



Pearson BTEC Level 2 Technical Diplomas in Agriculture, Countryside Studies and Horticulture

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Sample Assessment Materials

Unit 1: Introduction to Working in Land-based Industries

Version 1.0

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Write your name here	
Surname	Other names
Centre Number	Learner Registration Number
<input type="text"/>	<input type="text"/>
<h1>Unit 1 Introduction to Working in Land-based Industries</h1>	
Sample Assessment Material Time: 75 minutes	Paper Reference(s) XXX
You do not need any other materials.	Total Marks 60

Instructions

- Use black ink or ball-point pen.
- Fill in the boxes at the top of this page with your name, centre number and learner registration number.
- Answer all questions.
- Answer the questions in the spaces provided
- *there may be more space than you need.*

Information

- The total mark for this paper is 60.
- The marks for each question are shown in brackets
- *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►



SECTION A

Answer ALL questions in this section, Write your answers in the spaces provided.

Some questions must be answered with a cross in the box [x]. If you change your mind, put a line through the box [~~x~~] and then mark your new answer with a cross [x].

1. Match each responsibility to its job role.

Draw one line from each responsibility to one job role.

(2 marks)

Responsibility

Job Role

Promoting growth
of crops

Assistant landscaper

Farm assistant

Assistant herds person

Assessing a habitat

Assistant park ranger

Trainee tree inspector

2. Which of the following is a responsibility of an employee under health and safety legislation?

Select one option.

(1 mark)

- Making equipment available
- Providing own PPE
- Reporting hazards
- Supplying training

3. Which bin should be used to dispose of hazardous waste?

Select one option.

(1 mark)



Figure 1

4. Which of the following are principles of waste management?

Select two options.

(2 marks)

Recover

Recycle

Reduce

Refine

Replay

5. Figure 2 shows a harness.

Which of the following activities is this personal protective equipment (PPE) most appropriate for?

Select one option.

(1 mark)

- Crop spraying
- Livestock feeding
- Tractor driving
- Tree felling



Figure 2

6. Which of the following are examples of sustainable activities?

Select two options.

(2 marks)

- Bio fuel production
- Intensive dairy farming
- Removal of hedgerows
- Short rotation coppicing
- Use of pesticides

7. Which of the following is an example of diversification in a woodland?

Select **one** option.

(1 mark)

- Spraying crops against pests
- Cutting grass for hay production
- Providing trails for mountain biking
- Installing wind turbines

8. Identify requirements for safely storing pesticides.

Select **two** options.

(2 marks)

- In a labelled container
- In an unlabelled box
- In an open container
- In a heated area
- In its original packaging

9. Which of the following is an example of safe working practice?

Select one option.

(1 mark)



Lifting a load above the head



Carrying a load close to your body when lifting



Lifting with straight legs



Carrying a load above your head when lifting

10. Which safety sign indicates **mandatory**?

Select one option.

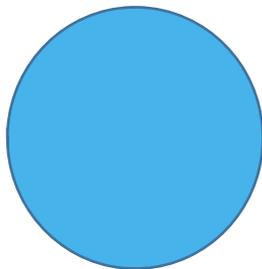
(1 mark)



[]



[]



[]



[]

11. A tractor driver needs to drive slow moving machinery along a road in order to access an area of land.

Which of the following would the tractor driver need to consider, as a responsible road user?

Select two options.

(2 marks)

- Vehicle emissions
- Road type
- Time of day
- Suitable clothing
- Waste disposal

12. Which of the following is a purpose of countryside stewardship?

Select one option.

(1 mark)

- Education
- Research
- Deforestation
- Responsibilities

13. Match each symbol to a hazard.

Draw one line from each symbol to one hazard.

(2 marks)

Symbol



Hazard

Explosive

Flammable

Corrosive

Toxic

Oxidising

14. Explain two impacts that deforestation can have on rivers.

(4 marks)

1.
.....
.....
.....
2.
.....
.....
.....

