

**2003 HSC Notes from  
the Marking Centre  
Primary Industries**

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# **2003 HSC 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 provides comments with regard to responses to the 2003 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 2003 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.

### **General comments**

In 2003, 487 candidates presented for the Higher School Certificate examination in this subject.

The responses in Section II indicate that many candidates have a sound general understanding of the subject but few have the specific knowledge required to score marks in the top ranges.

The responses in Section III indicate that candidates are still having difficulty interpreting the questions and still show a poor understanding of the key terms as set out in the Glossary of Key Terms. Candidates who have a sound understanding of these terms were able to gain access to the higher marks through their ability to interpret and answer the question that was asked.

Many responses focused only on part of the question and largely ignored other aspects of the question. Few candidates were able to comprehensively answer all aspects of the questions in Section III.

## Section I

### Multiple choice

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

## Section II

All questions in this section are compulsory.

### Question 16 (6 marks)

Most candidates were able to score some marks in this question. Some were unable to identify four specific skills, instead using general descriptive terms such as training or management. The majority of candidates could identify four skills associated with the employment opportunity chosen. Few candidates could make a clear link between the nominated skill and a relevant OHS issue for all four skills. Many candidates could identify two or three skills and some OHS issues but these were not necessarily associated.

Candidates tended to list but not outline OHS issues. Many candidates mentioned the preventative measures to avoid OHS issues rather than outlining an OHS issue.

### Question 17 (7 marks)

- (a) Generally, candidates were able to identify unsafe practices. Some candidates only listed one unsafe practice and a few listed a situation rather than a practice, eg working in yards.
- (b) Some candidates handled this question very well, with the most common implications identified being employers fined and employees injured. Some candidates did not link their answer to the employer or the employee. In this question, only a few candidates identified unsafe practices rather than implications.

- (c) Most candidates attempted this question. Some candidates were able to describe strategies that an employer could implement using the hierarchy of control and made strong links to either reducing or eliminating specific OHS issues in the workplace.

The majority of candidates described two strategies in general terms but with no links to the reduction or elimination of OHS issues. Some candidates only described one strategy.

**Question 18** (8 marks)

- (a) Many candidates were able to interpret the statements provided on the Declaration form. Some candidates were unable to relate the reason to the producer, while others considered the Declaration to be a Bill of Sale or a contract.
- (b) Candidates handled this part well. Most related potential risks to the vendor's answers. However, some candidates restated the questions rather than identifying risks.
- (c) Candidates who attained full marks in this part identified and discussed at least two consequences to the vendor and at least two consequences to the purchaser. Many candidates overstated the legal consequences of not completing the Declaration correctly. A number of candidates only addressed consequences for either the vendor or the purchaser but not both. Some candidates merely listed some possible consequences.

**Question 19** (8 marks)

- (a) Most candidates were able to accurately plot the data to produce a line graph. However there were a few candidates who made no attempt. The most common error was to commence product B at 0.05 instead of 0.5.
- (b) The majority of candidates were unable to define the term 'MRL'. Some confused MRL with withholding period whilst others were able to say that MRL stands for 'maximum residue level' but made no attempt to give the meaning of this.
- (c) Most candidates were able to give the correct answer for this part of the question, even if the graph had not been completed correctly.
- (d) This part of the question was not well answered. Some candidates identified that the safe level for human consumption was reached after 7.5 days, but did not recommend a withholding period of 8 days.
- (e) Candidates were able to list issues for each of the aspects but were often unable to describe implications with a clear link to the withholding period.

**Question 20** (6 marks)

- (a) The majority of candidates scored full marks as they were able to identify risks posed by each of the hazards listed.
- (b) Very few candidates scored full marks in this part as they did not justify the changes in terms of each of the options in the hierarchy of control. A large number of candidates were able to propose changes in terms of at least two of the options in the hierarchy of control and provided

a limited justification of the points raised. Some candidates could only propose changes without justifying them.

### **Section III**

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

#### **Question 21 ( 15 marks )**

287 candidates attempted this question.

