

Section I

Part A – Multiple choice

Questions	Correct Response
1	B
2	C
3	B
4	B
5	D
6	A
7	C
8	D

Questions	Correct Response
9	C
10	A
11	D
12	D
13	C
14	D
15	D

Section II

Question 16

All candidates were able to score some marks, the majority achieving results in the upper mark ranges.

All candidates were able to identify at least one hazard. The better responses directly linked safety hazards to consequences.

This question enabled the majority of candidates to achieve some marks. However, some candidates were unable to identify an appropriate 'Act' or other form of legislation that had an impact on workplace safety.

Better responses identified a specific piece of legislation relating to a safe workplace, described the basis of the legislation and gave a specific example in the primary industries area.

Most candidates did not name a piece of legislation but were able to describe what was expected in a safe working environment, or give primary industries examples of the impacts of safety legislation.

Question 17

The majority of candidates were able to achieve some marks in this question. Most candidates were able to identify at least one strategy that could be implemented to overcome the issue of noise in the workplace.

Those responses earning the highest marks related the role of the employee in reducing the hazard. Predominantly the discriminating factor was the need for employee responsibility for OH&S issues, eg when PPE (ear plugs) are supplied, they must be used.

A number of candidates confused the roles of the employee and the employer.

Question 18

This question was answered well by most candidates.

A number of candidates had difficulty differentiating between a pre-operative and post-operative procedures, often giving further pre-operative procedures in response to part (b).

The better responses identified a pre-operative procedure eg calibration, and then explained how the procedure was carried out. Many candidates were only able to state a pre-operative check eg check that a syringe is sterile, without giving any explanation as to how the procedure was performed.

The better responses linked an appropriate post-operative procedure — eg ensuring that the drench gun is cleaned after use — to a reason, such as preventing contamination. Other candidates were either able to identify a post-operative procedure without linking it to an effect, or failed to mention an appropriate post-operative procedure.

Question 19

Full marks were awarded to candidates who correctly completed all the information from the chemical label. This included the full date, product name, active ingredient, full name of the manufacturer, quantity, batch number and expiry date.

Approximately 80% of candidates failed to include the BNX prefix on the batch number.

Most candidates had trouble recognising that there are primary and secondary reasons for the need to record batch number and expiry date.

Many candidates gave only a primary reason for recording the expiry date and batch number, eg legal reasons, breakdown of ingredient, recall of product or identification of the product.

Few candidates were able to explain that after the breakdown of a chemical after the expiry date (primary reason), the ingredient may become ineffective or toxic (secondary reason).

Some candidates explained that the batch number was for identification of the product pack and possible recall by the manufacturer (primary reason) and may involve batch testing for contamination or failure (secondary reason).

Question 20

Most candidates answered part (a) well.

In part (b), most candidates were able to access the question. Candidates were able to interpret the graph and relate the fact that both curves reached an acceptable concentration level on day 14.

Part (c) allowed most candidates to show that they understood the concept that selling chemically treated livestock before the suggested re-entry time results in a pesticide concentration that may be unacceptable.

Many candidates were unable to link these high levels of pesticide with the consequences that followed from them and so were only able to access the lower range of marks.

Better responses showed that these high levels resulted in these carcasses being condemned and producers not being paid for their product. In some situations there could be health issues for humans who consume the contaminated carcass. Some candidates realised that if these animals were exported and high residue levels were found the whole consignment could be rejected and trade relations with that country may be affected.

Question 21

Better responses to this question listed all five tasks and activities in a justifiable priority order, with the injured worker being the highest priority.

Weaker responses failed to list all tasks or did not place them in priority order with the tasks that could have been conducted over an extended period of time being given least priority.

Better responses listed the relevant information the supervisor required to deal with the complaint including the name of the customer, time or date of the call, a return contact number and the nature of the complaint.

Weaker responses summarised irrelevant information about the injured worker and failed to record the information required by the supervisor to deal with the complaint.

Section III

Question 22

Candidates demonstrated a sound knowledge of OH&S and how it relates to the workplace. This question was generally well answered.

The majority of candidates listed and explained three or more issues that would commonly be encountered in the workplace (either a farm or veterinary clinic).

The better responses made links between the ‘issues’ and the ‘strategies’, and explained how the employer could communicate these to their employees. Many candidates however, were unable to make the link and simply explained a range of issues of concern in the workplace

Better responses provided a diverse range of examples of relevant OH&S issues. These candidates were also able to demonstrate a detailed knowledge of the effects of these issues on productivity. They were able to describe a range of communication strategies or procedures to reduce risk and to inform employees effectively.

Weaker responses:

- did not make the link between identified ‘issues’ and the ‘strategies’ used to inform employees of these
- listed a range of issues only
- listed a limited range of strategies only
- failed to explain how the strategies would be implemented and the expected results of their communication to the employee.

