Primary Industries

**Working in the industry**

Welcome.

This module will assist you to review and revise content in the area of ‘Working in the industry’ in the NSW HSC Primary Industries syllabus.

You will have studied the competency [AHCWRK204 Work effectively in the industry](http://training.gov.au/Training/Details/AHCWRK204) which address the scope of learning. The full scope of learning is in ‘HSC focus area’.

This module is broken up into:

* Important notes
* Key terms and concepts
* Activities
* Putting the theory into practice
* HSC Focus Areas

How to use the resource

Work through the notes and the suggested activities in any order. Great revision techniques include working through how a problem is solved, explaining the concept, testing yourself and retrieving information from your memory. Spread your revision over a number of sessions rather than sitting at one subject for lengthy periods.

Discuss your responses with your teacher, fellow students or an interested family member.

All images, apart from those acknowledged, are  NSW Department of Education.

# Important Notes

You should use the information in this module as a prompt and guide when revising your **study notes** or **text-book information** or **other resources** provided by your teacher. You can also access industry specific information at [SafeWork NSW](https://www.safework.nsw.gov.au/your-industry/), [Farmsafe Australia](https://www.farmsafe.org.au/) (National Farmers Federation) or [NSW Department of Primary Industries,](https://www.dpi.nsw.gov.au/)

The unit [AHCWRK204 Work effectively in the industry](http://training.gov.au/Training/Details/AHCWRK204) describes the skills and knowledge required to work effectively on an individual basis and with others as well as within a hierarchy of management.

The outcomes of the HSC Primary Industries mandatory focus area ‘Working in the industry’ require that the student:

* examines the nature of primary industries
* demonstrates an understanding of working in primary industries
* explains how to communicate and work effectively with others in a primary industries workplace
* applies industry and workplace standards to ensure quality work outcomes in primary industries
* explores how misunderstandings and conflict may be avoided or effectively managed in a range of situations common to primary industries work environments.

# Key terms and concepts

You can use the following information to revise the key terms and concepts from this unit of competency. Perhaps you could:

* Copy the table into your own file, remove all the key terms, then fill in the blanks (without peeking at the original file) with your own answers.
* Copy the table into your own file and remove the definitions. Write a definition in your own words – it doesn’t have to word perfect but should show you understand the concept.

You could add an example of this term or concept relevant to the Primary Industries environment. If the key term was ‘role and responsibilities’ your PI example might be ‘includes identifying key pests, diseases and beneficial insects’.