Many candidates showed a poor understanding of the term ‘analyse’. While the question presented a specific scenario, many candidates failed to respond to this in their responses. The question provided the candidates with four aspects in planning the activity and most discussed minimising risks and effective application adequately. Few candidates were able to incorporate environmental and legal obligations into their response.

The better responses provided a thorough analysis of the four aspects, with links to a comprehensive range of factors. These factors included planning the spray, distance to travel, communication, transport of spray equipment and chemical, area of the paddock, weather, topography, and personnel. These responses showed a range of reasons and consequences of these aspects and factors. Many candidates however provided limited analysis and knowledge in terms of legal obligations. They were able to describe specific industry situations where spraying problems occurred and provide industry relevant solutions.

Average responses generally showed limited analysis of all four aspects with some links to the factors. Many of the responses concentrated on planning the spray and the effect of weather. This was often a simple description of the spraying process with limited mention of the implications of the steps involved in spraying. These responses often focused on one or two aspects in the question with minimal organisation of information and few appropriate workplace examples.

Poorer responses generally listed qualities that pertained to minimising risks with little mention of effective application, or vice versa. Many focused on the technicalities of the spraying process and often gave an extensive list of PPE. Many candidates answered the question with minimal terminology or appropriate workplace examples. The responses did not relate to the situation given in the question.

#### **Question 22 ( 15 marks )**

152 candidates attempted this question.

The question was generally well answered with most candidates able to design a basic chemical inventory. Many candidates however confused a chemical inventory with a chemical application record listing weather conditions and application rates as key components of an inventory. Most were able to describe why record-keeping was performed, without making a value judgement. Very few however were able to evaluate the need for accurate record keeping or to assess the implications of not keeping records.



The better responses provided an evaluation of the need for record keeping, but did not make a detailed assessment of the implications of not keeping records. They made up a small percentage of the total number of responses to this question. These responses were well structured and cohesive and able to identify key issues such as personal safety, legal requirements and workplace efficiency.

**Question 23** (15 marks)

280 candidates attempted this question.

Some candidates confused the information presented on an MSDS with a chemical inventory, spray application record and chemical labels.

Poorer responses gave a detailed list of information contained on a MSDS, eg name, active constituent, PPE.

Some candidates could list the information contained on a MSDS as well as briefly describe it. However, they could only do this for either the use or the management of chemicals, or in the event of a chemical spill, eg PPE to avoid contamination from the chemical.

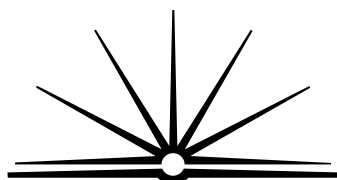
Few candidates outlined two areas from use, management or spill. For example, compatibility is essential information in the use and storage of chemicals. Understanding which chemicals work together and enhanced performance, can allow for greater efficiency and effectiveness in a spray program.

Better responses provided a discussion of two and often three areas. These responses used examples as a means of clearly identifying the importance of the information contained on the MSDS.

# Primary Industries

## 2003 HSC Examination Mapping Grid

Question	Marks	Unit of competency
1	1	1A
2	1	2A
3	1	2A
4	1	2009
5	1	2010
6	1	2009
7	1	2A
8	1	2006
9	1	2008
10	11	4A
11	1	5A
12	1	2005
13	1	2007
14	1	6A
15	1	2009
16	6	1A
17	7	2A/4A
18	8	2009 CHA
19	8	3A, 2006 CHA
20	6	5A
21	15	6A, 2007 CHA, 2009 CHA
22	15	4A, 2005 CHA, 2008 CHA
23	15	4A, 2010 CHA, 2011 CHA, 2012 CHA



**B O A R D O F S T U D I E S**  
NEW SOUTH WALES

## **2003 HSC Primary Industries Marking Guidelines**

### **Question 16**

*Competencies assessed: AG CORE 1A*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Identifies four specific relevant skills</li></ul> AND <ul style="list-style-type: none"><li>• Indicates the main features of OHS issues associated with at least 3 of the skills</li></ul>	5–6
<ul style="list-style-type: none"><li>• Identifies three or four specific relevant skills</li></ul> AND <ul style="list-style-type: none"><li>• Indicates the main features of OHS issues associated with at least 2 of the skills and lists an issue for each of the others</li></ul>	3–4
<ul style="list-style-type: none"><li>• Identifies at least one specific relevant skill</li></ul> OR <ul style="list-style-type: none"><li>• Indicates the main features of an OHS issue associated with one skill, or lists an issue for each skill</li></ul>	1–2