Question 23

Very few candidates answered this question well. In better responses these candidates successfully evaluated a broad range of procedures for both the minimisation and the management of a spill. These responses demonstrated an in-depth understanding of the use of chemicals in the primary industry workplace. In these responses these candidates were able also to propose, prioritise and evaluate a full range of procedures for both minimising and managing a spill. They were able to give an extensive range of procedures to prevent or minimise the risk of a spill occurring. Appropriate workplace examples and correct industry terminology were used. Their ideas were presented in a well-reasoned and cohesive response.

Weaker responses demonstrated some knowledge of chemical use and storage and some procedures that might prevent spills occurring to these responses, candidates. They were able to describe some procedures using relevant terminology, but their descriptions were limited. Many simply wrote all that they knew about personal protection, chemical storage and the need to read the label without being able to relate this to the question.

Question 24

The better responses explained the nature of a specific pest and showed extensive knowledge and understanding of its life cycle. These responses fully explained the design and implementation of a chemical control program within an integrated pest management system. They evaluated the steps in the design and implementation by providing a cohesive discussion of the value of each procedure using specific workplace examples, and correct industry terminology.

The weaker responses demonstrated a basic general knowledge of procedures used to implement chemical control programs without reference to the workplace. The ideas were often presented as a list, providing little justification and using little industry terminology.

Primary Industries

2001 HSC Examination Mapping Grid

Question	Marks	<i>Units of Competency</i> (R U A)
Section I:		
1	1	AGCORE1A
2	1	AGCORE3A
3	1	AG2007CHA
4	1	AGCORE1A
5	1	AGCORE1A
6	1	AGCORE3A, AG2010CHA
7	1	AG2005CHA
8	1	AGCORE3A
9	1	AG2009CHA
10	1	AGCORE1A, 2A, 3A
11	1	AG2006CHA
12	1	AG2006CHA, 7CHA, 8CHA
13	1	AG2006CHA, 7CHA, 8CHA
14	1	AG2005CHA, 6CHA, 9CHA
15	1	AGCORE1A, 2A
Section II:		
16(a)	4	AGCORE5A
16(b)	4	AGCORE1A, 2A, 5A
17	5	AGCORE1A, 2A, 3A, 5A
18(a)	2	AG2008CHA, AG2009CHA
18(b)	2	AG2008CHA, AG2009CHA
19(a)	2	AGCORE3A, AGCORE5A, AG2005CHA, AG2006CHA, AG2007CHA
19(b)	3	AGCORE3A, AGCORE5A, AG2005CHA, AG2006CHA, AG2007CHA
20(a)	1	AG2009CHA
20(b)	1	AG2009CHA
20(c)	4	AG2009CHA
21(a)	2	AGCORE2A, AGCORE4A, AGCORE6A
21(b)	2	AGCORE2A, AGCORE4A, AGCORE6A
21(c)	3	AGCORE2A, AGCORE4A, AGCORE6A
Section III:		
22	15	AGCORE1A, 3A, 4A, 5A, AG2005CHA, AG2006CHA, AG2007CHA, AG2008CHA, AG2009CHA, AG2010CHA, AG2011CHA, AG2012CHA
23	15	AG2011CHA, AG2012CHA
24	15	AG2006CHA

2001 HSC Primary Industries Marking Guidelines

Question 16 (a) (4 marks)

Units of competency assessed: AGCORE5A

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Names two hazards from the drawing and indicates at least one possible consequence of each hazard 	4
<ul style="list-style-type: none"> Names two hazards from the drawing and indicates one possible consequence of one of the hazards 	3
<ul style="list-style-type: none"> Names two hazards, with no indication of possible effect <p>OR</p> <ul style="list-style-type: none"> Names one hazard and indicates at least 1 possible consequence of the hazard 	2
<ul style="list-style-type: none"> Identifies one hazard 	1

Question 16 (b) (4 marks)**Units of competency assessed: AGCORE1A, AGCORE2A, AGCORE5A****MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Identifies an Act, outlines the requirements of the Act in relation to a primary industries workplace, and shows the effects of these requirements on workplace safetyMay provide appropriate examples/situations	4
<ul style="list-style-type: none">Identifies an Act and provides a limited explanation of the requirements of the Act in relation to a primary industries workplace, usually providing at least one example/situation	3
<ul style="list-style-type: none">Identifies a relevant Act OR <ul style="list-style-type: none">Describes the effect(s) of relevant legislation	2
<ul style="list-style-type: none">Describes relevant legislation OR <ul style="list-style-type: none">Gives one generic example of the effects of legislation	1