|  |  |
| --- | --- |
| Key term or concept | Definition |
| Breach | Failure to follow requirements. | |
| Clear and concise language | Giving a lot of information clearly and in a few words; brief but comprehensive. | |
| Code of practice | A code of practice provides detailed information on how you can achieve the standards required under relevant workplace laws. | |
| Conflict resolution | The process by which two or more parties reach a peaceful resolution to a dispute | |
| Consultation | Consultation is a statutory requirement of most WHS legislations around the world. The aim is to gather information from all stakeholders in the organisation and allow effective participation in the establishment of meaningful WHS policies and procedures. | |
| Contract | An employment contract is an agreement between an employer and employee that sets out terms and conditions of employment. A contract can be in writing or verbal. | |
| Current industry practice | Work procedures which, at present, are considered to be the most effective for performing a specific task or process. May also refer to the terms ‘industry currency’ and ‘professional obsolescence’ which relate to the capacity of an individual to continue to perform their job. | |
| Deadline | The latest time or date by which something should be completed |
| Duty Statement | A personnel management tool which describes the overall intent or purpose of a position, the tasks being performed by that position, the purpose for those tasks and the manner in which they are performed. |
| Emerging technologies | New technologies that are currently developing or will be developed over the next five to ten years, and which will substantially alter the business and social environment. |
| Employment conditions | A condition of employment refers to something that both the employee and employer agree to at the beginning of a worker’s employment eg duties, hours of work, salary etc. |
| Employer rights | In Australia, employers have the right to hire and dismiss workers providing they are following proper procedures and the right to expect reasonable work performance from their staff. |
| Employee rights | The various rights that have arisen over time which employees are legally entitled to in the workplace |
| Environmental issues | Environmental issues are harmful effects of human activity on the biophysical environment |
| Environmental sustainability | The ability to maintain things or qualities that are valued in the physical environment; the study of how natural systems function, remain diverse and produce everything it needs for the ecology to remain in balance. |
| Fair Work Act 2009 | The Fair Work Act 2009 is legislation which covers the rights and responsibilities of employees, employers and employees’ organisations in relation to employment. |
| Fair Work Commission | The Fair Work Commission is Australia’s national workplace relations tribunal. |
| Flexible work arrangements | Flexible work arrangements can include changing hours of work, changing patterns of work, changing the place of work etc to allow employees to manage family responsibilities. |
| Grievance | Conflict between an employee and employer or an employee and another employee. |
| Harassment | When a person is treated less favourably on the basis of certain personal characteristics, such as race, sex, pregnancy, marital status, breastfeeding, age, disability, sexual orientation, gender identity or intersex status | |
| Indirect Discrimination | Indirect discrimination occurs when there is a rule or requirement that is the same for everyone but unfairly affects people who have one of the characteristics protected by New South Wales law | |
| Leave form | A form completed for any absence from work | |
| Listening effectively | Hearing the message being sent, making meaning of it and responding in a way that lets the sender know you truly understand | |
| Multi-culturalism | The presence of, or support for the presence of, several distinct cultural or ethnic groups within a society. | |
| Occupational licensing | A licence or certificate allows you to do and/or supervise the work described on your licence card, subject to any specified conditions eg building contractor licence, carpentry, general concreting etc. | |
| Open questions | Open questions do not have a perfect answer and require a person to come up with additional details and information. | |
| Operational duties | The list of specific tasks, duties and responsibilities that need to be accomplished by the worker | |
| Organisation chart | A diagram or ‘map’ that shows how responsibilities are organised in a business, lines of reporting etc. | |
| Outsourcing | Obtain (goods or a service) by contract from a supplier outside the organisation. | |
| Paraphrasing | Expressing the meaning of (something written or spoken) using different words, especially to achieve greater clarity. | |
| Policies and procedures | Workplace policies and procedures articulate an organisation’s mission and values and set standards for employee behaviour and performance. | |
| Personal development | Personal development covers activities that improve awareness and identity, develop talents and potential, build human capital and facilitate employability, enhance the quality of life and contribute to the realisation of dreams and aspiration. | |
| Positive Discrimination | ‘positive measures’ or ‘special measures’ aimed at fostering greater equality, by supporting groups of people who face/have faced entrenched discrimination, allowing them similar access to opportunities as others in the community. |
| Primary industries | The primary sector of the economy includes any industry involved in the extraction and production of raw materials, such as farming, forestry, fishing and mining. | |
| Productivity | A link has been identified between WHS and productivity. Poor work, health and safety has been linked to lower levels of workplace productivity and performance. | |
| Quality requirements | Specifications of the quality of products, services, processes or environments. | |
| Resource use and efficiency | Maximising of the supply of money, materials, staff, and other assets that can be drawn on by a person or organisation in order to function effectively, with minimum wasted (natural) resource expenses. | |
| Responsibility for work | A person is responsible for completion of workplace tasks and the successful outcome of the work. Some supervisory positions have responsibility for the work of the team. | |
| Task management | The process of managing a task through its life cycle allowing collaboration and achievement of goals. | |
| Teamwork | Teamwork involves a set of interdependent activities performed by individuals who collaborate toward a common goal. Teamwork involves shared responsibility and collaboration toward a common outcome. | |
| WHS Policies and Procedures | WHS policies and procedures outline the requirements for complying with both external and internal WHS compliance requirements. | |
| Work Health and Safety Management System | A system that includes all the programmes, policies, procedures, organisational structures, planning activities, responsibilities, processes, practices and resources for developing, implementing, achieving, reviewing and maintaining the Work Health and Safety of all persons in, or affected by, the workplace. | |
| Worker’s responsibilities | All workers are responsible for the WHS impact of their own actions. They also have a duty to make sure their work is carried out in line with WHS procedures and any applicable legislation. More specifically, workers must take reasonable care for their own health and safety. | |
| Work schedules | A plan for performing work or achieving an objective by specifying the order and allotted time for each part. | |

# Activities

1. The [National Employment Standards (NES)](https://www.fairwork.gov.au/employee-entitlements/national-employment-standards) detail the ten (10) minimum employment entitlements that have to be provided to all employees in Australia.
   1. Who is covered by the NHS?
   2. Make up your own table listing the [10 minimum entitlements](https://www.fairwork.gov.au/how-we-will-help/templates-and-guides/fact-sheets/minimum-workplace-entitlements/introduction-to-the-national-employment-standards) and give a quick explanation of each.

National Employment Minimum entitlements

|  |  |
| --- | --- |
| NES | Explanation |
| Maximum weekly hours of work | For full-time workers, 38 hours per week plus reasonable additional hours |

* 1. What would be considered as reasonable grounds for requesting or refusing to work on a public holiday?
  2. Define the word ‘redundancy’. What does the NES say about redundancy pay?