### **Question 17 (a)**

*Competencies assessed: AG CORE 2A, AG CORE 4A*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Lists two unsafe work practices</li></ul>	1

**Question 17 (b)**

*Competencies assessed: AG CORE 2A, AG CORE 4A*

**MARKING GUIDELINES**

Criteria	Marks
• Identifies two implications for employers and/or employees	2
• Identifies one implication for employer or employees	1

**Question 17 (c)**

*Competencies assessed: AG CORE 2A, AG CORE 4A*

**MARKING GUIDELINES**

Criteria	Marks
• Describes thoroughly two strategies that the employer could use to reduce or eliminate OH&S issues	4
• Describes one strategy in detail and one lacking detail that the employer could use to reduce or eliminate OH&S issues	3
• Describes poorly two strategies that the employer could use to reduce or eliminate OH&S issues	2
• Describes one strategy or lists two with no descriptions that the employer could use to reduce or eliminate OH&S issues	1

**Question 18 (a)**

*Competencies assessed: 2009 CHA*

**MARKING GUIDELINES**

Criteria	Marks
• Gives two reasons why cattle producers are required to complete National Vendor Declaration Form for selling cattle	2
• Gives one reason why cattle producers are required to complete National Vendor Declaration Form for selling cattle	1

**Question 18 (b)**

*Competencies assessed: 2009 CHA*

**MARKING GUIDELINES**

Criteria	Marks
• Identifies two potential risks for the purchaser associated with the vendors answers to Q3 and Q7 on the National Vendor Declaration Form – Cattle	2
• Identifies one only potential risk for the purchaser associated with the vendors answers to Q3 and Q7 on the National Vendor Declaration Form – Cattle	1

**Question 18 (c)***Competencies assessed: 2009 CHA***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Discusses at least two consequences to each the vendor and the purchaser	4
• Discusses one consequence to the vendor and one consequence to the purchaser, and identifies another consequence	3
• Discusses a consequence to either vendor or purchaser and identifies a consequence for the other	2
• Identifies a consequence for the vendor or the purchaser	1

**Question 19 (a)***Competencies assessed: AG CORE 3A, 2006 CHA***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Both sets of data correctly plotted	2
• One set of data correctly plotted	1

**Question 19 (b)***Competencies assessed: AG CORE 3A, 2006 CHA***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Correct definition for MRL	1

MRL – maximum residue level that is acceptable for a product to contain to still be fit for human consumption in Australia

**Question 19 (c)***Competencies assessed: AG CORE 3A, 2006 CHA***MARKING GUIDELINES**

Criteria	Marks
• Day 4 or correct value from graph	1

**Question 19 (d)***Competencies assessed: AG CORE 3A, 2006 CHA***MARKING GUIDELINES**

Criteria	Marks
• 8 days or correct value from graph	1

**Question 19 (e)***Competencies assessed: AG CORE 3A, 2006 CHA***MARKING GUIDELINES**

Criteria	Marks
• A comprehensive description of legal, food safety and marketing implications of slaughtering the animal before the withholding period has elapsed	3
• A sound description of the implications in at least two of three areas (legal, food safety and marketing) of slaughtering the animal before the withholding period has elapsed	2
• Correctly describes an implication in any one of three areas (legal, food safety and marketing) of slaughtering the animal before the withholding period has elapsed	1
OR	
• Lists an implication from each of the three areas	

**Question 20 (a)***Competencies assessed: AG CORE 5A***MARKING GUIDELINES**

Criteria	Marks
• Correctly identifies a risk posed/harm by each of the three hazards	2
• Correctly identifies a risk posed/harm by two of the hazards	1

