

**2007 HSC Notes from  
the Marking Centre  
Primary Industries**

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# 2007 NOTES FROM THE MARKING CENTRE

## PRIMARY INDUSTRIES

### Introduction

This document has been produced for the teachers and candidates of the Stage 6 course in Primary Industries. It contains comments on candidate responses to the 2007 Higher School Certificate examination, indicating the quality of the responses and highlighting their relative strengths and weaknesses.

This document should be read along with the relevant syllabuses, the 2007 Higher School Certificate examinations, 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.

### General comments

In 2007, 459 candidates attempted the Primary Industries Higher School Certificate examination.

Responses demonstrated a high level of knowledge and understanding of some topic areas, particularly OHS, use of PPE, communication strategies and the use of chemicals.

The responses in Section III indicate that candidates are still having difficulty interpreting the questions.

Candidates need to be familiar with the Board's Glossary of Key Words ([www.boardofstudies.nsw.edu.au/syllabus\\_hsc/glossary\\_keywords.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/glossary_keywords.html)) which contains some terms commonly used in examination questions. However, candidates should also be aware that not all questions will start with or contain one of the key words from the glossary. Questions such as 'how?', 'why?' or 'to what extent?' may be asked or verbs which are not included in the glossary may be used, such as 'design', 'translate' or 'list'.

## Section I

Question	Correct response
1	B
2	C
3	A
4	B
5	D
6	B
7	A
8	B
9	D
10	D
11	C
12	D
13	A
14	B
15	C

## Section II

### Question 16

- (a) (ii) The better responses provided evidence for two skills needed for the advertised job. Weaker responses repeated the same evidence.
- (b) Better responses were able to provide one benefit and one limitation of each of the methods of communication. Poorer responses failed to give adequate limitations for each of the methods of communication.
- (c) Poorer candidates only listed some limitations.

### Question 17

- (b) The better responses were able to clearly identify two occupational health and safety issues using descriptive terminology, for example loose blades on slasher, incorrect lifting technique, sunburn from being outdoors. The poorer responses did not provide any descriptive terminology or only identified one issue.
- (c) Better responses demonstrated a comprehensive understanding of actions that could be taken to minimise or reduce risk as well as relating this to the issues they had identified in part (b). For example, unloading feed bags – using a mechanical aid, such as a forklift, which minimises potential for back injury; enlisting a work colleague to assist with lifting the bags; and aligning the truck onto an even platform to minimise manual handling. Poorer responses restated the issue and only briefly described the actions or limited actions to reduce or minimise the risk.

### **Question 18**

- (d) The weaker responses made some errors in completing the table and therefore had difficulty with calculating how much chemical was left after use.
- (e) Some better responses were not limited to chemical records. They provided valid reasons for many different types of farm records.
- (f) Better responses outlined procedures to follow before disposal of chemical drums, eg triple rinsing. Poorer responses either only outlined one method of disposal or listed a range of disposal options.

### **Question 19**

- (b) Better responses clearly related a cause and an effect of an environmental problem. For example, erosion was due to lack of groundcover, resulting in poor soil structure allowing for the movement of topsoil further down the slope. Poorer responses stated a cause of the environmental problem without relating this to the effect.
- (c) Better responses were able to propose a range of strategies for an identified problem and provided strong justification for the strategies. These responses identified positive and/or negative points and provided an evaluation of the strategies. Poorer responses contained a range of strategies but did not evaluate the strategies in their responses.

## **Section III**

Candidates were required to answer two questions (out of three) from this section.

### **Question 20**

Better responses organised their information in a well-reasoned and cohesive manner, using precise industry terms. These candidates were able to provide a range of measures to reduce the risk of damage to property (eg move livestock to higher ground, secure loose objects, sandbag areas, open flood gates) and then provided links to the impacts of weather changes. These detailed responses gave sound justification for the choice of communication method, eg UHF – quick, reliable, in real time, not affected by potential power loss, cost effective, although may be fuzzy or unclear. Poorer responses failed to provide justification for their communication choice.

### **Question 21**

The better responses were able to answer all parts of the question in detail and provided justification for the use of recognised workplace practices. In the better responses, candidates were able to specifically relate the workplace practices and strategies for managing the major chemical spillage near the creek.

Poorer responses did not address all areas of the question, such as description and justification of workplace practices and work instructions.