1. The [Pastoral](http://awardviewer.fwo.gov.au/award/show/MA000035#P198_15749) Award 2010 covers employers throughout Australia in in the pastoral industry. Check out the following:
   1. What is the ‘pastoral’ industry (4.2)
   2. What does the award say about the NES (Section 6)?
   3. Your employer wants to make a major change in the way technology is used in your job. What does the employer have to do first? (Section 8.1)
   4. What does Section 17.5 (b) say about PPE?
   5. What is the minimum hourly rate of pay for an adult working as a farming or livestock hand? If you are aged 18 and working in the same job, what percentage of that rate would you earn? (Section 28)
2. [Research](https://www.employeemanual.com.au/awards-vs-agreements/): Are awards legally binding? Why or why not? What about industrial or enterprise agreements? What role do unions play in award agreements?
3. Protection at work can be more than just providing adequate PPE. Explore [FairWork](https://www.fairwork.gov.au/employee-entitlements/protections-at-work) and describe your (7) protected rights at work.
4. In New South Wales, certain types of discrimination are against the law   
   (Anti-Discrimination Act 1977) in specific areas of public life. What is the difference between [discrimination, harassment and bullying](https://humanrights.gov.au/our-work/employers/workplace-discrimination-harassment-and-bullying)? Use the link and construct a table to remind yourself of definitions, key points and examples. Add as many rows as you need.

Discrimination, harassment and bullying

|  |  |  |
| --- | --- | --- |
| Discrimination | Harassment | Bullying |
|  |  |  |

1. Match the two halves of each sentence. Draw a line between the correct match or rewrite (or copy and paste) the corrected sentences, in full, below the table.

|  |  |
| --- | --- |
| Match the sentence parts |  |
| Your employer can require you to work reasonable additional hours | in a manner that is ‘harsh, unjust or unreasonable’. |
| Your employer must consider a request for flexible working arrangements | is secured by new federal laws |
| Employees are entitled to 12 months unpaid parental (or adoption) leave | to work a public holiday. |
| You are entitled to Notice of termination | and can only refuse on reasonable business grounds. |
| Existing long service leave | and must leave employees better off overall than they would be if the award applied. |
| You have the right to reasonably refuse | but you have the right to refuse unreasonable hours |
| An enterprise agreement must be genuinely agreed to by the majority of employees at the workplace, | and redundancy pay |
| Your employer should not dismiss you | for each parent after the birth (or adoption) of a child |

1. [NSW Department of Primary Industries](https://www.dpi.nsw.gov.au) is a great source of information.   
   1. Click on the [range of legislation](https://www.dpi.nsw.gov.au/about-us/legislation) that relates to primary industries. List at least five which apply to your area of study.
   2. Identify [Policies and Procedures](https://www.dpi.nsw.gov.au/about-us/policies-procedures) (at least three of each) which apply to either ‘livestock health and welfare’ OR ‘plant pests, diseases and disorders’.
   3. What topic areas are covered under ‘[climate and emergencies’](https://www.dpi.nsw.gov.au/climate-and-emergencies)?
2. Use the Australian Bureau of Statistics [Value of principal agricultural commodities produced, year ended 30 June 2017](https://www.abs.gov.au/ausstats/abs@.nsf/0/CEEBB08F42CFAA56CA25794A0011F8DF?Opendocument) to complete the following table.

Value of principal agricultural commodities produced; year ended 30.6.2017

|  |  |  |
| --- | --- | --- |
| Commodity | Value  $ m | Change in value  since 2015-2016  % |
| Barley |  |  |
| Oats |  |  |
| Canola |  |  |
| Cattle and calves |  |  |
| Sheep and lambs |  |  |
| Pigs |  |  |
| Wool |  |  |
| Milk |  |  |

1. The [CSIRO](https://www.csiro.au/en/Research/AF/Areas/Digital-agriculture) state that they are ‘using our expertise in digital innovation and agriculture to improve decision making for farmers, agribusiness, policy-makers and researchers.

In information about [Digital agriculture](https://www.csiro.au/en/Research/AF/Areas/Digital-agriculture), identify two projects of interest to you and construct a 100 word summary of each. Show your understanding of current issues and trends affecting primary industries and the implications for a primary industries workplace and work practices.

1. Consider ways that primary industries could reduce its impact on the [environment](https://www.business.gov.au/Planning/Industry-information/Retail-and-wholesale-trade-industry). Provide examples of measures you have seen implemented in the sector.   
   Add as many rows as you need.

