GCSE
BIOLOGY
8461/1F

Paper 1 Foundation Tier

Mark scheme

June 2020

Version: 1.0 Final Mark Scheme

jun2084611F/MS

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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Information to Examiners

1. General

The mark scheme for each question shows:

- the marks available for each part of the question
- the total marks available for the question
- the typical answer or answers which are expected
- extra information to help the Examiner make his or her judgement
- the Assessment Objectives, level of demand and specification content that each question is intended to cover.

The extra information is aligned to the appropriate answer in the left-hand part of the mark scheme and should only be applied to that item in the mark scheme.

At the beginning of a part of a question a reminder may be given, for example: where consequential marking needs to be considered in a calculation; or the answer may be on the diagram or at a different place on the script.

In general the right-hand side of the mark scheme is there to provide those extra details which confuse the main part of the mark scheme yet may be helpful in ensuring that marking is straightforward and consistent.

2. Emboldening and underlining

2.1 In a list of acceptable answers where more than one mark is available 'any **two** from' is used, with the number of marks emboldened. Each of the following bullet points is a potential mark.

2.2 A bold **and** is used to indicate that both parts of the answer are required to award the mark.

2.3 Alternative answers acceptable for a mark are indicated by the use of **or**. Different terms in the mark scheme are shown by a / ; eg allow smooth / free movement.

2.4 Any wording that is underlined is essential for the marking point to be awarded.

3. Marking points

3.1 Marking of lists

This applies to questions requiring a set number of responses, but for which students have provided extra responses. The general principle to be followed in such a situation is that 'right + wrong = wrong'.

Each error/contradiction negates each correct response. So, if the number of error/contradictions equals or exceeds the number of marks available for the question, no marks can be awarded.

However, responses considered to be neutral (indicated as * in example 1) are not penalised.

Example 1: What is the pH of an acidic solution?

[1 mark]

Student	Response	Marks awarded
1	green, 5	0
2	red*, 5	1
3	red*, 8	0

Example 2: Name two planets in the solar system.

[2 marks]

Student	Response	Marks awarded
1	Neptune, Mars, Moon	1
2	Neptune, Sun, Mars, Moon	0

3.2 Use of chemical symbols/formulae

If a student writes a chemical symbol/formula instead of a required chemical name, full credit can be given if the symbol/formula is correct and if, in the context of the question, such action is appropriate.

3.3 Marking procedure for calculations

Marks should be awarded for each stage of the calculation completed correctly, as students are instructed to show their working. Full marks can, however, be given for a correct numerical answer, without any working shown.

3.4 Interpretation of 'it'

Answers using the word 'it' should be given credit only if it is clear that the 'it' refers to the correct subject.

3.5 Errors carried forward

Any error in the answers to a structured question should be penalised once only.

Papers should be constructed in such a way that the number of times errors can be carried forward is kept to a minimum. Allowances for errors carried forward are most likely to be restricted to calculation questions and should be shown by the abbreviation ecf in the marking scheme.

3.6 Phonetic spelling

The phonetic spelling of correct scientific terminology should be credited **unless** there is a possible confusion with another technical term.

3.7 Brackets

(…..) are used to indicate information which is not essential for the mark to be awarded but is included to help the examiner identify the sense of the answer required.

3.8 Allow

In the mark scheme additional information, 'allow' is used to indicate creditworthy alternative answers.

3.9 Ignore

Ignore is used when the information given is irrelevant to the question or not enough to gain the marking point. Any further correct amplification could gain the marking point.

3.10 Do <u>not</u> accept

Do **not** accept means that this is a wrong answer which, even if the correct answer is given as well, will still mean that the mark is not awarded.

4. Level of response marking instructions

Extended response questions are marked on level of response mark schemes.

- Level of response mark schemes are broken down into levels, each of which has a descriptor.
- The descriptor for the level shows the average performance for the level.
- There are two marks in each level.

Before you apply the mark scheme to a student's answer, read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1: Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer.

When assigning a level you should look at the overall quality of the answer. Do **not** look to penalise small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level.

Use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 2 with a small amount of level 3 material it would be placed in level 2 but be awarded a mark near the top of the level because of the level 3 content.

Step 2: Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this.

