

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

Sample Assessment Materials:

Unit 2: Plant and Soil Science

For use with: Extended Certificate*, Foundation Diploma, Diploma* and Extended Diploma

* Not relevant in Forestry and Arboriculture

Pre-publication-Version 1.0

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The Department for Education (DfE) is currently considering this qualification for inclusion in performance tables in England.

These draft sample assessment materials show our proposed approach to the external assessments. During the DfE approval process, we may be asked to make changes to any aspect of the qualification including content, assessments or first teaching and assessment dates.

When the DfE gives final approval for inclusion in performance tables in England, we will:

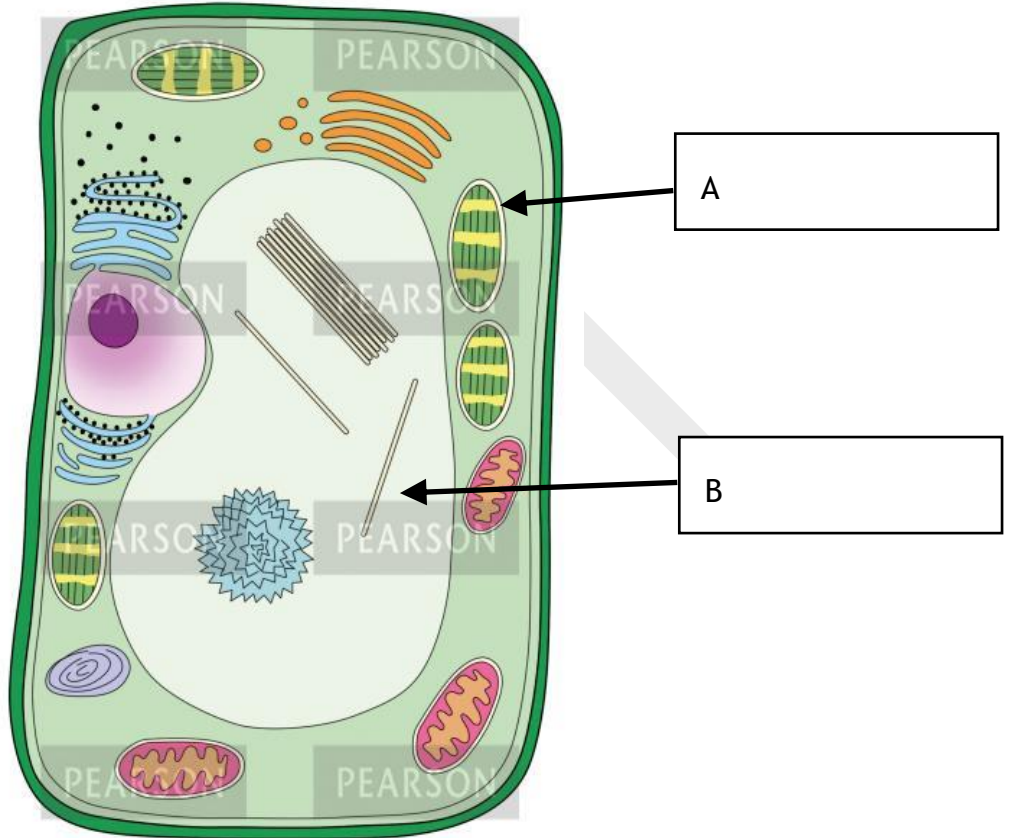
- confirm first teaching date
- confirm the first external assessment date
- issue the final version of the sample assessment materials.

References to third-party material made in this specification are made in good faith. We do not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

1. This is a diagram of a plant cell.

1 (a) Label areas A and B on the cell shown in Figure 1.

(2 marks)



1 (b) Give **two** features of the structure of a cell wall.

(2 marks)

1.
2.

Many plant cells divide by mitosis.

1 (c) State **two** things that happen during prophase.

(2 marks)

1.
2.

1 (d) Transportation is an important plant process.

Explain **two** ways in which the structure of plants is linked to the function of the vascular bundle.

(4 marks)

1.
2.

1 (e) Analyse how *Betula* is adapted to respond to winter conditions.