Question 17 (5 marks)*Units of competency assessed: AGCORE1A, AGCORE2A, AGCORE3A, AGCORE5A***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Identifies issues related to the employee's responsibility to use equipment and procedures in the appropriate mannerDemonstrates an awareness of the need to minimise noise hazardsProposes appropriate strategies for an employee to follow, after becoming aware of a noise hazardIndicates the strategies an employee could use to raise the awareness of a supervisor of the need to manage noise hazards	5
<ul style="list-style-type: none">Discusses several strategies that could be used in the management of noise hazards	4
<ul style="list-style-type: none">Lists several strategies that could be used in the management of noise hazards	3
<ul style="list-style-type: none">Lists 4 noise hazards <p>OR</p> <ul style="list-style-type: none">Lists 2 strategies for an employee to use in the management of noise hazards	2
<ul style="list-style-type: none">Lists at least 2 noise hazards <p>OR</p> <ul style="list-style-type: none">Names a strategy used in the management of a noise hazard	1

Question 18 (a) (2 marks)*Units of competency assessed: AG2008CHA, AG2009CHA***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Indicates at least two features of the procedure for carrying out a pre-operative check of the named equipment	2
<ul style="list-style-type: none">States a pre-operative check OR describes a pre-operative check with some inaccuracies	1

Question 18 (b) (2 marks)*Units of competency assessed: AG2008CHA, AG2009CHA***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">For the named piece of equipment, gives the reason for the procedure, by linking cause and effect associated with failure to do so	2
<ul style="list-style-type: none">Identifies appropriate post-operative procedure OR <ul style="list-style-type: none">Describes potential effect of NOT carrying out post-operative procedure without describing the procedure	1

Question 19 (a) (2 marks)

Units of competency assessed: AGCORE3A, AGCORE5A, AG2005CHA, AG2006CHA, AG2007CHA

MARKING GUIDELINES

Criteria	Marks
• Correctly completes chemical inventory	2
• At least four correct entries on chemical inventory	1

Question 19 (b) (3 marks)

Units of competency assessed: AGCORE3A, AGCORE5A, AG2005CHA, AG2006CHA, AG2007CHA

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Explains the importance of the expiry date and batch number in terms of product spoilage/manufacturer recall• Outlines a primary and secondary reason for each (spoilage → toxicity; recall → test samples from same or different batches)	3
<ul style="list-style-type: none">• Explains the importance of the expiry date and batch number in terms of spoilage/recall without giving secondary effect <p>OR</p> <ul style="list-style-type: none">• Explains the importance of either expiry date or batch number, including a primary and secondary reason	2
<ul style="list-style-type: none">• Explains the importance of the expiry date or the batch number in terms of primary reason only	1

Question 20 (a) (1 mark)*Units of competency assessed : AG2009CHA***MARKING GUIDELINES**

Criteria	Marks
• Identifies pesticide concentration from graph	1

Question 20 (b) (1 mark)*Unit of competency: AG2009CHA***MARKING GUIDELINES**

Criteria	Marks
• Identifies the length of the re-entry period from graph	1

Question 20 (c) (4 marks)**Units of competency assessed: AG2009CHA****MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> States that the pesticide concentration may still be above the acceptable level Names two negative aspects of the pesticide that may cause further negative consequences Links each negative aspect with a correct negative secondary consequence for the farmer or the consumer 	4
<ul style="list-style-type: none"> States that the pesticide concentration may still be above the acceptable level Names one negative aspect of the pesticide that may cause further negative consequences Links this negative aspect with a correct negative secondary consequence for the farmer or the consumer <p>OR</p> <ul style="list-style-type: none"> Names two negative aspects of the pesticide that may cause further negative consequences <p>OR</p> <ul style="list-style-type: none"> Names two negative secondary consequences without mentioning the negative aspect(s) of the pesticide, that causes them 	3
<ul style="list-style-type: none"> States that the pesticide concentration may still be above the acceptable level and, Names one negative aspect of the pesticide that may cause further negative consequences <p>OR</p> <ul style="list-style-type: none"> Names one negative secondary consequence without mentioning the negative aspect of the pesticide, that causes it 	2
<ul style="list-style-type: none"> States that the pesticide concentration may still be above the acceptable level <p>OR</p> <ul style="list-style-type: none"> Names one negative aspect of the pesticide that may cause further negative consequences <p>OR</p> <ul style="list-style-type: none"> Names one negative secondary consequence without mentioning the negative aspect of the pesticide, that causes it 	1

Question 21 (a) (2 marks)*Units of competency assessed: AGCORE2A, AGCORE4A, AGCORE6A***MARKING GUIDELINES**

Criteria	Marks
• Lists the five tasks and activities in a justifiable priority order	2
• 3-4 tasks listed in a justifiable priority order OR • All five tasks listed but not in priority order	1

Question 21 (b) (2 marks)*Units of competency assessed: AGCORE2A, AGCORE4A, AGCORE6A***MARKING GUIDELINES**

