PRIMARY INDUSTRIES
Cluster C
Chemicals
Assessment Task

Units of Competency:

AHCCHM201 Apply Chemicals under supervision
AHCPMG201 Treat weeds
AHCPCM201 Recognise Plants

Student Name: _____

Date of Issue: 21-11-17 **Due Date:** 11-12-17

Picton High School

Ultimo RTO 90072

STUDENT ASSESSMENT TASK

STUDENT NAME: _____ **Date of Issue:** 21-11-2017

Name of VET Course	PRIMARY INDUSTRIES
Qualification Code and Name	AHC20116 Certificate II in Agriculture
Assessor Name(s):	Dr. Asifo O. Ajuyah
Name of Task	Cluster C - Chemicals
Units of Competency Assessed	AHCCHM201 Apply Chemicals under supervision AHCPMG201 Treat weeds AHCPCM201 Recognise Plants
Pre-requisite units	Nil
Assessment Conditions	School Agricultural Farm
Resources and equipment required for Assessment	Livestock, Chemical spraying equipment, measuring equipment
Recognition of Prior Learning (RPL) If you wish to apply for RPL for these units of competency, please see your teacher	**Credit Transfer** If you have already completed any of these Units of Competency you are eligible for credit transfer. Please advise your teacher.

Students must complete knowledge and skills development activities which prepare for and may contribute to assessment of competence.

Assessment method	Units of Competency	Duration	Due date
Part A: Written Task	AHCCHM201: Apply chemicals under supervision AHCPCM201: Recognise Plants AHCPMG201 Treat weeds	5 Weeks	11-12-2017
Part B: Practical	AHCCHM201: Apply chemicals under supervision AHCPCM201: Recognise Plants AHCPMG201 Treat weeds	3 Weeks	
Part C: Research	AHCCHM201: Apply chemicals under supervision AHCPCM201: Recognise Plants AHCPMG201 Treat weeds	2 Weeks	

Foundation Skills incorporating language, literacy, numeracy and employment skills required for competent performance are embedded in the units of competency.

Additional Requirements:

Describe here how the task was modified for special needs and/or EAL/D e.g.

- ☐ Altering/simplifying the language used_____
- ☐ Providing support staff _____
- ☐ Providing tutorial sessions _____
- ☐ Providing additional time to complete the task _____
- ☐ Altering assessment methods used _____

  Please note, when altering an assessment method such as use of verbal questioning instead of written response teacher must indicate alteration on the task (e.g. **V** written next to question)

STUDENT ACKNOWLEDGEMENT (To be completed before student is assessed)

- ☐ I understand the requirements of the assessment task and assessment methods.
- ☐ I understand what is being assessed and can perform the tasks described in this assessment.
- ☐ I have been provided with information about RPL, Credit Transfer and Assessment Appeals.
- ☐ I have notified the assessor of any special needs to be considered during this assessment.
- ☐ I declare that the work submitted is my own and has not been copied from another person or source

Student's Signature: ……Name …… Date: .....

Task Description:

Students are developing skills in recognising and identifying plants and weeds; applying treatment methods to animals and weeds through the application of chemicals; and applying knowledge of safe handling practices, usage and storage of chemical products.

Part A: Written Task

Recognise Plants

1. Recognise Plants: general plant identification

(a) In the table provided below, define the general plants listed and give an example of each type.

Term	Meaning	Example
Trees		
Shrubs		
Ground cover		
Climber		
Bulb		
Annual		
Perennial		
Herb		
Evergreen		
Deciduous		
Tuber		

(b) Identify **two** tools and/or equipment required for plant identification and collection of samples.

1._____

2._____

2. Treat Weeds:

(a) (i) List **four** weeds that impact on commercial crops, pastures, gardens, turf and natural areas.

1._____

2._____

3._____

4._____

(ii) For each species chosen, include a photo of the weed and provide information on the following;

- Scientific name
- Common names
- How is this weed most likely to be spread?
- Why is this weed growing in the observed situation?

Scientific name	Common names	How is this weed most likely to be spread?	Why does this weed grow in the observed situation?
1.			
2.			
3.			
4.			

(b) Using the www.weeds.gov.au website, research answers to the following questions:

(i) What is a noxious weed?

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……

(ii) What is a WONS (Weed of National Significance)?