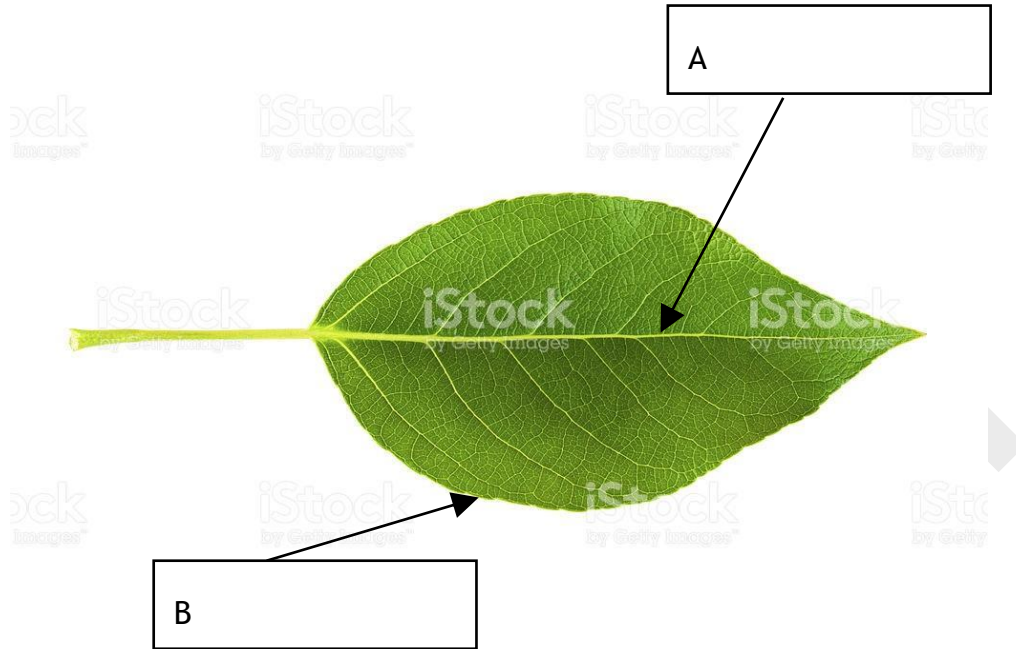
(6 marks)

A large rectangular box with a solid border, containing 25 horizontal dotted lines for writing.

Total for question 1 = 16 marks

2 (a) Label areas A and B on this leaf.

(2 marks)



2 (b) Describe the process by which stomata open.

(4 marks)

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2 (c) Explain **two** structural features that allow entomophilous pollination.

(4 marks)

1.
2.

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2 (d) The weather during the spring has been dull, with long periods of dense cloud.

Analyse the impact this will have on the process of glucose production in plants.

(6 marks)

A large rectangular box with a solid border, containing 25 horizontal dotted lines for writing.

Total for question 2 = 16 marks

4 The table below shows the characteristics of two soil types.

4 (a) Complete the table to show the missing particle size and soil type.

(2 marks)

	Soil A	Soil B
Soil type	Sand	
Particle size		0.002– 0.05 mm
Texture	Gritty	Smooth
Permeability	High	Medium
pH reading	5.5-6.0	6.5-7.0

4 (b) State **two** characteristics of fertile soil.

(2 marks)

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

4 (c) Explain **one** reason for permanent wilting point.

(2 marks)

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4 (d) Explain **two** ways in which waterlogging affects soil pH.

(4 marks)

1.

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.....

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2.

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.....

.....

5 Fertilisers are often characterised by their NPK ratios.

5 (a) Give the name of the nutrient represented by the letter K.

(1 mark)

.....
.....

The table shows the composition of three controlled release fertilisers.

Fertiliser	% N	% P	% K
A	5	15	14
B	14	14	14
C	30	4	4

5 (b) Give **one** reason a grower would select fertiliser C.

(1 mark)

.....
.....

5 (c) Describe how nutrients are delivered by 'controlled release' fertilisers.

(2 marks)

.....

.....

.....

.....

5 (d) This table shows how micronutrients affect plant growth. Complete the table by providing the missing information.

(2 marks)

Micronutrient	Function in plant	Signs and symptoms of deficiencies
Copper	Root metabolism Prevents chlorosis Stimulates growth	
	Formation of cells Strengthens cell walls Essential in fruit/flower formation	Dead heart symptoms in plants Death of the growing point in plants Stunted growth

5 (e) Explain **two** ways in which phosphorus is used by plants in the production of flowers.

(4 marks)

<p>1.....</p> <p>.....</p> <p>.....</p> <p>2.....</p> <p>.....</p> <p>.....</p>

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5 (f) Analyse the impact on plants of nitrogen deficiency.

(6 marks)

A large rectangular box with a solid border, containing 20 horizontal dotted lines for writing.

Total for question 5 = 16 marks

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Mark Scheme

Sample Assessment Materials

BTEC Level 3 Nationals in Agriculture

**BTEC Level 3 Nationals in
Countryside Management**

**BTEC Level 3 Nationals in Forestry and
Arboriculture**

BTEC Level 3 Nationals in Horticulture

Unit 2: Plant and Soil Science

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December 2017

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General marking guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates 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 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 a candidate'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 about applying the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed-out work should be marked UNLESS the candidate has replaced it with an alternative response.
- Phonetic spelling should be accepted.

