

Mark Scheme (Results)

Summer 2013

ELBS Environmental and Land-Based
Studies ES205 01

Plants & Animal-Role

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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 penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. 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 also be prepared to award zero marks if the 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 regarding the application of 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.

Question number	Answer	Mark
1(a)(i)	C	(1)

Question number	Answer	Mark
1(a)(ii)	B	(1)

Question number	Answer	Mark
1(b)	Give a reason with some development. E.g. Only 1 rose bush but very large/ lots of greenfly but small mass weight.	(2)

Question number	Answer	Mark
1(c)	Any predator of ladybirds or insects e.g. birds	(1)

Question number	Answer	Mark
2	A - 2 B - 4 C - 3 D - 1	(4)

Question number	Answer	Mark
3	1 mark for reason e.g. (A) because they look nice, attract tourists. (B) animals can eat maize direct from field/no transport OR maize reared animals produce higher returns than maize (C) Wimbledon needs hard wearing grass OR Wimbledon can afford better quality grass (D) petroleum running out/used as substitute OR sustainable OR Up to another 2 marks for 1 or more developments e.g. coastal resorts often warmer so palms can survive, palms associated with tropical beaches, sense of exotic/warmth/travel abroad	(3)

Question number	Answer	Mark
4(a)	1 mark each for any 2 reptiles likely to be found in a zoo	(2)

Question number	Answer	Mark
4(b)	Only credit 1 way 1 mark for method or help described/stated – rare species protected from extinction Up to another 2 marks for 1 or more developments – public pay goes towards protecting animals, can be bred in controlled/protected env, can study animals so know how to treat in the future	(3)

Question Number	Indicative Content	
5(a)	Views: i. Not as important – fewer, not essential to life. ii. As important – live much longer, related industries, pet shops, vets. Human companionship, useful jobs eg. guide dogs.	
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements up to max 2, - v. Little comparison e.g. lots of fish, more farm animals than pets
2	3-4	Development/detail of statements up to max 4. Refers to stats, makes direct comparisons
3	5-6	Judgement, comment e.g. compared to UK pop is that a lot/little?, totals for pets/animals, why so many more fish/poultry, no's don't necessarily equate to importance

Question Number	Indicative Content	
5(b)	Protected - controlled environment, automated, small scale, light, heat water, nutrients, high input costs. Extensive - large scale, bulk product, heavy machinery, output open to extraneous factors Intensive - small scale, manual labour, large amount of inputs.	
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple differences stated up to max 2, - e.g. indoor/outdoor
2	3-4	Development/detail of statements up to max 4. E.g. extensive is large scale but fewer inputs/ha, intensive is smaller scale but more inputs/ha.
3	5-6	Specifics/details relating to actual examples – not necessarily those given e.g. orchids need constantly high temps and humidity above -----, but soil is almost unimportant

Question number	Answer	Mark
5(c)	No mark for e.g. Simple statements for 2 effects: positive - wild plants thrive on abandoned/undisturbed wasteland; negative - acid rain kills trees up to max 2, - acid rain comes from pollution and kills trees For 3 – 4 marks must include development/detail/ specifics / cause and effect e.g. positive: wild plant areas can be designated, planned, protected on reclaimed land eg slag heaps and old coal tips of Stoke-on-Trent turned into hilly parkland; negative: nitrates washed into rivers cause algal bloom, eutrophication kills off other wild plants, acid rain, SO ₂ , CO ₂ , NO ₂ emitted from burning fossil fuels.	(4)

Question number	Answer	Mark
6(a)	Give 2 simple explanations e.g. to see if env is being harmed OR 1 explanation with detail/developpt - ref to factual e.g.s, to help end controversy	(2)

Question Number	Indicative Content	
6(b)	Marks could be awarded in variety of ways - flexibility to allow quality to be credited e.g. 333, 432, 522, 531, 621 - however must still be levels marked (L1=3, L2=3, L3=3) and limit to level 2 if one of sections not completed or scores 0. Plan - Time: when, frequency, duration; Where: large/small scale, type of sampling Techniques - quadrats, line, questionnaire, mapping, tally, sampling, etc Recording - tables, digital, photos, log, diary, etc.	
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statements up to max 2, - e.g. check location is safe for children
2	4-6	Development/detail/specifics of statements up to max 4. E.g. risk assessment, identify hazards – bulls, rivers, trips/falls
3	7-9	High level of knowledge, in depth understanding of why and how e.g. time of year (summer/winter) will affect results

Question Number		Indicative Content
6(c)		Different conclusions to different audiences because have different interests/concerns e.g. for residents highlight effects on house values but for conservationists sc. data. Different presentations to different audiences eg. town planners very full, heavy, legal documentation, residents visual , simplified as don't have training or time to study findings in depth.
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements/recommendations up to max 1, - e.g. display boards in hall
2	3-4	Some understanding of range of possibilities – display, av presentation, discussion forum, internet, leaflets
3	5-6	Some judgement/understanding of weight of data/method, message/medium e.g. promote the positive? Advice for parents? Balanced view?

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