

SPECIMEN MARK SCHEME

UNIT 5 - INTRODUCING THE ROLE AND VALUE OF PLANTS AND ANIMALS TO SOCIETY





Level 1 Diploma Principal Learning

Environmental and Land-based Studies ELS1U5

Unit 5

Introducing the role and value of plants and animals to society

Specimen Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting, they are required to refer these to the Principal Examiner.

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Level 1 Unit 5 Specimen Mark Scheme

Question 1

	answers	extra information	mark
1(a)	habitat type eg <ul style="list-style-type: none"> ● woodland ● pond ● lake ● grassland etc 		1
1(b)	four species identified named species related to habitat in 1(a) common or Latin names accepted	1 species = one mark	4
1(c)	species rich/species poor not many/many	answers appropriate to habitat value	2
Total			7

Question 2

	answers	extra information	mark
2(a)(i)	commercial monoculture eg <ul style="list-style-type: none"> ● coniferous forestry ● wheat farming ● pig farming 		1
2(a)(ii)	reduction of biodiversity/species diversity/ number of different species	basic language - one mark more scientific language with correct use of terms - two marks	2
2(b)(i)	decrease in species over time		1
2(b)(ii)	reason eg <ul style="list-style-type: none"> ● ploughing & seeding with wheat ● use of pesticide/herbicide ● drainage ● (high) fertiliser input 		1
Total			5

Question 3

	answers	extra information	mark
3(a)	appropriate <u>named</u> wild animal species expansion of how species meets human need	for <u>named</u> human need chosen do not accept birds/fish	3
3(b)	appropriate <u>named</u> wild plant species suitable identification of contribution to society for species chosen expansion of how species meets contribution to society	for <u>named</u> contribution to society chosen accept grass do not accept plants	1 1 1
3(c)	suitable species correct order in food chain		1 1
3(d)	too much energy is lost from higher trophic levels/there is no energy left		1
3(e)(i)	Broad bean → Human		1
3(e)(ii)	more trophic levels in food chain 2 therefore more energy lost at each level compared with food chain 1		1 1
Total			12

Question 4

	answers	extra information	mark
4(a)	name of appropriate commercial business or enterprise eg Game shooting		1
	name of appropriate habitat eg woodland		1
	name of appropriate species eg pheasant		1
4(b)	brief outline of how species is used eg pheasants are reared in the woodland and released in preparation for shoots within the shooting season	one mark for use	1
		second for detail of use	1
4(c)	species explanation eg hazel/coppice will need to be planted to provide cover for pheasants		1 2
4(d)	two benefits identified eg <ul style="list-style-type: none"> • cover/shelter from predators/ weather • wide open paths, shooters see pheasants 	one mark for benefit second for explanation × 2	4
Total			12

Question 5

	answers	extra information	mark
5(a)(i)	any suitable commercial production unit eg pig farming		1
5(a)(ii)	environmental factors eg <ul style="list-style-type: none"> • fertile soil • plenty of grass • high rainfall 		2
5(b)(i)	three positive/negative impacts eg <ul style="list-style-type: none"> • physical degradation/improvement • competition and disease through changes to flora and fauna • pollution 		3
5(b)(ii)	suitable effect for impact identified eg pollution will kill grass/birds		2
5(c)	any two appropriate explanations	one mark for simple statement × 2 second for development × 2	2 2
	eg		
	statement	development	
	adverse physical conditions	high rainfall/steep slopes/thin soils/waterlogging	
	nutrient poor soils	nutrient rich soils/fertiliser added	
unmanaged	managed by eg pruning/spraying/watering		
Total			12

Assessment Grid
Specimen Paper Level 1 Unit 5

Question number	Learning Outcome									
	1a	1b	1c	2a	2b	3a	3b	4a	4b	4c
1(a)						1				
1(b)						4				
1(c)						2				
2(a)(i)							1			
2(a)(ii)							2			
2(b)(i)							1			
2(b)(ii)							1			
3(a)	3									
3(b)	3									
3(c)		2								
3(d)			1							
3(e)(i)			1							
3(e)(ii)			2							
4(a)(i)								1		
4(a)(ii)								1		
4(a)(iii)								1		
4(b)								2		
4(c)									3	
4(d)										4
5(a)				3						
5(b)(i)					3					
5(b)(ii)					2					
5(c)				4						
	6	2	4	7	5	7	5	5	3	4
Total	12			12		12		12		