**Unit 2 Plant and Soil Science
Version 1 Sample Assessment Materials**

Question number	Answer	Mark
1(a)	A – Chloroplast B – Vacuole	(2)

Question number	Answer	Mark
1(b)	Award 1 mark for any of the following, up to a maximum of 2 marks. <ul style="list-style-type: none"> • Cellulose/fibrous (1). • Gives strength/rigidity to the plant/cell (1). • Fully permeable (1). Accept any other valid answers.	(2)

Question number	Answer	Mark
1(c)	Award 1 mark for any of the following, up to a maximum of 2 marks. <ul style="list-style-type: none"> • Chromosomes appear (1). • Chromosomes shorten/thicken (1). • The nuclear envelope disappears (1). • Nucleolus disappears (1). Accept any other valid answers.	(2)

Question number	Answer	Mark
1(d)	Award up to 2 marks for each explanation that links a structural feature to its function, up to a maximum of 4 marks. <ul style="list-style-type: none"> • Vascular nature (1) links source to sink (1). • Partial death of sieve element (1) allows flow of sugars without osmotic effects (1). • Companion cells (1) keep sieve elements partially alive (1). Accept any other valid answers.	(4)

Question number	Indicative content	Mark
1(e)	<p>Answers will be credited according to the learner's demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content but should be rewarded for other relevant answers.</p> <p>Responses may include the following.</p> <ul style="list-style-type: none"> • Betula are deciduous trees, dormant over winter. • Reduced temperature and light intensity slows photosynthesis. • Respiration continues, though metabolism is slowed. • Leaves are dropped to conserve energy, photosynthetic apparatus withdrawn to branches, trunk and roots. • Sugars and minerals translocated into woody tissues for storage. • Starches converted to sugars and stored, filling cells with a natural antifreeze. • Chlorophyll broken down and withdrawn from the leaves, leaving anthocyanins which results in colour change to leaves. • An abscission or separation layer is formed where the petiole meets the stem. • This closes supply of water and nutrients to the leaf and forms a protective cork-like scar. <p>Accept any other valid response.</p>	(6)
Level	Descriptor	
0 0 marks	No rewardable material.	
1 1-2 marks	Demonstrates isolated elements of knowledge and understanding presented in an unstructured format. Generic statements may be presented rather than linkages being made so that lines of reasoning are unclear or rarely supported through the application of relevant evidence from the context.	
2 3-4 marks	Demonstrates mostly accurate knowledge and understanding. There is some structure to the response. Some occasional linkages present so that lines of reasoning are mostly clear and partially supported through the application of relevant evidence from the context.	
3 5-6 marks	Demonstrates accurate and thorough knowledge and understanding presented in a clear and logical format. Comprehensive linkages evidenced so that lines of reasoning are clear and concise, and well supported throughout by sustained application of relevant evidence from the context.	

Question number	Answer	Mark
2(a)	A – Midrib B – Margin	(2)

Question number	Answer	Mark
2(b)	<p>Award up to 4 marks for a description that makes reference to the following.</p> <ul style="list-style-type: none"> • Stomata surrounded by guard cells (1). • Potassium ions move into guard cells (1). • Water follows by osmosis (1). • Guard cells become turgid (1). • This causes elastic outer walls to stretch and open the stomata (1). 	(4)

Question number	Answer	Mark
2(c)	<p>Award up to 2 marks for each explanation, which identifies a structural feature and its linkage to entomophilous pollination, up to a maximum of 4 marks.</p> <ul style="list-style-type: none"> • Bright colour/patternation (1), which attracts pollinators towards them (1). • Contains nectar or edible pollen close to stigma (1), which is a reward for insects (1). • Pollen grains are heavy and sticky (1) so stick to passing pollinating insects/deposited as they pass sticky stigmas (1). <p>Accept any other valid answers.</p>	(4)