Ways to reduce the impact of primary industries on the environment

|  |  |
| --- | --- |
| Issue | Reducing the impact on the environment |
|  |  |
|  |  |

1. Equal Employment Opportunity and Diversity in the workplace means that you employ people from a wide range of backgrounds in your enterprise. According to [the Department of Industry, Innovation and Science](https://www.business.gov.au/people/hiring/equal-opportunity-and-diversity):
   1. why is diversity good for business?
   2. On what grounds is it unlawful to disadvantage employees and job seekers?
   3. Business.gov.au identifies groups which can easily be excluded in the workplace. List these groups and provide one example (for each) of how to make your workplace more inclusive.
2. The Australian Government Fair Work Ombudsman has produced a ‘[Best Practice Guide to Effective dispute resolution’](https://www.fairwork.gov.au/how-we-will-help/templates-and-guides/best-practice-guides/effective-dispute-resolution). Answer the following from this guide:
   1. Why work at ‘best practice’? (p1)
   2. What is dispute resolution? (p2)
   3. How can dispute resolution occur? (p2)
   4. What are the features of a good dispute resolution process? (p3)
3. List the [different types of employment](https://www.fairwork.gov.au/employee-entitlements/types-of-employees) in Australia with a short explanation of each.
4. Summarise the [importance of Feedback in the Workplace](https://hrcentral.com.au/blog/feedback/)
5. Fill in the blanks, using the words provided.

|  |  |  |  |
| --- | --- | --- | --- |
| Use these words |  |  |  |
| conflicts | official | alcohol | ethical |
| confidential | document | treatment | work |
| workplace | disciplinary | email | dress |

According to Workplacelaw.com.au [a Code of Conduct](https://www.workplacelaw.com.au/what-is-a-workplace-code-of-conduct/) is essentially  
a ( ) that establishes behavioural and ( ) standards for employees in a particular ( ) and confirms the business’ ( ) position on a range of issues.

For example, a Code of Conduct might have policies on:

* Employee (including management) ( ) of other employees and the business’ clients
* Business ethics and ( ) of interest
* Drug and ( ) use
* Internet and ( ) use
* ( ) information
* Quality of ( )
* ( ) codes; and
* Health and safety.

A Code of Conduct should also outline that breaches of the Code may result in   
( ) action.

1. Summarise the characteristics of a good team and a good team member.   
   The [information here](http://www.innovativeteambuilding.co.uk/characteristics-of-a-good-team-and-team-member/) is useful.
2. You are in your first year of working on a farming enterprise. Your boss has just given you a set of instructions.
   1. Assuming the instructions are in a written document, what would you do to make sure you had understood them correctly?
   2. If the instructions had been given to you verbally, what could you do to make sure you had understood them correctly?
   3. If you were carrying out a task using a set of written instructions, and you thought that some steps were missing, where could you find the missing information?
3. There are a range of common causes of miscommunication. Provide suggestions and examples of how to improve **effective communication** specifically on a primary industries work site.
4. Find two primary industries site illustrations (be careful of copyright) for each of the following:
   1. Gestures or signals
   2. Signage
   3. Diagrams
5. List TWO examples of each of the following methods of communication used when working in primary industries.

Examples of communication in primary industries

|  |  |  |  |
| --- | --- | --- | --- |
|  | Verbal communication | Non-verbal communication | Written communication |
| Example 1 |  |  |  |
| Example 2 |  |  |  |

1. Provide a workplace scenario which shows how the following can be used well or poorly.

Workplace scenarios

|  |  |  |  |
| --- | --- | --- | --- |
|  | Verbal communication | Non-verbal communication | Written communication |
| Used well in the workplace |  |  |  |
| Used poorly in the workplace |  |  |  |

1. Your boss makes this site meeting statement: ‘we have to get the fences completed by Friday this week, but we have to make sure the post holes are finished by midday on Thursday. What is the goal and what action is required?
2. Rewrite the following instruction in a logical and simple order.

* Ask the manager for the plans
* After our morning tea break
* Bring them back here
* Go to the office

1. There are two new employees on the worksite. What strategies would you use to ensure that you’ve been understood by each of them?

Strategies for clear communication

|  |  |
| --- | --- |
| New employee is: | Strategies for clear communication |
| An 18 year-old woman who studied Primary Industries at school |  |
| A mature aged man whose first language is not English. |  |

1. Think back to an on-site meeting that you have witnessed or been a part of. Discuss:
2. the purpose of the meeting.
3. who attended?
4. key topics that were discussed.
5. how did people contribute to the meeting?
6. outcomes of the meeting and how these were recorded.
7. how effectively did the meeting achieve its purpose?
8. Work processes review
9. Describe a job you’ve undertaken, perhaps as a class activity or perhaps on work placement. The job must involve a team of workers.
10. List the ‘teams’ you observed on site and describe at least two tasks they completed.
11. List your own work activities and deadlines.
12. Describe how you prioritised your tasks.
13. Describe any guidelines or specifications your supervisor gave you about safety, quality and/or environmental standards expected on the site.
14. List the PPE you were required to wear or use.
15. Describe a task you undertook helping a team member.
16. Describe at least three ways the team communicated with each other.
17. Describe at least one difficulty you experienced in completing your task and how you overcame the difficulty.
18. Describe a meeting you attended; who attended and what was discussed?
19. Provide two suggestions on how to improve the way the team worked to complete the task.
20. Provide a definition and two examples of each of the following enterprises found in primary industries.