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(c) Choose ONE weed identified in question (a)

(i) Describe the common control strategies (i.e. physical, biological, chemical & cultural controls) used in the management of this weed.

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(ii) Select the strategies that would be most effective in controlling your weed.

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(d) Develop an IPM (Integrated Pest Management) plan for your identified weed that minimises the risk to humans, agricultural products and the environment whilst still being effective. Thought should also be given to IPM strategies to control the weed. (E.g. biological, cultural, physical and chemical)

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(e) Complete a risk assessment for the planned weed control program, outlining the potential risks to humans and the environment.

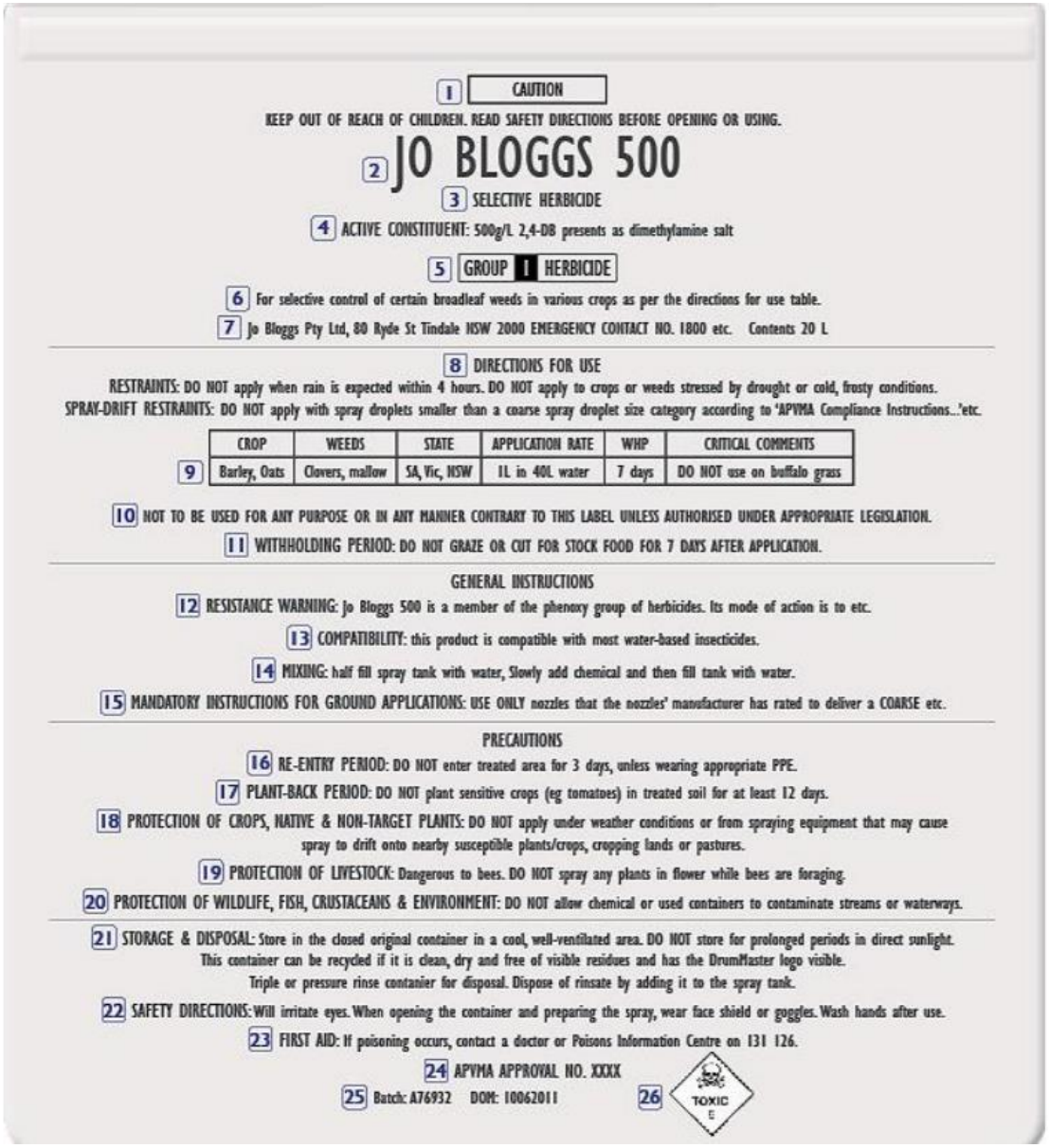
Activity	Hazard Identification	Risk (High, Medium or Low)	Control Measures	Who / When?