Criteria	Marks
• Justifies task of assisting co-worker, explaining that the well-being of people is paramount in any situation	2
• Logically justifies a first priority other than tending to co-worker	1

Question 21 (c) (3 marks)*Units of competency assessed: AGCORE2A, AGCORE4A, AGCORE6A***MARKING GUIDELINES**

Criteria	Marks
• Summarises all relevant information ie name, contact number, time, nature of complaint	3
• Most, or at least the relevant, information summarised	2
• Scant, or irrelevant, information summarised	1

Question 22 (15 marks)

Units of competency assessed: *AGCORE1A, AGCORE3A, AGCORE4A, AGCORE5A, AG2005CHA, AG2006CHA, AG2007CHA, AG2008CHA, AG2009CHA, AG2010CHA, AG2011CHA, AG2012CHA*

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Critically examines a wide range of relevant OH&S issues, and proposes appropriate communication strategies • Demonstrates breadth and depth in the treatment of ideas and information • Communicates ideas by using correct primary industries terminology and appropriate workplace examples • Organises answer in a well-reasoned and cohesive response 	13 – 15
<ul style="list-style-type: none"> • Critically examines some relevant OH&S issues and communication strategies • Demonstrates a sound knowledge of ideas and information • Communicates ideas by using correct primary industries terminology and appropriate workplace examples • Organises answer in a well-reasoned response 	10 – 12
<ul style="list-style-type: none"> • Explains some OH&S issues and at least two strategies to inform employees • Demonstrates a basic knowledge of ideas and information • Communicates ideas using some primary industries terminology and relevant workplace examples 	7 – 9
<ul style="list-style-type: none"> • Refers to one or more OH&S issues and one communication strategy • Demonstrates a limited knowledge of ideas and information • Communicates ideas and information with limited use of primary industries terminology 	4 – 6
<ul style="list-style-type: none"> • Lists at least 1 OH&S issue • Names at least 1 communication strategy • Communicates using basic terminology 	1 – 3

Question 23 (15 marks)

Units of competency assessed: AG2011CHA, AG2012CHA

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a thorough understanding of procedures appropriate for the management and minimisation of chemical spills in a primary industries workplace • Proposes and evaluates a range of procedures that could be implemented to both minimise and manage chemical spills • Communicates ideas and information by integrating correct industry terminology in a well-reasoned, cohesive response supported by appropriate workplace examples 	13 – 15
<ul style="list-style-type: none"> • Demonstrates a good knowledge and understanding of procedures that could be implemented to minimise and manage spills within a primary industries workplace • Makes a limited evaluation of the effectiveness of each procedure with or without providing supporting information • Communicates ideas and information by using industry terminology and appropriate workplace examples 	10 – 12
<ul style="list-style-type: none"> • Demonstrates a sound knowledge and understanding of procedures that could be implemented to minimise and manage spills within a primary industries workplace • Outlines some relevant procedures to minimise and manage chemical spills within the primary industries workplace • Communicates ideas and information using industry terminology 	7 – 9
<ul style="list-style-type: none"> • Demonstrates a basic knowledge of procedures that could be implemented to minimise and manage spills within a primary industries workplace • Communicates ideas and information with a limited use of industry terminology 	4 – 6
<ul style="list-style-type: none"> • Demonstrates a limited knowledge of procedures that could be implemented to minimise or manage spills within a primary industries workplace • Communicates ideas using some basic industry terminology 	1 – 3

Question 24 (15 marks)*Units of competency assessed: AG2006CHA***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates an extensive knowledge and understanding of the procedures used in implementing a chemical control program• Provides a comprehensive evaluation of the procedures, justifying or providing points for and against the strategies chosen to implement the program• Communicates ideas and information by integrating correct industry terminology in a well reasoned and cohesive discussion using appropriate workplace examples	13 – 15
<ul style="list-style-type: none">• Demonstrates a good knowledge and understanding of the procedures used in implementing a chemical control program• Provides a good evaluation of the procedures, providing some justification for the strategies chosen to implement the program• Communicates ideas and information by using correct industry terminology, and using appropriate workplace examples	10 – 12
<ul style="list-style-type: none">• Demonstrates a sound knowledge and understanding of the procedures used in implementing a chemical control program• Provides a sound evaluation of the procedures studied• Communicates ideas and information with some use of industry terminology and a reference to the workplace	7 – 9
<ul style="list-style-type: none">• Demonstrates a basic knowledge of the procedures used in implementing a chemical control program• Outlines some features of the procedures studied, with little justification for the strategies chosen to implement the program• Communicates ideas and information with little use of industry terminology	4 – 6
<ul style="list-style-type: none">• Demonstrates a limited knowledge of the procedures used in implementing a chemical control program• Communicates ideas using some basic industry terminology	1 – 3