Enterprises in primary industries

|  |  |  |  |
| --- | --- | --- | --- |
| Amenity horticulture | Crop production | Livestock production | Production horticulture |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

1. [Career Harvest](https://www.careerharvest.com.au/career/) provides information about a range of careers in Primary Industries. Choose at least five different careers and research the following information (an example is given).

Careers in Primary Industries

|  |  |  |
| --- | --- | --- |
| Role and definition | Examples of Job titles | Tasks |
| Crop farmer  Plan, organise, control, coordinate and perform farming operations to crow crops | Grower – cotton, flower, fruit, nut, mixed crop, turf, vegetable | * Plan and coordinate the production and marketing of crops * Select and plant seeds, seedlings and bulbs * Maintain crop production * Organize and conduct farm operations * Direct and overs general farming activities * Maintain buildings, fences, equipment, water supply * Maintain and evaluate records * Manage business capital * May select, train and supervise staff |
|  |  |  |

1. NSW Department of Primary Industries has identified some alternate career opportunities in primary industries. Identify them in the brochure [Careers in Primary Industries.](https://www.dpi.nsw.gov.au/__data/assets/pdf_file/0011/668711/careers-in-agriculture.pdf) List them together with some notes about the career pathway that led to these eight different roles.

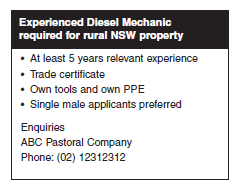
# Putting the theory into practice

The following questions are from [past years’ NSW HSC examination papers](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/resources/hsc-exam-papers) for this subject. HSC exams are intended to be rigorous and to challenge students of all abilities. To better understand a question, you should look for key words and identify the aspect of the course to which these relate. You are then in a position to formulate your answer from relevant knowledge, understanding and skills.

All questions in ‘Putting the theory into practice’ are acknowledged © [2019 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.](https://educationstandards.nsw.edu.au/wps/portal/nesa/mini-footer/copyright)

## Multiple Choice

1. An important principle of equal employment opportunity is that it promotes selection based on
   1. age
   2. merit.
   3. family.
   4. religion.
2. What is an award?
   1. A legal document that sets out minimum wages and working conditions of employees
   2. A document stating conditions of employment such as hours of work and dress requirements
   3. An agreement between an employer and employee which outlines payment and working conditions
   4. A negotiated agreement between an employer and a group of employees detailing conditions of employment
3. Best practice in a primary industries workplace produces uniform, consistent and high standard outputs. What ensures that best practice is achieved?
   1. Monitoring
   2. Using good inputs
   3. Recruiting skilled workers
   4. Implementing quality assurance
4. The following advertisement appeared in a newspaper.

How many of the following four Acts does this advertisement breach? 

• Anti-Discrimination Act 1977 (NSW)

• Sex Discrimination Act 1984 (Cth)

• Disability Discrimination Act 1992 (Cth)

• Work Health and Safety Act 2011 (NSW)

* 1. 1
  2. 2
  3. 3
  4. 4

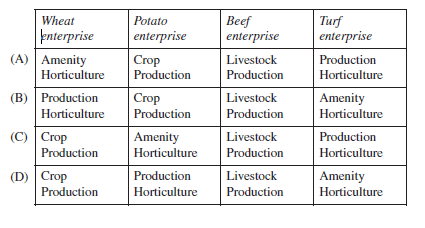
1. Which of the following can be enforced by law?
   1. Regulations
   2. Workplace codes
   3. Industry standards
   4. Workplace/enterprise standards

1. Alex works in a primary industries workplace.   
   Alex works only from Monday to Wednesday when needed by the supervisor.

What is Alex’s employment status?