3. Read and interpret a Chemical Label and a Material Safety Data Sheet

(a) Choose a chemical product to research and use the following link to learn about how to read and interpret a MSDS and Chemical Label:

How to understand a pesticide chemical label -
https://archive.apvma.gov.au/use_safely/docs/understanding_labels_booklet.pdf

The Chemical Label contains information to allow chemicals to be used effectively and safely. The label must be read or be explained each time the chemical is used. The sample label on the next page has been numbered to identify the different sections of the label. It is based on a real label that has been changed to show all the information that can be included.



1 CAUTION

KEEP OUT OF REACH OF CHILDREN. READ SAFETY DIRECTIONS BEFORE OPENING OR USING.

2 JO BLOGGS 500

3 SELECTIVE HERBICIDE

4 ACTIVE CONSTITUENT: 500g/L 2,4-DB presents as dimethylamine salt

5 GROUP I HERBICIDE

6 For selective control of certain broadleaf weeds in various crops as per the directions for use table.

7 Jo Bloggs Pty Ltd, 80 Ryde St Tindale NSW 2000 EMERGENCY CONTACT NO. 1800 etc. Contents 20 L

8 DIRECTIONS FOR USE

RESTRAINTS: DO NOT apply when rain is expected within 4 hours. DO NOT apply to crops or weeds stressed by drought or cold, frosty conditions.
SPRAY-DRIFT RESTRAINTS: DO NOT apply with spray droplets smaller than a coarse spray droplet size category according to 'APVMA Compliance Instructions...'etc.

	CROP	WEEDS	STATE	APPLICATION RATE	WHP	CRITICAL COMMENTS
9	Barley, Oats	Clovers, mallow	SA, Vic, NSW	1L in 40L water	7 days	DO NOT use on buffalo grass

10 NOT TO BE USED FOR ANY PURPOSE OR IN ANY MANNER CONTRARY TO THIS LABEL UNLESS AUTHORISED UNDER APPROPRIATE LEGISLATION.

11 WITHHOLDING PERIOD: DO NOT GRAZE OR CUT FOR STOCK FOOD FOR 7 DAYS AFTER APPLICATION.

GENERAL INSTRUCTIONS

12 RESISTANCE WARNING: Jo Bloggs 500 is a member of the phenoxy group of herbicides. Its mode of action is to etc.

13 COMPATIBILITY: this product is compatible with most water-based insecticides.

14 MIXING: half fill spray tank with water, Slowly add chemical and then fill tank with water.

15 MANDATORY INSTRUCTIONS FOR GROUND APPLICATIONS: USE ONLY nozzles that the nozzles' manufacturer has rated to deliver a COARSE etc.

PRECAUTIONS

16 RE-ENTRY PERIOD: DO NOT enter treated area for 3 days, unless wearing appropriate PPE.

17 PLANT-BACK PERIOD: DO NOT plant sensitive crops (eg tomatoes) in treated soil for at least 12 days.

18 PROTECTION OF CROPS, NATIVE & NON-TARGET PLANTS: DO NOT apply under weather conditions or from spraying equipment that may cause spray to drift onto nearby susceptible plants/crops, cropping lands or pastures.

19 PROTECTION OF LIVESTOCK: Dangerous to bees. DO NOT spray any plants in flower while bees are foraging.

20 PROTECTION OF WILDLIFE, FISH, CRUSTACEANS & ENVIRONMENT: DO NOT allow chemical or used containers to contaminate streams or waterways.

21 STORAGE & DISPOSAL: Store in the closed original container in a cool, well-ventilated area. DO NOT store for prolonged periods in direct sunlight. This container can be recycled if it is clean, dry and free of visible residues and has the DrumMaster logo visible. Triple or pressure rinse contanier for disposal. Dispose of rinsate by adding it to the spray tank.

22 SAFETY DIRECTIONS: Will irritate eyes. When opening the container and preparing the spray, wear face shield or goggles. Wash hands after use.