**Question 22**

Better responses addressed all parts of the question and described in detail their method for constructing a fence. They included planning, listing equipment used, discussing the construction of the fence with a SOP, completing a risk assessment and justifying the control measures.

In poorer responses, candidates identified the risks and some control methods, but did not justify the control methods in their responses.

# Primary Industries

## 2007 HSC Examination Mapping Grid

Question	Marks	Unit of competency / Element of competency
<b>Section I</b>		
1	1	RTE2503A Observe and report on weather
2	1	RTE2503A Observe and report on weather
3	1	RTC2706A Apply chemicals under supervision
4	1	RTC2704A Provide basic First Aid
5	1	RTC2705A Work effectively in Industry
6	1	RTC2705A Work effectively in Industry
7	1	RTC2801A Participate in workplace communications RTC2701A Follow OHS Procedures
8	1	RTC2801A Participate in workplace communications
9	1	RTC2702A Observe environmental work practices
10	1	RTC2702A Observe environmental work practices
11	1	RTC2401A Treat weeds
12	1	RTC2209A Install, maintain and repair fencing
13	1	RTC2701A Follow OHS Procedures
14	1	RTC2701A Follow OHS Procedures
15	1	RTC2209A Install, maintain and repair fencing RTC2801A Participate in workplace communication
<b>Section II</b>		
16 (a) (i)	1	RTC2801A Participate in workplace communication
16 (a) (ii)	2	RTC2705A Work effectively in Industry
16 (b)	3	RTC2801A Participate in workplace communication RTC2705A Work effectively in Industry
16 (c)	3	RTC2801A Participate in workplace communication RTC2705A Work effectively in Industry
17 (a)	1	RTC2701A Follow OHS Procedures
17 (b)	2	RTC2701A Follow OHS Procedures
17 (c)	6	RTC2701A Follow OHS Procedures
18 (a)	1	RTC2706A Apply chemicals under supervision
18 (b)	1	RTC2706A Apply chemicals under supervision
18 (c)	2	RTC2706A Apply chemicals under supervision
18 (d)	1	RTC2706A Apply chemicals under supervision
18 (e)	2	RTC2706A Apply chemicals under supervision
18 (f)	2	RTC2706A Apply chemicals under supervision
19 (a)	2	RTC2702A Observe environmental work practices
19 (b)	2	RTC2702A Observe environmental work practices
19 (c)	4	RTC2702A Observe environmental work practices
<b>Section III</b>		



<b>Question</b>	<b>Marks</b>	<b>Unit of competency / Element of competency</b>
20	15	RTC2503A Observe and report on weather RTC2801A Participate in workplace communication
21	15	RTC2706A Apply chemicals under supervision RTC2702A Observe environmental work practices
22	15	RTC2209A Install, maintain and repair fencing RTC2701A Follow OHS Procedures

## 2007 HSC Primary Industries Marking Guidelines

### Section II

#### Question 16 (a) (i)

*Competencies assessed: RTC2801A*

#### MARKING GUIDELINES

Criteria	Marks
• Recognises and names TWO skills	1

#### Question 16 (a) (ii)

*Competencies assessed: RTC2705A*

#### MARKING GUIDELINES

Criteria	Marks
• Provides evidence for TWO skills	2
• Provides evidence for ONE skill	1

#### Question 16 (b)

*Competencies assessed: RTC2801A, RTC2705A*

#### MARKING GUIDELINES

Criteria	Marks
• Gives SIX correct responses	3
• Gives FOUR correct responses	2
• Gives TWO correct responses	1
• Gives ONE or less responses	0

**Question 16 (c)**

*Competencies assessed: RTC2801A, RTC2705A*

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Sketches in general terms THREE possible limitations	3
• Sketches in general terms TWO possible limitations	2
• Sketches in general terms ONE possible limitation	1

**Question 17 (a)**

*Competencies assessed: RTC2701A*

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Correctly identifies person responsible	1

**Question 17 (b)**

*Competencies assessed: RTC2701A*

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Recognises and names issues relating to tasks	2
• Recognises and an issue relating to tasks	1