* 1. Casual
  2. Contract
  3. Full-time
  4. Part-time

1. Which option in the table correctly matches each enterprise with its sector?



1. Which set of standards is compulsory for workplace compliance?
   1. Industry guidelines
   2. Enterprise guidelines
   3. International protocols
   4. Government legislation
2. Lindsay has been working at a local primary industries enterprise for four weeks. During that time, the other workers have deliberately not included Lindsay in any professional or social conversations. What type of bullying is Lindsay experiencing in the workplace?
   1. Physical
   2. Psychological
   3. Sexual
   4. Verbal
3. Which of the following is an ethical practice?
   1. Using work resources for personal use
   2. Refraining from gossiping about colleagues
   3. Borrowing from the morning tea fund for groceries
   4. Claiming additional hours over those actually worked
4. The term quality assurance refers to
   1. maintaining a safe workplace.
   2. ensuring goods comply with industry standards.
   3. forming an operational work health and safety committee.
   4. producing goods or services with the highest profit margin.
5. Which of the following is a form of non-verbal communication?
   1. Phone call
   2. Hand gesture
   3. Television announcement
   4. Two-way radio announcement
6. Someone has been putting unflattering cartoons of a worker on his locker over the last three weeks.  
     
   This type of harassment is:
   1. physical.
   2. psychological.
   3. sexual.
   4. verbal.
7. Which action would be most effective in increasing a team’s productivity?
   1. Meet socially outside work to team-build.
   2. Elect the most popular worker as team leader.
   3. Evaluate the strengths and weaknesses of all team members.
   4. Match worker abilities to roles and allocate tasks accordingly.
8. A primary industries worker arrives on time at work, completes allocated work tasks on time and consistently demonstrates tolerance and respect for others in the team. What is this worker demonstrating?
   1. A strong work ethic
   2. Effective team communication
   3. Compliance with quality systems
   4. An industry accepted arrangement

## Questions from Section II

These questions should be answered in the suggested number of lines (handwritten) as it gives a guide to the length of your response.

Plan out your answer and key points before you commence writing.

You may need to bring together knowledge from several areas of study/competencies to do justice to the answer.

Question 1  
A primary industries workplace team member has been harassed by colleagues for being different, causing ongoing conflict. The team member has raised the issue of harassment with the supervisor.

* 1. Propose different approaches to conflict management that the primary industries team could use to resolve this situation. (3 marks)

* 1. Outline strategies that could be implemented to promote the acceptance of cultural diversity in the workplace. (3 marks)

Question 2

* 1. List TWO sources of workplace conflict. (2 marks)

* 1. Describe ONE method of resolving workplace conflict. (3 marks)

* 1. Explain the consequences of inappropriate workplace behaviour for both the workplace and employees. (4 marks)

Question 3

Kerry is one of a team of trainees at a rural produce store. The supervisor has a team

meeting every fortnight. Staff rosters are put up at these meetings.

At a meeting two months ago, Kerry asked to have a weekend off to attend an

important family function. The supervisor agreed to this request. Two weeks before

the function, the roster showed Kerry was down to work that weekend. Kerry said to

the supervisor, ‘Two months ago I organised with you to have this weekend off.’ The

supervisor replied, ‘I don’t remember that. The roster is set, and it is our big weekend.’

* 1. Outline how meeting procedures could have been improved to avoid this situation.  
     (3 marks)

* 1. Provide strategies that the supervisor could use to resolve this situation with Kerry.  
     (3 marks)

Question 4

* 1. List TWO advantages of including people from culturally diverse backgrounds in work teams. (2 marks)

* 1. Describe what workplaces can do to support their workers from culturally diverse backgrounds to enable them to feel valued as team members. (3 marks)

* 1. Outline the rights and responsibilities of employees in relation to anti-discrimination in the workplace. (3 marks)

Question 5

* 1. List TWO sources of information that can be used to research jobs in primary industries. (1 mark)

* 1. A farmer has advertised a position that will require the employee to work without direct supervision from time to time. (2 marks)

* 1. Compare the effectiveness of different methods of communication used in primary industries workplaces. (4 marks)

## Questions from Section III

In the HSC –

* there will be one structured extended response question (15 marks)
* the question will have an expected length of response of around four pages of an examination writing booklet (approximately 600 words)

Your answer will provide you with the opportunity to:

* demonstrate knowledge and understanding relevant to the question
* communicate ideas and information using relevant workplace examples and industry terminology
* present a logical and cohesive response

## Questions from Section IV

In the HSC –

* there will be two structured extended response question in Section IV, one for each of the stream focus areas (15 marks).
* You will answer the question on the stream you have studied
* each question will have two or three parts, with one part worth at least 8 marks
* the question will have an expected length of response of around four pages of an examination writing booklet (approximately 600 words) in total.

Section IV is based on the stream focus areas (*Livestock health and welfare,* and *Plant pests, diseases and disorders*) and **can also draw from the mandatory focus areas**.

You will note that these questions usually require you to bring together knowledge from several areas of study/competencies to do justice to the answer. You should allow about 25-30 minutes for a question in Section III and the same for Section IV of the exam.