23 FIRST AID: If poisoning occurs, contact a doctor or Poisons Information Centre on 131 126.

24 APVMA APPROVAL NO. XXXX

25 Batch: A76932 DOM: 10062011

26 TOXIC

A

B

C

D

E

For your chosen chemical product: Identify the type of product and research the answer for each question in the tables provided below.

Chemical label: ***Product Type:***

What do I want to know?	Where is it on the label?	Example
What is the name of this chemical?	Distinguishing product name-Front label panel	
What is the active constituent?	Front label beneath product name	
Is the chemical registered by the APVMA?	APVMA approval number (front panel or last label page)	
Is this chemical a scheduled poison?	Signal heading-front panel	
To what mode of action (MOA) group does this ag/vet chemical belong?	Mode of action identification symbols-front panel	
How big is the container?	Contents-front panel	
What crop/host/situations can this chemical be used on?	Statement of claims for use-front panel Directions for use panel	
What pests can this chemical be used to control?	Directions for use table	
How do I get an SDS for the chemical?	General instructions	
How should this chemical be stored before use?	Storage and disposal statements	
Are there limitations on how this chemical is used?	Restraints 'Not to be used' statement	
What application equipment can be used to apply this chemical?	Directions for use table. Application under general instructions.	
Does PPE have to be worn?	Safety directions	Circle Yes / No
What is the re-entry period after the chemical has been applied?	WHP	
How should the environment be protected from this chemical?	Protection statements	
If the chemical makes someone sick, what is the first thing to be done?	First aid	
For extra information about the chemical, who do you contact?	Name and address of registrant, formulator or distributor	

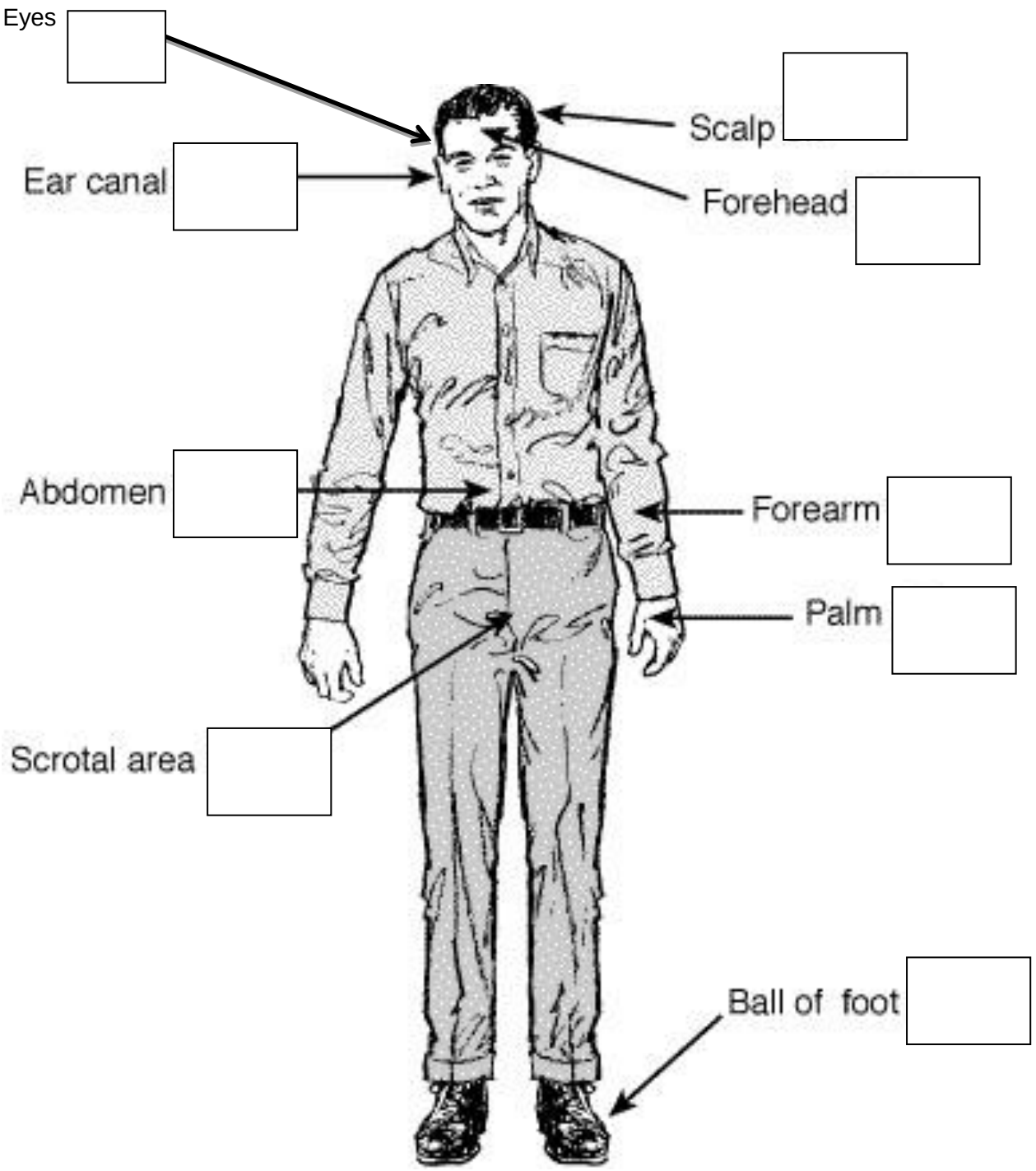
Material Safety Data Sheet:

