



**Pearson**  
**BTEC Level 3 Nationals in**  
**Agriculture,**  
**Countryside Management,**  
**Forestry and Arboriculture,**  
**Horticulture**

**Sample Assessment Materials:**

**Unit 3: Contemporary Issues in the**  
**Land-based Sectors**

*For use with Extended Diploma*

*Pre-publication-Version 1.0*

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## Introduction

Teachers/tutors are asked to read this section to understand the structure of the assessment for this unit as illustrated in this sample assessment. This information will not appear in the text of the live assessments.

The key purpose of this assessment is to enable learners to show how they can use research into industry standards and practice in the completion of extended written activities relating to breeding practices for a given species of animal.

This assessment will be offered twice a year. The timing of the assessment is **6 hours of monitored preparation** in a **two week period** before the **2.5 hour supervised assessment** session timetabled by Pearson.

This is a task in two parts. This task includes monitored preparation.

The assessment evidence submitted to Pearson are written activities completed within a task and answer book.

The assessment evidence is produced under full formal supervision to ensure that learner work is authentic and that all learners have had the same assessment opportunity. The formal supervision takes place in a **2.5 hour** session timetabled by Pearson.

**Formal supervision** is the equivalent of examination conditions. Learners must work independently, cannot work with other learners, cannot talk about their work to other learners and will only be able to access the materials specified in the assessment.

**Monitored preparation** is provided for when learners produce materials that are used in any formally supervised session i.e. four sides of A4 notes as specified in the sample assessment. Monitored sessions are where learners are being directly observed. They may have, where specified, access to their own outcomes from preparation, access to the internet and use of appropriate resources. Learners are working independently and teachers/tutors will be able to authenticate that the outcomes for formal assessment meet the requirements and are authentic. At the end of the monitored preparation centres will retain the notes which will be provided to learners during the formal supervised assessment. After the assessment the notes will be retained by the centre and may be requested by Pearson during the marking process.

Pearson BTEC Level 3 Nationals

# Agriculture, Countryside Management, Forestry and Arboriculture, Horticulture

Unit 3: Contemporary Issues in the Land-based Sectors

Extended Diploma

## Sample assessment material

**Part A** contains material for the completion of the preparatory work for the set task.

**Part A** is given to learners 2 weeks before Part B is scheduled. Learners should spend no more than 6 hours on Part A.

**Part A** must be given to learners on the specified date so that learners can prepare in the way directed.

**Part A** is specific to each series and this material must only be issued to learners who have been entered to undertake the task in that series.

**Part B** materials must be issued to learners for the session specified by Pearson.

Level

# 3

Part

# A

<Insert Specification Image>

Paper Reference(s)

XXXX/XX

PXXXXXA

## Instructions to Teachers/Tutors

Centres should refer to the ICEA document for full information on the correct conduct of monitored and formally supervised assessment.

This set task has a preparatory period. **Part A** sets out how learners should prepare for the completion of the task under supervised conditions.

**Part B** contains unseen material and is issued to learners at the start of the formal supervised assessment session specified by Pearson

For **Part A**, learners should be monitored over **6 hours** provided by the centre, to read **Part A**, carry out research and compile notes. During this time they may only have access to research materials including books, journals, online resources and recorded media. Learners must work independently and must not be given guidance or feedback on the completion of the preparatory work. Learners must not prepare potential responses, and only notes produced in monitored sessions may be used during the formal assessment.

Learners may produce up to **four sides** of A4 notes which should:

- be handwritten or word processed in a 12 points minimum font size
- contain short, bullet-point style information.

Learner notes cannot contain:

- continuous prose
- essay plans
- pre-prepared answers.

Learner notes produced under monitored conditions must be checked by teachers/tutors to ensure that they comply with the limitations

Learner notes should be retained by the centre between the monitored sessions and the formal supervised assessment.

Learner notes should be retained by the centre after the completion of the assessment and may be requested by Pearson.

## Instructions for Learners

Read the set task information carefully.

**Part A** contains the information you need to prepare for the **Part B** set task. You will be given **6 hours** of monitored preparation. Your tutor will advise you of the scheduled sessions for this work.

During the monitored preparation sessions you will prepare summary notes to support you in responding to the additional information and activities presented in the **Part B** formal assessment.

Your notes should:

- be individually and independently prepared by you
- contain a maximum of 4 sides of A4
- be handwritten or word processed in a 12 points minimum font size
- contain short, bullet-point style information.

Your notes cannot contain:

- continuous prose
- essay plans
- pre-prepared answers.