In each of the following, map out your answer using post-it notes or a sheet of paper. Pay particular attention to incorporating a variety of aspects of your Primary Industries curriculum into the plan. Consider why we have included this question within this **working in the industry** module and what other areas of study you would need to draw upon.

Question 1

Evaluate the effectiveness of a range of communication strategies used in primary industry

enterprises for both routine and emergency situations. (15 marks)

Question 2

A primary industries workplace currently has two employees but is intending to greatly expand its workforce in the next few months.

Explain how this workplace could manage this expansion to maintain quality assurance and ensure a safe and productive work environment. (15 marks)

Question 3

Name a primary industries enterprise.

Identify the types of resources used in this enterprise and analyse strategies that could be implemented to improve the efficient use of those resources, including methods of measuring and monitoring. (15 marks)

# HSC Focus Areas

For the purposes of the HSC, all students undertaking the 240 HSC indicative hours course in Primary Industries must address **all of the focus areas plus one stream focus area.**

Primary Industries **Mandatory** Focus areas

* Chemicals
* Safety
* Sustainability
* Weather
* **Working in the industry**

Primary Industries **Stream** focus areas (you will study one of the following)

* Livestock health and welfare
* Plant pests, diseases and disorders

The scope of learning describes the breadth and depth of the HSC Content, the minimum content that must be addressed, and the underpinning knowledge drawn from the associated unit(s) of competency.

The unit of competency associated with the mandatory focus area ‘Working in the industry’ in Primary Industries is [AHCWRK204 Work effectively in the industry](http://training.gov.au/Training/Details/AHCWRK204).

**How to use the scope of learning for ‘Working in the industry’**

* draw up your own mind map showing the connection between the various concepts listed; examples appear on the last page of this module
* use the key terms and concepts to add to your mind map
* add examples or case study prompts to show how the concept is applied in the Primary Industries working environment

The following information is taken directly from page 48 ff ‘[Primary Industries Curriculum Framework Stage 6 Syllabus for implementation from 2020](https://educationstandards.nsw.edu.au/wps/wcm/connect/fa79abd8-9e46-43ce-822f-2700d4de40e7/primary-industries-curriculum-framework-syllabus-ahcv4.pdf?MOD=AJPERES&CVID=)’ © [2019 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.](https://educationstandards.nsw.edu.au/wps/portal/nesa/mini-footer/copyright)

|  |
| --- |
| information on the industry |
| * basic research skills in order to obtain information:   identifying relevant information  questioning techniques to obtain information  sorting, summarising and presenting information |
| * sources of information that can be used when gathering current and emerging information on primary industries:   colleagues and manager/supervisor/team leader  experienced industry personnel  industry bodies and professional associations  internet  journals  libraries  networks  personal observations and experience  suppliers  training courses  unions  workplace documents and manuals |
| * opportunities to source and use a range of current and emerging information on the industry:   integrate into daily work activities and operational duties  share researched information with colleagues |
| nature of the industry |
| * general features of primary industries including their relationship to other industries |
| * for sectors within primary industries:   primary role/function(s)  product(s) and/or service(s) provided  occupational areas  examples of businesses/organisations  interrelationships between sectors |
| * organisational structures typical to primary industries workplaces |
| * primary role and duties performed by key personnel across primary industries sectors and a primary industries workplace |
| * current issues and trends affecting primary industries and implications for a primary industries workplace and own work practices |

|  |
| --- |
| working in the industry |
| * the difference between legal and ethical |
| * legal and ethical obligations of the primary industries worker |
| * difference between an act, regulation, code of practice, by-law and standard (Australian, industry and workplace) |
| * purpose and intent of legislative requirements relevant to primary industries and a particular sector |
| * application of legislative requirements to a primary industries workplace and job role |
| * meaning of quality assurance and an overview of the role of employees |
| * purpose of occupational licensing and examples of licensing for primary industries and their requirements |
| * consequences of failure to observe (non-compliance) legislative requirements, quality assurance processes and workplace policy, guidelines and procedures |
| * connection between quality assurance and work practices |
| employment |
| * career pathways across primary industries and the knowledge and skills required for different job roles |
| * types of employment in primary industries:   full-time  part-time  casual  contract |
| * the difference between an award, agreement and contract and how they apply to workers in primary industries |
| * investigate the employment terms and conditions for a primary industries job role |
| * working knowledge of employer and employee rights and responsibilities in relation to employment |
| * purpose and value of a code of conduct for the primary industries worker and the industry |
| * principles of equal employment opportunity (EEO) |
| * primary role/function(s) of a range of key industry bodies for both employers and employees: |