What do I want to know?	Where is it on the SDS?	Example
Is this the right SDS for the chemical?	Identification of material	
Is the SDS current?	Other Information	
Is the chemical a hazardous substance or Dangerous Good?	Hazards identification	
What else is in the formulation apart from the active ingredient?	Composition	
Is the chemical dangerous to transport?	Transport information	Circle Yes / No
How should this chemical be transported?	Transport information	
How should the chemical be stored?	Handling and storage	
Is the chemical compatible with other chemicals?	Stability and reactivity	
What do you do in case of fire?	Fire fighting	
What PPE should be worn if the chemical spills?	Accidental release	
In what ways can the chemical harm you?	Toxicological information	
What do you do if someone swallows the chemical?	First aid	

4. The Paths of Entry of Poisons into the Body

The picture below shows how chemicals get through the skin at different rates, For example, the abdomen absorbs chemicals 2.1 times more quickly than the forearm.

Indicate on the diagram below the rate that chemicals can be absorbed into the different parts of the body.



5. Pests and Their Control

(a) In the table below, identify **two** pests which impact livestock in the local region / school community.

Name of Pest	Host / Situation	Damage Caused	Chemical Used	Alternative Methods
1.				
2.				

(b) Select **one** of the pests identified in part (a).
Design a simple IPM plan for this pest and base it on the school farm.

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……

……

6. Using Chemicals on the Farm

(a) Signal Headings and What They Mean.

Complete the table below to identify the signal headings located on chemical labels.

Signal Headings Words	How Poisonous is the Chemical?

(b) Dangerous Goods

(i) Outline what makes a chemical classified as a Dangerous Good.

……

……

……

(ii) List five different types of Dangerous Goods related to Primary Industries and include the related diamond.

Type of Dangerous Goods	Related Diamond
1.	
2.	
3.	
4.	
5.	

(c) Locate and access the labels of **five** chemical products used on the farm and identify the active ingredient, mode of action symbol, type of chemical (e.g. fungicide) and its use.

Use the information from the label (and perhaps internet sources) to complete the table below.

Chemical Name	Active Ingredient	Type of chemical	Mode of Action Symbol	Uses / Description
1.				
2.				
3.				
4.				
5.				

Part B: Practical Task

1. Using Chemicals Under supervision

(a) Apply the following method to calibrate a knapsack sprayer and record your answers on the form. Report any operational deficiencies to your teacher if evident.