15. How can a carbon footprint be reduced?

Select two options.

(2 marks)

- Switch to renewable fuels
- Make more parking spaces
- Use of local suppliers
- Decreasing water usage
- Increasing numbers of livestock

16. Which of the following is a summary description of habitat fragmentation?

Select **one** option.

(1 mark)

- Destruction of habitat
- Isolated pockets of habitat
- Removal of habitat
- Pollution of habitat

17. Give **two** reasons why sustainability is important in land-based industries.

(2 marks)

1.
.....
2.
.....

18. A gardener is going to repair loose rails on a wooden fence.

Explain **one** item of personal protective equipment (PPE) that the gardener should use.

(2 marks)

.....
.....
.....

Total for Section A = 30 marks

SECTION B

Answer ALL questions.

Use this scenario to answer Questions 19-21.

Scenario 1

Paul works as an Assistant Estates Officer on an estate which is open to the public.

Paul is using a vehicle on the estate, whilst carrying out his duties and on return to his vehicle he notices a large puddle of engine oil has leaked from his vehicle onto a concrete surface.

19. State two responsibilities of an Assistant Estates Officer.

(2 marks)

1.

.....

2.

.....

20. Explain two ways in which the risk of fire can be minimised from the oil spill.

(4 marks)

1.

.....

.....

.....

2.

.....

.....

.....

21. This oil spill could pose a fire risk.

Explain two other potential impacts on the local environment.

(4 marks)

1.

.....

.....

.....

2.

.....

.....

.....

Total for Section B = 10 marks

SECTION C

Answer ALL questions.

Use this scenario to answer Questions 22 to 24.

Scenario 2

Bobbin's Farm produces a variety of waste materials which are collected on a weekly basis. Some of the waste is biodegradable but is going to land fill for disposal. The collection of waste from Bobbin's Farm requires the completion of waste transfer documentation during its pick up and removal.

22. Figure 3 shows an extract from a Waste Transfer Note including information about the transferer and transferee.

WASTE TRANSFER NOTE	
Customer (Transferor)	Customer (Transferee)
<p>Customer: Rowan Hawkins Contact name (if different): N/A Collection address: Bobbins Farm, Billowy Lane, Westinshire Collection date: 14/2/17 Customer signature:  Print name (if different from Customer Name above): 2007 Standard Industry Classification (SIC) code: 38.11 I have applied the waste management hierarchy as required by The Waste (England and Wales) Regulations 2011</p>	<p>Waste carrier: Stonemill Waste Ltd Licence reg. number: Issued by: E A National: Address: The Old Stonemill, Weather Way, Westinshire Tel: 00234 567891 Email: walterwaste4@aol.com Employee signature:  Employee name: Walter Waste Vehicle reg. number: Q123 WST Arrival date: 14/2/17 Arrival time: 17:17 Departure time: 13:47</p>

Figure 3

Explain one error in the way the waste transfer note is filled out.

(2 marks)

.....

.....

.....

.....

23. Some waste materials require documentation other than a waste transfer note.

State **two** waste materials that would require different transfer documentation.

(2 marks)

1.

.....

2.

.....

Unit 1: Introduction to Working in Land-based Industries

sample mark scheme

General marking guidance

- All learners must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Learners must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark scheme, not according to their perception of where the grade boundaries may lie.
- All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should be prepared to award zero marks if the learner's response is not worthy of credit according to the mark scheme.
- Where some judgement is required mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a learner's response, the team leader must be consulted.
- Crossed-out work should be marked UNLESS the learner has replaced it with an alternative response.

Specific marking guidance for levels-based mark schemes*

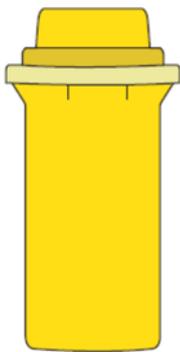
Levels-based mark schemes (LBMS) have been designed to assess learner work holistically. They consist of two parts: indicative content and levels-based descriptors. Indicative content reflects specific content-related points that learners might make. Levels-based descriptors articulate the skills that learners are likely to demonstrate in relation to the skills being assessed in the question. The levels represent the progression of these skills.