**Question 17 (c)**

*Competencies assessed: RTC2701A*

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a comprehensive understanding of minimising/reducing risk of injury</li> <li>• Relates actions that could be taken to reduce/minimise the risk of injury</li> </ul>	6
<ul style="list-style-type: none"> <li>• Demonstrates a detailed understanding of minimising/reducing risk of injury</li> <li>• Relates actions that could be taken to reduce/minimise the risk of injury</li> </ul>	5
<ul style="list-style-type: none"> <li>• Demonstrates a sound understanding of minimising/reducing risk of injury</li> <li>• Relates action(s) that could be taken to reduce /minimise the risk of injury</li> </ul>	4
<ul style="list-style-type: none"> <li>• Demonstrates an understanding of minimising/reducing risk of injury</li> <li>• Relates an action that could be taken to reduce/minimise the risk of injury</li> </ul>	3
<ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of minimising/reducing risk of injury</li> <li>• Attempts to explain an action</li> </ul>	2
<ul style="list-style-type: none"> <li>• Identifies an issue not already listed in (b)</li> <li>• Identifies an action</li> </ul>	1

**Question 18 (a)**

*Competencies assessed: RTC2706A*

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Correctly identifies group</li> </ul>	1

**Question 18 (b)**

*Competencies assessed: RTC2706A*

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Correctly identifies active constituent</li> </ul>	1

**Question 18 (c)**

*Competencies assessed: RTC2706A*

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Names THREE pieces of P.P.E.</li> </ul>	2
<ul style="list-style-type: none"> <li>• Names TWO pieces of P.P.E</li> </ul>	1

**Question 18 (d)***Competencies assessed: RTC2706A***MARKING GUIDELINES**

Criteria	Marks
• Completes chemical inventory correctly	1

**Question 18 (e)***Competencies assessed: RTC2706A***MARKING GUIDELINES**

Criteria	Marks
• Provides correct reasons	2
• Provides a correct reason	1

**Question 18 (f)***Competencies assessed: RTC2706A***MARKING GUIDELINES**

Criteria	Marks
• Sketches in general terms features of the methods of disposal	2
• Sketches in general terms features of a method of disposal	1

**Question 19 (a)***Competencies assessed: RTC2702A***MARKING GUIDELINES**

Criteria	Marks
• Lists environmental problems	2
• Lists an environmental problem	1

**Question 19 (b)***Competencies assessed: RTC2702A***MARKING GUIDELINES**

Criteria	Marks
• Relates the cause and effect of an environmental problem	2
• Outlines an environmental problem	1

**Question 19 (c)***Competencies assessed: RTC2702A***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Proposes a range of strategies for an identified problem</li><li>• Makes a critical judgement of the strategie(s)</li></ul>	4
<ul style="list-style-type: none"><li>• Proposes strategies for an identified problem</li><li>• Makes a judgement</li></ul> OR <ul style="list-style-type: none"><li>• Proposes a strategy for an identified problem</li><li>• Makes a critical judgement of the strategy</li></ul>	3
<ul style="list-style-type: none"><li>• Proposes a range of strategies</li></ul> OR <ul style="list-style-type: none"><li>• Proposes a strategy and provides a judgment</li></ul>	2
<ul style="list-style-type: none"><li>• Identifies a possible strategy for an identified problem</li></ul>	1

## Section III

### Question 20

*RTC2503A RTC2801A*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Provides a range of appropriate measures to reduce the risk of damage to property</li> <li>• Provides details of:               <ul style="list-style-type: none"> <li>- a significant number of relevant sources of weather and climate information</li> <li>- information needed to be received and conveyed</li> <li>- justification of their choice of communication methods</li> <li>- likely impacts of weather changes</li> </ul> </li> <li>• Organises information in a well reasoned and cohesive response</li> <li>• Communicates ideas using precise industry terms</li> </ul>	13–15
<ul style="list-style-type: none"> <li>• Provides some measures to reduce the risk of damage to property</li> <li>• Provides:               <ul style="list-style-type: none"> <li>- a number of relevant sources of weather and climatic information</li> <li>- information needed to be received and conveyed</li> <li>- a justification of their choice communication methods</li> </ul> </li> <li>• Outlines likely impacts of weather changes</li> <li>• Organises information in a well reasoned and cohesive response</li> <li>• Communicates ideas using relevant industry terms</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Provides some features of relevant sources of weather and climatic information</li> <li>• States some information about the impact of weather changes and their effects</li> <li>• States a number of methods of communication and the information needed to be received and conveyed</li> <li>• Organises information to some extent in the response</li> <li>• Uses simple relevant industry terminology</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• States a number of relevant sources of weather and climatic information</li> <li>• Lists some information about the impact of weather changes and their effects</li> <li>• States one method of communication and the information needed to be received and conveyed</li> <li>• Uses simple industry terms</li> </ul>	4–6