Calibration Method for Knapsack and Hand-Held Pneumatic Sprayers		
Equipment needed • knapsack or pneumatic sprayer • chemical label • nozzle chart	• tape measure • line marking paint or timber pegs • container	• measuring cylinder • stopwatch
Type of equipment:	**Make and model:**	
Chemical product name:		
PART A: Recording (refer to the equipment manufacturer's charts and the product label)		
Step	**Instructions**	**Details**
1	What should the water application rate be (from the product label)?	L per
2	Select the correct chemical application rate (from the label). This will usually be in mL (millilitres). There are 1000 mL in a L.	mLs per
3	Record the nozzle type and size (from the equipment).	Type: Size:
4	Is there a required operating pressure (from the label and using nozzle charts)? If so, what is it? Write the pressure in kPa (kilopascals) or bar (barometric pressure).	kPa or bar
5	What is the tank size of the equipment?	L
6	Record how high you should hold the equipment above the target.	m (above target)
PART B: Calculating the water application rate		
7	Measure out an area 10 m x 1 m. This is 10 m^2. This area is 1/1000 of a hectare (1 ha = 100 m x 100 m = 10 000 m^2). Use line marking paint or timber pegs to isolate the area.	
8	Measure the time that it takes to spray this area with water. Use the correct operating pressure (see step 4). Walk at a comfortable speed and make sure you cover the whole area evenly.	seconds
9	Spray into a container for the same amount of seconds you took in step 8. Record how much is in the container by pouring the liquid into a measuring cylinder. This is the output.	L
10a	Multiply the number of litres (step 9) by 10 to give a water application rate per 100 m2.	10 x L = L per 100 m^2
10b	OR, you can multiply the number of litres in step 9 by 1000 to give a water application rate per hectare.	1000 x L = L per ha
PART C: Checking the calculations		
12	Does the water application rate comply with the product label?	Circle: Yes/No
13	If not, suggest a way to change this rate to achieve the required rate.	

2. Part A - Treating Animals

(a) Complete the SOP – Standard Operating Procedure - for treating animals with chemicals.

Task	Identify hazards	PPE / Equipment	Procedure (including safety considerations)
Calibration of equipment			
Drenching the livestock			
Cleaning up equipment			

(b) Select an animal (sheep / cattle / goats / alpacas) and carry out appropriate drenching using the following information.

- Read the appropriate chemical label and calculate the amount of chemical to administer by learning about the calibration process below.

Calibration for Animal Treatments

- Regular and accurate calibration of application equipment is important to make sure that the right amount of chemical is being applied to the post, according to the label directions.
- Calibration methods will vary according to the type of application equipment being used.
- There may be different ways of calibrating a piece of equipment. The important point is that the correct amount of chemical must be applied to the pest.

  Remember: Using a higher rate of chemical will not do a better job. Calibrate and use only the amount of chemical specified on the label.

Animal Treatment Method

Read the case study about treating ewes and use the animal treatment method to set the drench gun to deliver the right dose for each sheep.

A faecal egg count on a mob of ewes shows that they are carrying large numbers of roundworm eggs. The local vet recommends drenching them with a broad spectrum oral drench. From the label the oral dose rate is 1 mL per 5 kg bodyweight. A selection of sheep from the mob is weighed and the heaviest one weighs 60 kg.

Apply Animal Treatment Method Process (Complete the table below)

- Use steps 1 to 6 when calibrating equipment such as a drench gun that applies a dose rate based on the animals body weight.
- Steps 2 to 6 should be used to check the output of equipment, such as a vaccinator, that applies a set dose with no differences for body weight.

Steps	What to do?	Answer
1	What is the bodyweight of the animal?	**kg**
2	From the product label, what is the *dose rate?* (Labels have a table, giving the dose rate for different bodyweight ranges, such as 5 mL/41-50 kg.)	**mL/kg**
3	Set drench gun (or vaccinator) to give the right dose for the bodyweight of the animal – See Step 2.	**mL**
4	Squirt 10 shots into a measuring cylinder or jug. Measure total volume of 10 squirts.	**mL**
5	Find the average of the 10 squirts. (Step 4 ÷10)	**mL**
6	If this average is higher or lower than the desired dose rate, adjust the setting on the drench gun (or vaccinator) down or up, and repeat steps (4) and (5) until the correct dose rate is delivered from the gun.	

- Confirm chemical amount with teacher and administer the chemical.

- Complete the required chemical records.

Animal	Drench Type	Drench Amount	Date	Date for Next Treatment	Comments

- Clean up area and equipment.

2. Part B - Treat Weeds

(a) Select an area within the school / school farm that is to be sprayed using a selected herbicide.

- Identify and name the target weed……..
- Select the appropriate chemical to control the weed. ……
- Select and use the appropriate equipment and PPE for this task.

…….

…….

…….

(b) From the calibration activity in **Question 2 – Part A**, calculate the amount of chemical to be used for your chosen area. Record your answer below.

…….

(c) Spray the selected area and monitor the effectiveness of the spray treatment by taking a **video** of you undertaking this process. Use photographic evidence to show its effectiveness. Save to the Class USB, upload to Google Drive or Google classroom.