**Question 20 (b)**
*Competencies assessed: AG CORE 5A*
**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>Proposes a range of possible changes to work methods and provides a detailed justification which includes consideration of at least three of the options in the hierarchy of control</li> </ul>	4
<ul style="list-style-type: none"> <li>Proposes a range of possible changes to work methods and justifies the changes by considering at least two options in the hierarchy of controls</li> </ul>	3
<ul style="list-style-type: none"> <li>Proposes at least two possible changes to work methods and provides some justification</li> </ul>	2
<ul style="list-style-type: none"> <li>Proposes at least two possible changes to work methods</li> </ul>	1

**Question 21**
*Competencies assessed: AG CORE 6A, 2007CHA, 2009 CHA*
**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>Communicates ideas in a clear and well reasoned manner using specific industry terminology</li> <li>Analyses a comprehensive range of factors involved in the activity</li> <li>Aspects identified clearly and relate to risk minimisation, effective application and environmental and legal obligations</li> </ul>	13–15
<ul style="list-style-type: none"> <li>Communicates ideas clearly using relevant industry terminology and provides a cohesive response</li> <li>Identifies and analyses some aspects that relate to risk minimisation, effective application and environmental and legal obligations</li> </ul>	10–12
<ul style="list-style-type: none"> <li>Communicates ideas in a structured cohesive manner</li> <li>Identifies and describes aspects that relate to risk minimisation and effective application and environmental and legal obligations</li> </ul>	7–9
<ul style="list-style-type: none"> <li>Communicates ideas, and demonstrates some level of understanding</li> <li>Describes some methods used to minimise risk or to meet environmental/legal obligations or for effective application of chemicals</li> </ul>	4–6
<ul style="list-style-type: none"> <li>Demonstrates a limited knowledge and uses a limited range of industry terminology</li> <li>Briefly describes some planning aspects</li> </ul>	1–3

**Question 22***Competencies assessed: AG CORE 4A, 2005CHA, 2008 CHA***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Communicates ideas in a clear well reasoned manner using specific industry terminology</li><li>• Designs a chemical inventory which is comprehensive</li><li>• A comprehensive evaluation of the need for accurate record keeping and assesses its implications</li></ul>	13–15
<ul style="list-style-type: none"><li>• Communicates ideas clearly using relevant industry terminology and provide a cohesive response</li><li>• Designs a chemical inventory which is detailed</li><li>• Evaluates the need for accurate record keeping and assesses its implications</li></ul>	10–12
<ul style="list-style-type: none"><li>• Communicates ideas in a well structured and cohesive manner</li><li>• Designs a chemical inventory</li><li>• Some limited evaluation of the need for record keeping</li></ul>	7–9
<ul style="list-style-type: none"><li>• Communicates ideas and demonstrates some level of understanding</li><li>• Designs a chemical inventory</li><li>• Outlines the need for record keeping</li></ul>	4–6
<ul style="list-style-type: none"><li>• Demonstrates a limited knowledge and uses a limited range of industry terminology</li></ul> <p>OR</p> <ul style="list-style-type: none"><li>• Designs a chemical inventory</li></ul>	1–3



**Question 23**

*Competencies assessed: AG CORE 4A, 2010CHA, 2011CHA, 2012CHA*

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Communicates ideas in a clear well reasoned manner using specific industry terminology</li> <li>• Provides a comprehensive discussion of the role of MSDS in the use and management of chemicals and in dealing with a chemical spill</li> </ul>	13–15
<ul style="list-style-type: none"> <li>• Communicates ideas clearly using relevant industry terminology and provide a cohesive response</li> <li>• Provides a relevant discussion of the role of MSDS in the use and management of chemicals and in dealing with a chemical spill</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Communicates ideas in a well structured and cohesive manner</li> <li>• Outlines the role of MSDS in the use and management of chemicals and in dealing with a chemical spill</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Communicates ideas and demonstrates some level of understanding</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Describes a MSDS and its role in using and managing chemicals</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Describes how MSDS is used in managing a chemical spill</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Demonstrates limited knowledge and uses a limited range of industry terminology</li> <li>• Briefly describes the information contained in a MSDS</li> </ul>	1–3