When using a levels-based mark scheme, the 'best fit' approach should be used.

- Examiners should first make a holistic judgement on which band most closely matches learners' response and place it within that band. Learners will be placed in the band that best describes their answer.
- The mark awarded within the band will be decided based on the quality of the answer in response to the level descriptor, and will be modified according to how securely all traits are displayed at that band.

Question number	Acceptable answer	Mark
1	Promoting growth of crops - Farm assistant Assessing a habitat - Assistant Park Ranger	(2)

Question number	Acceptable answer	Mark
2	Reporting hazards	(1)

Question number	Acceptable answer	Mark
3		(1)

Question number	Acceptable answer	Mark
4	Reduce Recycle	(2)

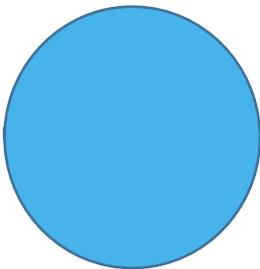
Question number	Acceptable answer	Mark
5	Tree felling	(1)

Question number	Acceptable answer	Mark
6	Bio fuel production Short rotation coppicing	(2)

Question number	Acceptable answer	Mark
7	Providing trails for mountain biking	(1)

Question number	Acceptable answer	Mark
8	In a labelled container In original packaging	(2)

Question number	Acceptable answer	Mark
9	Carrying a load close to your body when lifting	(1)

Question number	Acceptable answer	Mark
10	 Blue symbol	(1)

Question number	Acceptable answer	Mark
11	Time of day Road type	(2)

Question number	Acceptable answer	Mark
12	Education	(1)

Question number	Acceptable answer	Mark
13	 <p>Corrosive Toxic</p>	(2)

Question number	Acceptable answer	Mark
14	<p>Award one mark for identifying effect of deforestation and one mark for expansion of its impact up to a maximum of two marks each.</p> <ul style="list-style-type: none"> • The leakage of fertilisers (1) can poison watercourses/kill fish (1) • The use of pesticides (1) can poison plants/insects (1) • The loss of habitat (1) can reduce wildlife (1) <p>accept any other suitable response</p>	(4)

Question number	Acceptable answer	Mark
15	<p>Switch to renewable fuels</p> <p>Use of local suppliers</p>	(2)

Question number	Acceptable answer	Mark
16	Isolated pockets of habitat	(1)

Question number	Acceptable answer	Mark
17	<p>Any two from:</p> <ul style="list-style-type: none"> • Important to secure it for future (1) • Obtain grant funding (1) • To look after the land/wildlife (1) • To preserve livelihood (1) • So we can support the economy (1) <p>accept any other suitable response</p>	(2)

Question number	Acceptable answer	Mark
18	<p>Award one mark for identifying item of PPE and one mark for justification of its use up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Goggles (1) to prevent eye damage from nails/splinters (1) • Heavy duty gloves (1) to protect skin from splinters/blistering (1) • Safety footwear (1) to protect feet from nails/tools/heavy wood (1) <p>accept any other suitable response</p>	(2)

Question number	Acceptable answer	Mark
19	<p>Any two from:</p> <ul style="list-style-type: none"> • Maintain footpaths/gates/styles/fences (1) • Repair footpaths/gates/styles/fences (1) • Supervises estate workers (1) <p>accept any other suitable response</p>	(2)

Question number	Acceptable answer	Mark
20	<p>Award one mark for identifying an activity and one mark for justification of how the risk could be minimised up to a maximum of two marks each.</p> <ul style="list-style-type: none"> • Soaking it up with a spill kit/absorbent material (1) to eliminate the flammable material (1) • Cordon the area off (1) to prevent contact with any ignition (1) <p>accept any other suitable response</p>	(4)