Your notes will be checked by your centre and retained after the completion of the formal supervised assessment.

You must work independently and must not share your work with other learners.

Your teacher cannot give you feedback during the preparation period.

## Part A of Set Task

You are required to research:

- **one** invasive, non-native species in your specialist, UK land-based sector.

Your research should:

- use a variety of source material exploring the issue (e.g. books, articles, journals, recorded media)
- collect a range of views and supporting evidence on the issue, this may include any facts and/or figures.

You will need to gain an understanding of the issue and establish the validity and reliability of your sources of evidence used in preparation for **Part B**.

Write your name here

Surname					Other names						
Centre Number						Learner Registration Number					

Pearson BTEC Level 3 Nationals

# Agriculture, Countryside Management, Forestry and Arboriculture, Horticulture

Unit 3: Contemporary Issues in the Land-based Sectors

For use with:

Extended Diplomas in Agriculture; Countryside Management; Forestry and Arboriculture; Horticulture

## Sample assessment material

**Part A** will need to have been used in preparation for completion of **Part B**.

**Part B** booklet must be issued to learners as defined by Pearson and should be kept securely.

**Part B** booklet must be issued to learners for the supervised session on the specified date.

**Part B** is specific to each series and this material must only be issued to learners who have been entered to undertake the task in that series.

**Part B** should be kept securely until the start of the supervised assessment periods.

Level

**3**

Part

**B**

Total Marks

**64**

Supervised  
hours

**2.5**

<Insert Specification Image>

Paper Reference(s)

XXXX/XX

PXXXXXA

This set task is a formal external assessment and must be conducted with reference to the instructions in this task booklet and the *Information for Conducting External Assessments (ICEA)* document, to ensure that the supervised period is conducted correctly and that learners have the opportunity to carry out the required activities independently.

**Part B** set task is undertaken under formal supervision in a single session of **2.5 hours** timetabled by Pearson.

**Part B** materials must be issued to the learners for the specified session. Work should be completed in this task and answer booklet.

**Part B** set task requires learners to apply understanding gained through familiarisation with the context. Learners should bring in notes as defined in **Part A**. The Teacher/Tutor needs to ensure that the notes comply with the requirements.

All learner work must be completed independently and authenticated by the Teacher/Tutor and/or Invigilator before being submitted to Pearson.

Learners must not bring anything into the supervised environment or take anything out without your approval.

Centres are responsible for putting in place appropriate checks to ensure that only permitted material is introduced into the supervised environment.

### **Maintaining Security:**

- The assessment areas must only be accessible for the individual learner and to named members of staff.
- Learners can only access their work under supervision.
- Any work learners produce under supervision must be kept secure.
- Only permitted materials for the set task can be brought into the supervised assessment
- During any permitted break and at the end of the session materials must be kept securely and no items removed from the supervised assessment
- Learners are not permitted to have access to the internet or other resources during the supervised assessment period.

### **Outcomes for Submission:**

A completed task and answer booklet



## Instructions for Learners

Read the set task information carefully.

This session is of **2 hours and 30 minutes**. Plan your time carefully.

You have prepared for the set task given in this **Part B** booklet. Use your notes prepared during **Part A** if relevant. Attempt all of **Part B**.

Your notes must be your own work and will be retained by your centre until results are issued.

You will complete this set task under supervision and your work will be kept securely during any breaks taken.

You must work independently throughout the supervised assessment period and should not share your work with other learners.

### **Outcomes for Submission**

Completed task and answer booklet

In **Part A** you were asked to research information on an invasive species in the UK in your specific land-based sector. You should use your research to complete the activities in relation to the scenario.

### **Scenario**

UK legislation is already in place to control the spread of invasive, non-native species.

Due to pressure from various organisations, the government is now considering introducing regulations requiring land-based organisations not just to control, but to eradicate invasive, non-native species from the UK.

You are employed by a land-based organisation.

As part of your continuous professional development, you have been asked to produce a summary report to update colleagues in your sector on this issue.

Your report will include the following activities:

- the effectiveness of current measures to control the specified species
- the economic, and the social and cultural implications of eradicating the specified invasive, non-native species
- judgements on the effect of the eradication of the invasive, non-native species within your sector.

## Set task

You must complete **all four** activities.

You will need to refer to the task information on page 4 and the notes from any preparatory work completed in **Part A**.