(d) Complete the chemical application record on the next page.

Chemical application record

Location, Applicator, Date of Application

Property/Holding(residential address):					Date:
Applicator's Full Name:			Owner (if not applicator):		
Address:			Address:		
		Phone:			Phone:
Mobile:	Fax:	Email:	Mobile:	Fax:	Email:
Sensitive Areas (including distances, buffers): N W Treated Area E S			Comments (including risk control measures for sensitive areas):		

Host/Pest

Paddock Number/Name:	Paddock Area:	Order of paddocks sprayed:
Crop/Situation:	Type of Animals:	
Crop/Pasture/Variety:	Age/Growth Stage:	
Growth Stage:	Mob/Paddock/Shed:	
Pest/Disease/Weed:	Animals-Number Treated:	
	Pest Density/Incidence: Heavy ☐ Medium ☐ Light ☐	

Application Data

Full Label Product Name:		Rate/Dose:	Water Rate @ L/ha:	
Permit No:	Expiry Date:	Additive/Wetters:		
Total L/kg:	WHP:	ESI:	Date suitable for sale:	
Equipment Type:		Nozzle Type:	Nozzle Angle:	Pressure:
Date Last Calibrated:	Water Quality (pH or description):			

Weather

Showers ☐ Overcast ☐ Light Cloud ☐ Clear Sky ☐

Rainfall (24 hours before and after)
Before: mm During: mm After: mm

Time:	Temperature ^{0}C	Relative Humidity (%)	Wind Speed	Direction	Variability (e.g. gusting)
Start					
Finish					

Comments:

3. Recognise Plants

(a) Walk around the school environment and recognise/find **ten** significant plants within the school environment, including **three** weeds. Record the Common Name, Scientific Name and Characteristics and Significant Features.

(b) Collect samples from the identified plants, label and take photos to create an identification portfolio. Save to a USB or upload to Google Drive or Google Classroom.

Common Name	Scientific name	Characteristics and Significant Features
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Part C: Research

For the activity outlined below, record your work in a Microsoft Word document.

1. Below is a list of chemical application equipment that is used in Primary Industries enterprises.

- knapsacks
- hand-held pneumatic sprayers
- drench guns
- spot-on and pour-on applicators
- syringes
- wiper application
- boom spray

Activity - For each piece of equipment, you are to address the following points using the table format provided:

1. How it operates/works
2. Situations it would be commonly used in
3. Storage requirements
4. Maintenance procedures
5. The cost of the equipment
6. Include a diagram or photo of each piece of equipment

Equipment Item	How does it work?	Situations Used	Storage Method	Maintenance process	Cost	Diagram/Photo
Drench Gun						

2. (a) Legislation for Agricultural/Veterinary Chemicals

i) What legislation governs the use of chemicals in primary industries?
ii) What is the purpose and intent of this legislation?
iii) Why is it important to follow the manufacturer's guidelines when using chemicals?
iv) Why is it important to follow enterprise policies and procedures when using chemicals?
v) What licence do you need to use chemicals and who issues it?

(b) The following activity describes a spraying operation where the person applying the spray ("The Applicator") does many things wrong. The product being used is classified as a hazardous substance and a Dangerous Good. Research the actions taken by "The Applicator" outlined in the table below by naming the legislation and responsible authority for each type of action.

Use the following websites to support your research:

https://www.epa.nsw.gov.au/

https://www.dpi.nsw.gov.au/about-us/legislation

http://www.safework.nsw.gov.au/law-and-policy/legislation-and-codes

Action	Legislation	Responsible Authority
a. A farmer/applicator notices that Paterson's curse (a noxious weed) has started to grow on the farm (which is private property).		
b. The applicator heads to the nearest rural supplies shop and purchases some herbicide. The applicator loads the drums into the ute, but a drum falls off on the way home spilling the pesticide.		
c. When the applicator gets home the remaining drums are stored in the shed with fertiliser, stockfeed and chlorine.		
d. The applicator doesn't bother reading the label because they have used this pesticide before.		
e. During mixing and loading, concentrate spills onto an employee who is helping. The employee gets sick and is taken to the emergency department of hospital.		
f. The applicator wears a t-shirt, shorts and thongs rather than the PPE (personal protective equipment) recommended on the label because it's a hot day.		
g. Down the paddock while spraying is taking place, wind direction and wind strength changes but the applicator continues spraying and pesticides drifts onto a neighbours cattle.		
h. After finishing the spraying, the applicator cleans up by flushing the tank into a nearby wetland where protected birds breed and also dumps the empty drums there.		