Question number	Indicative content	Mark
2(d)	<p>Answers will be credited according to the learner's demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content but should be rewarded for other relevant answers.</p> <p>Responses may include the following.</p> <p>Glucose production:</p> <ul style="list-style-type: none"> • photosynthesis • carbon dioxide + water → glucose + oxygen • requires light for light dependent stage • photosynthesis occurs but at a slower rate • only happens during the day (or when artificial light present) • slower, stunted growth of plants • splits water (photolysis) • carbon is fixed in glucose produced in stroma of chloroplasts • takes place in above-ground plant structures. <p>Glucose use:</p> <ul style="list-style-type: none"> • respiration • plant shows sign of stress • releases energy • takes place in mitochondria of all cells • happens day and night • glucose + oxygen → carbon dioxide + water • aerobic requires oxygen, anaerobic does not but is less efficient (happens in waterlogged roots) 	(6)
Level	Descriptor	
0 0 marks	No rewardable material.	
1 1–2 marks	Demonstrates isolated elements of knowledge and understanding presented in an unstructured format. Generic statements may be presented rather than linkages being made so that lines of reasoning are unclear or rarely supported through the application of relevant evidence from the context.	
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Question number	Indicative content	Mark
3	<p>Answers will be credited according to the learner’s demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content but should be rewarded for other relevant answers.</p> <p>Responses may include the following.</p> <p>Sandy soils vary in particle size but are often seen as difficult soils to grow in because they:</p> <ul style="list-style-type: none"> • have low water holding capacity as they are free draining • are difficult to moisten when dry due to permeability rates • have poor nutrient holding capacity • have very little capillary rise due to particles • are prone to drought as they dry out quickly in hot/dry weather • can often be acidic soils • have less micro-organisms and earthworm activity due to being dryer soils <p>Accept any other valid answers.</p>	(8)
Level	Descriptor	
0 0 marks	No rewardable material	
1 1–2 marks	<p>Demonstrates isolated elements of knowledge and understanding; presented in an unstructured format.</p> <p>Generic statements may be presented rather than linkages being made so that lines of reasoning are unclear and rarely supported by relevant evidence from the context.</p> <p>Discussion is superficial and shows a limited awareness of interrelationships and importance.</p>	
2 3–5 marks	<p>Demonstrates mostly accurate knowledge and understanding; some structure to the response.</p> <p>Some occasional linkages present so that lines of reasoning are mostly clear and are partially supported by relevant evidence from the context.</p> <p>Discussion is partially developed and shows an awareness of interrelationships and importance.</p>	
3 6–8 marks	<p>Demonstrates accurate and thorough knowledge and understanding; presented in a clear and logical format. Comprehensive linkages evidenced so that lines of reasoning are clear and concise, and well supported by relevant evidence from the context.</p> <p>Displays a well-developed and logical discussion that shows a thorough awareness of interrelationships and importance.</p>	

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4(a)	<table border="1"> <thead> <tr> <th></th> <th>Soil A</th> <th>Soil B</th> </tr> </thead> <tbody> <tr> <td>Soil type</td> <td>Sand</td> <td>Silt</td> </tr> <tr> <td>Particle size</td> <td>0.06-2.0 mm</td> <td>0.002-0.06 mm</td> </tr> <tr> <td>Texture</td> <td>Gritty</td> <td>Smooth</td> </tr> <tr> <td>Permeability</td> <td>High</td> <td>Medium</td> </tr> <tr> <td>pH reading</td> <td>5.5-6.0</td> <td>6.5-7.0</td> </tr> </tbody> </table>		Soil A	Soil B	Soil type	Sand	Silt	Particle size	0.06-2.0 mm	0.002-0.06 mm	Texture	Gritty	Smooth	Permeability	High	Medium	pH reading	5.5-6.0	6.5-7.0	(2)
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Question number	Answer	Mark
4(b)	<p>1 mark each for any two of the following points.</p> <ul style="list-style-type: none"> • Nutrient rich (1). • Contains organic matter (1). • Available minerals (1). • Contains a range of micro-organisms/ earthworms (1). • pH Reading of between 6.0–6.8 (1). • Visible healthy plant life (1). <p>Accept any other valid answers.</p>	(2)

Question number	Answer	Mark
4(c)	<p>Award up to 2 marks for a linked explanation, which identifies the cause and effect of permanent wilting point.</p> <ul style="list-style-type: none"> • Water is unavailable to plants (1) because of hygroscopic action of soil particles/capillary forces hold it in the soil (1). <p>Accept any other valid answer.</p>	(2)

Question number	Answer	Mark
4(d)	<p data-bbox="475 259 1160 344">Award up to 2 marks for each linked explanation, which identifies the cause of and changes to pH, up to a maximum of 4 marks.</p> <ul data-bbox="475 427 1145 680" style="list-style-type: none"> <li data-bbox="475 427 1145 517">• pH drops/soil becomes more acidic at first (1) due to anaerobic respiration of soil micro-organisms (1). <li data-bbox="475 539 1145 595">• pH rises/soil becomes more alkaline (1) as dissolved sodium ions cannot leach (1). <li data-bbox="475 618 1145 680">• Acid rainfall can be held in poorly drained soil (1) so soil acidity can be increased (1). <p data-bbox="475 752 868 779">Accept any other valid answers.</p>	(4)