Activity	Suggested timings	Total marks
<b>Activity 1</b>	You should spend approximately 25 minutes on this activity	12 marks
<b>Activity 2</b>	You should spend approximately 50 minutes on this activity	20 marks
<b>Activity 3</b>	You should spend approximately 50 minutes on this activity	20 marks
<b>Activity 4</b>	You should spend approximately 25 minutes on this activity	12 marks

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TOTAL FOR PAPER = 64 MARKS

Please do not write your answers outside the answer space provided below.

**Activity 1 – Current control measures**

Assess the effectiveness of **two** control measures currently in place for the invasive non-native species you have researched.

Your response must use **Part A** research notes and will:

- identify the responsibilities of organisations and individuals for controlling the spread of invasive, non-native species
- consider evidence from a variety of source material and make reference to it
- show how you have ensured accuracy of the sources used.

(Total for Activity 1 = 12 marks)

You should spend approximately 25 minutes on this activity.

**Name of invasive, non-native species researched in Part A:**

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**Control measure 1**

- Describe how organisations and individuals control the spread of invasive, non-native species.

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**Effectiveness of control measure**

- Consider evidence from a variety of source material and make reference to it.
  - Show how you have ensured accuracy of the sources used.
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**Control measure 2**

- Describe how organisations and individuals control the spread of invasive, non-native species.

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**Effectiveness of control measure**

- Consider evidence from a variety of source material and make reference to it.
- Show how you have ensured accuracy of the sources used.

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## Activity 2 – Economic implications of eradication

Using your research evidence, discuss **two** economic implications for your sector of eradicating the non-native species discussed in Activity 1.

You should consider:

- the economic implications resulting from the presence of the invasive, non-native species
- costs and economic consequences of eradicating the species that might be considered by:
  - landowners,
  - affected individuals
  - members of the public
  - organisations in the sector Organisations could include: related government departments, national or professional organisations, or private land-based businesses.

(Total for Activity 2 = 20 marks)

You should spend approximately 50 minutes on this activity.

### **Economic implication 1**

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**Economic implication 2**

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### Activity 3 – Social and cultural implications of eradication

Using your research, discuss **two** social and cultural implications for your sector of eradicating the non-native species discussed in Activity 1.

You should consider:

- how eradicating the species would have implications for landowners and any interested groups or organisations, and the views and opinions they may hold.

(Total for Activity 3 = 20 marks)

You should spend approximately 50 minutes on this activity.

#### **Social and cultural implication 1**

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**Social and cultural implication 2**

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#### Activity 4 – Conclusions on the introduction of regulations relating to invasive, non-native species eradication

How far do you agree with the view that the species you have researched should be eradicated?

In your answer you will need to:

- explain whether you agree or disagree with the potential regulation identified in the scenario
- select evidence from your research to support your answer
- reference points made in your responses to activities 1, 2 and 3.

(Total for Activity 4 = 12 marks)

You should spend approximately 25 minutes on this activity.


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(Total for Activity 4 = 12 marks)

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**TOTAL FOR PAPER = 64 MARKS**

## Unit 3: Contemporary Issues in the Land-based Sectors – sample mark grid

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### 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 grids 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 grid, not according to their perception of where the grade boundaries may lie.
- All marks on the mark grid should be used appropriately.
- All the marks on the mark grid are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the learner's response is not worthy of credit according to the mark grid.
- Where judgement is required, a mark grid 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 grid to a learner's response, a senior examiner should be consulted.

### Specific marking guidance

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The mark grids have been designed to assess learners' work holistically. Rows within the grids identify the assessment focus/outcome being targeted. When using a levels-based mark grid, the 'best fit' approach should be used.

- Examiners should first make a holistic judgement on which band most closely matches the learner 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 assessment focus/outcome, and will be modified according to how securely all bullet points are displayed at that band.
- Marks will be awarded towards the top or bottom of that band depending on how they have evidenced each of the descriptor bullet points.

## Activity 1

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
	0	1-3	4-6	7-9	10-12
Assessment of an issue and evaluation of research evidence	No rewardable material	<ul style="list-style-type: none"> <li>Assessment of the issue is generic or superficial, with limited support from researched evidence</li> <li>Limited research used to support conclusions, with little evidence that it has been checked for validity.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment is linked to the issue, but supporting evidence used is not always relevant</li> <li>Some research used to support conclusions has been investigated to ensure validity, although there are some omissions to checking for some sources.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of the issue is supported by quantitative and/or qualitative evidence, though it lacks balance between competing arguments/factors.</li> <li>Most research used to support conclusions has been investigated to ensure its validity, although there are one or two minor omissions.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of the issue is balanced, wide ranging and well contextualised, using quantitative and/or qualitative evidence, and shows an awareness of competing arguments/factors.</li> <li>All research used to support conclusions has been thoroughly investigated and its validity has been ensured.</li> </ul>