**Question 20 Continued***RTC2503A RTC2801A*

<ul style="list-style-type: none"><li>• States one source of weather or climatic information</li></ul> AND/OR <ul style="list-style-type: none"><li>• States one impact of weather change</li></ul> AND/OR <ul style="list-style-type: none"><li>• States one method of communication</li></ul>	1–3
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**Question 21**
*Outcomess assessed: RTC2706A RTC2702A*
**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Provides a range of appropriate measures to manage a chemical spill near a creek</li> <li>• Provides a detailed:               <ul style="list-style-type: none"> <li>– description of the procedures for handling the situation</li> <li>– description and justification for workplace practices and instructions that are recognised and should be followed</li> <li>– description of strategies for minimizing potential negative environment impacts</li> </ul> </li> <li>• Organises information in a well reasoned and cohesive response</li> <li>• Communicates ideas using precise industry terms</li> </ul>	13–15
<ul style="list-style-type: none"> <li>• Provides some measures to manage a chemical spill near a creek</li> <li>• Provides:               <ul style="list-style-type: none"> <li>– a description of the procedures for handling the situation</li> <li>– a description and justification for workplace practices and instructions that are recognised and should be followed</li> <li>– a description of strategies for minimizing potential negative environment impacts</li> </ul> </li> <li>• Organises information in a well reasoned and cohesive response</li> <li>• Communicates ideas using precise industry terms</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Outlines some procedures for handling the situation</li> <li>• Outlines workplace practices and instructions that are recognised and should be followed</li> <li>• Outlines strategies for minimising potential negative environmental impacts</li> <li>• Organises information to some extent in the response</li> <li>• Uses simple relevant industry terms</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• List steps for handling situation</li> <li>• Names a relevant workplace practice and instruction that should be followed</li> <li>• Provides some strategies for minimising a potential environmental impact</li> <li>• Uses simple industry terms</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• States at least one step for handling situation</li> </ul> <p>AND/OR</p> <ul style="list-style-type: none"> <li>• Names a relevant workplace practice</li> </ul> <p>AND/OR</p> <ul style="list-style-type: none"> <li>• Gives one strategy for minimising a potential environmental impact</li> </ul>	1–3

**Question 22**
*Outcomes assessed: RTC2209A RTC2701A*
**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Provides a range of appropriate considerations to construct a ringlock around an orchard</li> <li>• Provides a detailed:               <ul style="list-style-type: none"> <li>– analysis of the plan and equipment required for the construction of a new ringlock fence</li> <li>– sequential set of SOPs for the construction of the ringlock fence which considers safety options</li> <li>– risk assessment and justification of how identified risks may be addressed</li> </ul> </li> <li>• Organises information in a well reasoned and cohesive response</li> <li>• Communicates ideas using precise industry terms</li> </ul>	13–15
<ul style="list-style-type: none"> <li>• Provides some considerations to construct a ringlock around an orchard</li> <li>• Provides a:               <ul style="list-style-type: none"> <li>– plan and equipment required for the construction of a new ringlock fence</li> <li>– sequential set of SOPs for the construction of the ringlock fence</li> <li>– risk assessment and justifies how identified risks may be addressed</li> </ul> </li> <li>• Organises information in a well reasoned and cohesive response</li> <li>• Communicates ideas using relevant industry terms</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Describes a plan and lists equipment required for the construction of a new ringlock fence</li> <li>• Describes a set of SOPs for the construction of the ringlock fence</li> <li>• Describes hazards and risks and how they may be addressed</li> <li>• Organises information to some extent in the response</li> <li>• Uses simple relevant industry terminology</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Outlines a basic plan and lists equipment required for the construction of a new ringlock fence</li> <li>• Outlines a set of SOPs for the construction of the ringlock fence</li> <li>• Identifies hazards or risks</li> <li>• Uses simple industry terms</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Lists some equipment required for the construction of a new ringlock fence</li> </ul> <p>AND/OR</p> <ul style="list-style-type: none"> <li>• Lists a procedure for the construction of a ringlock fence</li> </ul> <p>AND/OR</p> <ul style="list-style-type: none"> <li>• Lists some risks that may be addressed</li> </ul>	1–3