Question number	Indicative content	Mark
4(e)	<p>Answers will be credited according to the learner’s demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content but should be rewarded for other relevant answers.</p> <p>Responses may include the following.</p> <ul style="list-style-type: none"> • Increased chance of soil erosion. • Increase in crop yield. • Reduced soil fertility. • Poorer soil structure without roots to hold soil in place. • Increase in weathering: breakdown of rocks to small particles. • Physical: wetting/drying, freezing/thawing, shrinking/swelling of rocks and sediments, which leads to their breakdown into smaller particles. • Chemical: acidification, oxidation and dissolution. • Biological: effect of living organisms – plant roots and soil organisms. • Soil type depends on size of particles in parent material, availability of organic matter, location, topography, climate, vegetation, animal activity, human cultivation and soil management. <p>Accept any other valid answers.</p>	(6)
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Question number	Answer	Mark
5(a)	Potassium	(1)

Question number	Answer	Mark
5(b)	<ul style="list-style-type: none"> • General purpose fertilizer. • To aid growth. <p>Accept any other valid answers.</p>	(1)

Question number	Answer	Mark
5(c)	<p>Award up to 2 marks for a description that makes reference to:</p> <ul style="list-style-type: none"> • resin- or polymer-coated fertiliser (1) • coating activated by the actions of water and/or temperature (1) • coating decomposes over a length of time to release nutrients (1). <p>Accept any other valid answers.</p>	(2)

Question number	Answer	Mark																	
5(d)	<p>Award 1 mark for each missing piece of information provided.</p> <table border="0"> <tr> <td>Micronutrient</td> <td>Function in plant</td> <td>Signs and symptoms of deficiencies</td> </tr> <tr> <td rowspan="3">Copper</td> <td>Root metabolism</td> <td>Yellowing of the leaves</td> </tr> <tr> <td>Prevents chlorosis</td> <td>Plants wilt</td> </tr> <tr> <td>Stimulates growth</td> <td>Dead branches</td> </tr> <tr> <td rowspan="3">Boron</td> <td>Formation of cells</td> <td>Dead heart symptoms in plants</td> </tr> <tr> <td>Strengthens cell walls</td> <td>Death of the growing point in plants</td> </tr> <tr> <td>Essential in fruit/flower formation</td> <td>Stunted growth</td> </tr> </table> <p>Accept any other valid answers.</p>	Micronutrient	Function in plant	Signs and symptoms of deficiencies	Copper	Root metabolism	Yellowing of the leaves	Prevents chlorosis	Plants wilt	Stimulates growth	Dead branches	Boron	Formation of cells	Dead heart symptoms in plants	Strengthens cell walls	Death of the growing point in plants	Essential in fruit/flower formation	Stunted growth	(2)
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5(e)	<p>Award up to 2 marks for each linked explanation, which identifies the requirement for phosphorous and its use in flower production up to a maximum of 4 marks.</p> <ul style="list-style-type: none"> • Helps speed up metabolism/essential for cell division (1) so a plant reaches maturity more quickly (1). • Stimulates/enhances bud development /blooming (1) so plants can produce strong seed yield (1). <p>Accept any other valid answers.</p>	(4)

Question number	Indicative content	Mark
5(f)	<p>Answers will be credited according to the learner's demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content but should be rewarded for other relevant answers.</p> <p>Responses may include the following.</p> <ul style="list-style-type: none"> • Effects on protein deficiency for tissue growth; chlorophyll formation for photosynthetic apparatus. • Reduction in photosynthesis. • Visual signs – stunted or slow growth or flowering, light yellow or green foliage. • Potential causes such as leaching, overwatering, linked to growth medium restrictions. • Potential treatment to remedy deficiency, such as application of nitrogen-rich fertiliser, soil improvement. <p>Accept any other valid answer.</p>	(6)
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6	<p>Answers will be credited according to the learner's demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content but should be rewarded for other relevant answers.</p> <p>Responses may include the following.</p> <ul style="list-style-type: none"> • Mineral salts build up and damage plants and the soil. • Excessive water movement out of cells by osmosis causes damage to roots. • Plant tissue desiccation due to osmotic stress • Effects on photosynthesis, transportation. Translocation and transpiration leading to poor plant growth. • Signs include stunted growth, poor bud formation, foliage to deform, discolour, wilt or drop. • Destruction of beneficial micro-organisms in soil leading to soil infertility. • Potential consequences of excessive nutrients in water courses such as eutrophication. <p>Accept any other valid answers.</p>	(8)
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