## Activity 2

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
	0	1-5	6-10	11-15	16-20
Conclusions relating to context for researched issue in light of second given perspective	No rewardable material	<ul style="list-style-type: none"> <li>Understanding of the relationship between the researched contemporary issue and the given context is occasionally appropriate, but lacks consistency.</li> <li>Lines of reasoning are unsupported by researched evidence, with serious logical flaws in the arguments put forward and a lack of structure.</li> <li>Generic assertions may be presented that are irrelevant.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a basic but appropriate understanding of the relationship between the researched contemporary issue and the given context.</li> <li>Occasional links between the issue and given perspective are present so that lines of reasoning are partially supported, though following the argument may sometimes be difficult.</li> <li>A generic or superficial assessment is presented, some of which may be relevant.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a sound understanding of the relationship between the researched contemporary issue and the given context.</li> <li>Links between the issue and given perspective are present so that lines of reasoning are supported and clear, with an effective structure to the response.</li> <li>An attempt at an assessment is presented, using quantitative and/or qualitative evidence, though it is unlikely to show the significance of competing arguments. The assessment will be mostly relevant.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a thorough understanding of the relationship between the researched contemporary issue and the given context.</li> <li>Comprehensive links between the issue and given perspective are evidenced so that lines of reasoning are well supported, logically structured, clear and concise.</li> <li>Assessment is balanced, relevant, wide ranging and well contextualised, using quantitative and/or qualitative evidence, and shows an awareness of competing arguments/factors.</li> </ul>

### Activity 3

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
	0	1-5	6-10	11-15	16-20
Conclusions relating to context for researched issue in light of second given perspective	No rewardable material	<ul style="list-style-type: none"> <li>Understanding of the relationship between the researched contemporary issue and the given context is occasionally appropriate, but lacks consistency.</li> <li>Lines of reasoning are unsupported by researched evidence, with serious logical flaws in the arguments put forward and a lack of structure.</li> <li>Generic assertions may be presented.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a basic but appropriate understanding of the relationship between the researched contemporary issue and the given context.</li> <li>Occasional links between the issue and given perspective are present so that lines of reasoning are partially supported, though following the argument may sometimes be difficult.</li> <li>A generic or superficial assessment is presented.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a sound understanding of the relationship between the researched contemporary issue and the given context.</li> <li>Links between the issue and given perspective are present so that lines of reasoning are supported and clear, with an effective structure to the response.</li> <li>An attempt at an assessment is presented, using quantitative and/or qualitative evidence, though it is unlikely to show the significance of competing arguments.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a thorough understanding of the relationship between the researched contemporary issue and the given context.</li> <li>Comprehensive links between the issue and given perspective are evidenced so that lines of reasoning are well supported, logically structured, clear and concise.</li> <li>Assessment is balanced, wide ranging and well contextualised, using quantitative and/or qualitative evidence, and shows an awareness of competing arguments/factors.</li> </ul>

#### Activity 4

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
	0	1-3	4-6	7-9	10-12
Evaluation of contemporary issue in light of context	No rewardable material	<ul style="list-style-type: none"> <li>The issue is outlined, without any depth to considerations of how different viewpoints might be interrelated.</li> <li>Lines of reasoning are unsupported by researched evidence, with serious logical flaws in the arguments put forward and a lack of structure.</li> <li>Displays a superficial discussion leading to a superficial judgement that is rarely supported through the application of relevant evidence.</li> </ul>	<ul style="list-style-type: none"> <li>The issue is explored with some consideration of how different viewpoints are interrelated.</li> <li>Occasional links are present so that lines of reasoning are partially supported by research, though following the argument may sometimes be difficult.</li> <li>Displays a partially developed discussion leading to a judgement that is occasionally supported through the application of relevant evidence.</li> </ul>	<ul style="list-style-type: none"> <li>The issue is explored with some consideration of how different viewpoints are interrelated.</li> <li>Links are present so that lines of reasoning are supported by research, with an effective structure to the argument.</li> <li>Displays a developed discussion leading to a judgement supported through the application of relevant evidence.</li> </ul>	<ul style="list-style-type: none"> <li>The issue is explored thoroughly and holistically with sustained consideration of how a range of viewpoints are interrelated.</li> <li>Comprehensive links are evidenced by research so that lines of reasoning are well supported, logically structured, clear and concise.</li> <li>Displays a comprehensive discussion culminating in a judgement that is fully supported throughout by a sustained application of relevant evidence.</li> </ul>