|  |
| --- |
| employment cont/d |
| employer and employee groups  industry groups  unions  training |
| primary industries worker |
| * primary industries worker:   personal attributes and work ethic valued by the industry  interpersonal skills beneficial to an individual working in a primary industries workplace  importance of personal presentation and standards of hygiene  presentation standards for a primary industries workplace and job role  behaviour to support a safe and sustainable primary industries work environment |
| * how personal values, opinions and ethics can affect everyday work |
| * duties and responsibilities:   for a job role within primary industries  relationship between an individual worker and the team/work group  differences between individual and workplace goals and plans |
| * feedback:   value of feedback to an individual worker, the workplace and the industry  types of feedback:   * personal reflection * formal and informal * direct and indirect   strategies for obtaining and interpreting feedback from supervisor(s), colleagues and clients  dealing with positive feedback and negative feedback  responsibility of a worker to use personal reflection, seek and provide feedback and improve |
| work practices |
| * an understanding that work practices and experiences differ between workplaces |
| * appreciate the value of work standards |
| * work standards for primary industries, and a primary industries workplace and job role |
| * implications of non-compliance to work standards |
| * effect of poor work practices on colleagues, the workplace and the industry |
| * access and use a range of sources containing information relating to work responsibilities (work instructions) |
| work practices cont/d |
| * strategies for understanding and clarifying work instructions |
| * a range of opportunities to read, interpret and follow instructions for a range of work tasks of varying degrees of difficulty |
| * difference between time management and task management |
| * time management and task management:   principles  techniques  prioritising  constraints |
| * work sequencing (task management):   receiving instruction  organising for the task  carry out the task  clean up after task completion |
| * application of time and task management techniques to work tasks/activities in a primary industries workplace |
| * recording and reporting in primary industries:   workplace policy and procedures applying to record-keeping and reporting  lines of communication and reporting typical of a primary industries workplace |
| technology |
| * current and emerging technologies in primary industries and workplace |
| * effect of current and emerging technology on operational duties |
| * role of current and emerging technology in development of new and improved work practices |
| * selection and use of technology appropriate to day-to-day work activities and work tasks in primary industries |
| working with others |
| * importance of developing collegial work relationships |
| * communication in the workplace with colleagues and others:   communication process/cycle  workplace examples of types of communication:  communication and strategies to overcome them   * verbal * non-verbal |
| working with others cont/d |
| * written   effective verbal, non-verbal and written communication  effective questioning and listening techniques  barriers to effective |
| * importance of teamwork when working in the primary industries workplace:   meaning of ‘team’ and ‘teamwork’  characteristics of effective teamwork  benefits of teamwork to the primary industries workplace  examples of teams or work groups in a primary industries workplace and their area(s) of responsibility |
| * supporting others to achieve team/work group goals and tasks |
| * delivering quality work outcomes through teamwork and work groups |
| cultural diversity |
| * concepts of cultural diversity, cultural awareness and inclusiveness |
| * workplace diversity:   benefits  need for tolerance in the workplace  importance of respect and sensitivity  proactive strategies for promoting workplace diversity and accommodating individual differences  culturally appropriate work practices  effective cross-cultural communication skills |
| anti-discrimination |
| * bullying and harassment in the workplace:   indirect  direct  types:   * verbal * physical * psychological * sexual |
| * principles of anti-discrimination |
| * intent of anti-discrimination legislation |
| * rights and responsibilities of employers and employees in relation to anti-discrimination |
| * workplace policy and procedures relating to anti-discrimination |

|  |
| --- |
| anti-discrimination cont/d |
| * strategies to eliminate bias and harassment in the workplace |
| * consequences, including legal ramifications, of discriminatory workplace behaviour |
| * recourse available to individuals in the event of inappropriate workplace behaviour |
| misunderstandings and conflict |
| * the difference between being passive, aggressive and assertive |
| * causes of misunderstandings and conflict when working with others |
| * the extent to which conflict can be a positive or negative experience |
| * conflict management:   conflict-resolution techniques  different approaches to conflict management, including problem-solving, negotiation and mediation  workplace policy and procedures regarding management of conflict |
| * identify own response to misunderstandings and conflict and evaluate personal approach to management and resolution of conflict |
| * identify when it is appropriate to seek assistance when misunderstandings or conflict arise and whose assistance should be sought when conflict escalates |

Creating a mind map is a great way to organise your knowledge and understanding of the content of a topic.

You could use software such as a hierarchy chart, download ‘MindNode’ or similar or use a large sheet of paper (or several A4 sheets taped together)!

It is important to try to include all the detail you can, so add definitions, case studies or examples to prompt your memory. Include the information downloaded from the [unit of competency](#competency) and also from the [Scope of Learning](#Scope) and [Key Terms and Concepts](#terms).   
  
Example of mind map being developed

example of mind map