Question number	Acceptable answer	Mark
21	<p>Award one mark for identifying each action and one mark for expansion of impact up to a maximum of two marks each.</p> <ul style="list-style-type: none"> • Hazard to traffic/pedestrians (1) because it makes the road slippery (1) • Hazard to waterways (1) which means the water could be polluted (1) <p>accept any other suitable response (include any exclusions)</p>	(4)

Question number	Acceptable answer	Mark
22	<p>Award one mark for identifying the error and one mark for justification of its effect up to a maximum of two marks.</p> <ul style="list-style-type: none"> • it arrived after it was taken away/the times given are incorrect (1) which means there is a period when the waste is unaccounted for (1) • there is no license registration number given (1) which means it can't be traced/accountability is lost (1) 	(2)

Question number	Acceptable answer	Mark
23	<p>Any two from:</p> <ul style="list-style-type: none"> • Asbestos • Battery <p>accept any other suitable response</p>	(2)

Question number	Indicative content	
24	<p>Indicative content guidance</p> <p>The indicative content that follows is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <ul style="list-style-type: none"> • compost waste • reduce/reuse/recycle • the costs and benefits of using as biofuel • generate power • mulch/use as soil improver 	
<p>Mark scheme (award up to - marks) please see the earlier guidance on how to apply levels-based mark schemes*</p>		
Level	Mark	Descriptor
Level 0	0	No rewardable content.
Level 1	1–2	<ul style="list-style-type: none"> • Demonstrates limited knowledge and understanding of relevant information with some inaccuracies. • Discussion is superficial. • Points made will be generic and not directly linked to the context in the question.
Level 2	3–4	<ul style="list-style-type: none"> • Demonstrates some accurate knowledge and understanding of relevant information. • Discussion is partially developed. • Most points made will be relevant to the context in the question, but the link will not always be clear.
Level 3	5–6	<ul style="list-style-type: none"> • Demonstrates accurate and thorough knowledge and understanding of relevant information. • Discussion is well-developed. • The majority of points made will be relevant and there will be a clear links to the context in the question.

Question number	Acceptable answer	Mark
25	<p>Award one mark for identifying each approach/method and one mark for expansion of impact to local economy up to a maximum of two marks each.</p> <ul style="list-style-type: none"> • the glamping facilities will need staff (1) which increases employment in the area (1) • increased trade at the local grocery stores (1) because tourists will need produce to cook at the bbq facility (1) • once tourists start visiting the area (1) other woodland based activities/events could capitalize on the increasing tourist base (1) <p>accept any other suitable response</p>	(4)

Question number	Indicative content	
26	<p>Indicative content guidance</p> <p>The indicative content that follows is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <ul style="list-style-type: none"> • loss of habitat • habitat disturbance • erosion, damage from cars • damaging tree roots/plant life • litter/waste production/attracting vermin • noise pollution/light pollution • accidental fires from barbeques and cigarettes • opportunities for conservation 	
<p>Mark scheme (award up to - marks) please see the earlier guidance on how to apply levels-based mark schemes*</p>		
Level	Mark	Descriptor
Level 0	0	No rewardable content.
Level 1	1–2	<ul style="list-style-type: none"> • Demonstrates limited knowledge and understanding of relevant information with some inaccuracies. • Discussion is superficial. • Points made will be generic and not directly linked to the context in the question.
Level 2	3–4	<ul style="list-style-type: none"> • Demonstrates some accurate knowledge and understanding of relevant information. • Discussion is partially developed. • Most points made will be relevant to the context in the question, but the link will not always be clear.
Level 3	5–6	<ul style="list-style-type: none"> • Demonstrates accurate and thorough knowledge and understanding of relevant information. • Discussion is well-developed. • The majority of points made will be relevant and there will be a clear links to the context in the question.