Additional Requirements:

Describe here how the task was modified for special needs and/or EAL/D e.g.

- ☐ Altering/simplifying the language used_____
- ☐ Providing support staff _____
- ☐ Providing tutorial sessions _____
- ☐ Providing additional time to complete the task _____
- ☐ Altering assessment methods used _____

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STUDENT ACKNOWLEDGEMENT (To be completed before student is assessed)

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- ☐ I understand what is being assessed and can perform the tasks described in this assessment.
- ☐ I have been provided with information about RPL, Credit Transfer and Assessment Appeals.
- ☐ I have notified the assessor of any special needs to be considered during this assessment.
- ☐ I declare that the work submitted is my own and has not been copied from another person or source

Student's Signature: ……Name …… Date: .....

ASSESSOR FEEDBACK TO STUDENTS:

Student Name: _____

Assessor's Name: _____ Final Assessment Date: _____

Cluster C **Student Skills and Knowledge Checklist**	Assessor must comment on the students' skills and knowledge for each part of the assessment. Comment could include: • What happened during the assessment? • How well was the task performed? • How to improve future performance If multiple observations are necessary insert the date in the comments column.
Part A: Written	☐ **Satisfactory** ☐ **More Evidence Required**
Recognises plants and pests to be able to identify the appropriate chemical to be applied when required	
Understands how weeds and pests are spread and can describe common control strategies to manage their environmental impact	
Can read and interpret a Chemical Label, MSDS, Signal Headings and Dangerous Goods symbols to apply correct storage, handling and use of chemical products	
Selects, designs and applies an Integrated Pest Management (IPM) plan to identify hazards and minimise risks to humans, agricultural products and the environment	
Understands the impact of chemical exposure and the importance of applying correct PPE	
Part B: Practical	☐ **Satisfactory** ☐ **More Evidence Required**
Correctly mixes and calculates the amount of chemicals required for treatment of plants and animals through the application of calibration techniques	
Selects, cleans and maintains appropriate tools/equipment and PPE for the treatment or plants and animals	
Applies accurate record management and monitoring processes for plants and animals	
Identifies, describes and records a range of desirable and non-desirable plants	
Part C: Research	☐ **Satisfactory** ☐ **More Evidence Required**
Correctly identifies and outlines a range of chemical application equipment and their functions	
Identifies the legislation associated with chemical use and its purpose	
Understands the policies and procedures that are in place and can apply them to common scenarios	

List below if supplementary evidence was required to determine competence: e.g. verbal questioning; third party evidence (e.g. work placement employer report, photographs), school events, videos etc. and upload to QMS	
Unit of Competency	**Evidence description**
AHCCHM201 Apply Chemicals under supervision	
AHCPMG201 Treat weeds	
AHCPCM201 Recognise Plants	

Assessment Outcome:

AHCCHM201 Apply Chemicals under supervision	☐ Competent	☐ Not yet competent
AHCPMG201 Treat weeds	☐ Competent	☐ Not yet competent
AHCPCM201 Recognise Plants	☐ Competent	☐ Not yet competent

If you have been deemed NOT YET COMPETENT this is the Further Action Required:

In order for you to be deemed competent for these units, you must:

Unit of Competency	Action required if More Evidence is Required	Date of Reassessment/ Date Competent
AHCCHM201 Apply chemicals under supervision		
AHCPMG201 Treat Weeds		
AHCPCM201 Recognise Plants		

Teacher's general comment

……

……

I declare that I have conducted a fair, valid, reliable and flexible assessment with this student and I have provided appropriate feedback

Teacher's Signature..... Date: .....

STUDENT FEEDBACK

Please provide feedback to your teacher regarding this assessment task e.g. I enjoyed this task because… or This task can be improved by…..

If you do not agree with the assessment outcome, please ask your teacher about the appeals process.

Student's Signature: ……..... Date: .....

Teachers: The completed student assessment task and the Evidence and Answer guide must be securely retained on QMS for six months after the completion of the course. Also retain any other evidence that demonstrated how the student was deemed competent e.g. written tasks, photographs, videos.