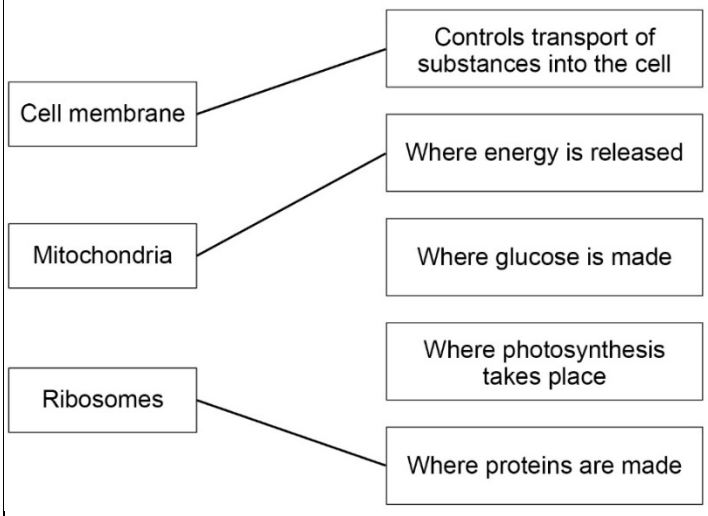
The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

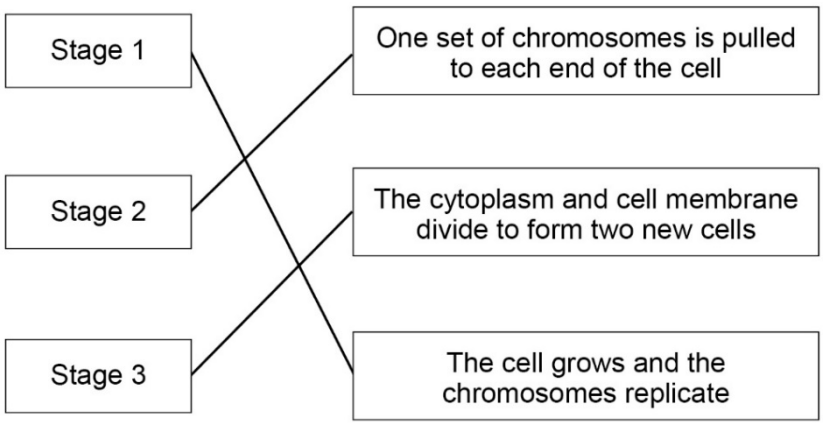
Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do **not** have to cover all of the points mentioned in the indicative content to reach the highest level of the mark scheme.

You should ignore any irrelevant points made. However, full marks can be awarded only if there are no incorrect statements that contradict a correct response.

An answer which contains nothing of relevance to the question must be awarded no marks.

Question	Answers	Extra information	Mark	AO / Spec. Ref.
01.1	bacterium		1	AO2 4.1.1.1
01.2	to strengthen the cell		1	AO1 4.1.1.1 4.1.1.2
01.3	chloroplast		1	AO2 4.1.1.2 4.2.3.1
01.4	 additional line from a box on the left negates the mark for that box		3	AO1 4.1.1.2 4.1.3.1
01.5	adjust the focus knob		1	AO3 4.1.1.2 RPA1
01.6	(A =) 15 (mm) (B =) 60 (mm)	allow a tolerance of ± 1mm	1 1	AO2 4.1.1.2 RPA 1
01.7	$\frac{60}{15} = 4(.0)$	allow ecf from question **01.6**	1	AO2 4.1.1.2 RPA 1

01.8	$\frac{40}{0.1}$ 400	 do **not** accept if a unit is given	1 1	AO2 4.1.1.5 RPA 1
Total			**12**	

<table>
<tr><th>Question</th><th>Answers</th><th>Extra information</th><th>Mark</th><th>AO / Spec. Ref.</th></tr>
<tr><td>02.1</td><td>mitosis</td><td></td><td>1</td><td>AO1
4.1.2.2</td></tr>
<tr><td>02.2</td><td colspan="2">all lines correct = 2 marks
1 or 2 lines correct = 1 mark
Stage of cell cycle What happens during that stage
 

additional line from a box on the left negates the credit for that box</td><td>2</td><td>AO1
4.1.2.2</td></tr>
<tr><td>02.3</td><td>$\frac{7}{10} \times 100$

70(%)</td><td>allow $\frac{252}{300} \times 100$

allow answer calculated from angle in range 250° to 254°

if no other mark awarded, allow 0.7 for 1 mark</td><td>1

1</td><td>AO2
4.1.2.2</td></tr>
<tr><td>02.4</td><td>3</td><td></td><td>1</td><td>AO2
4.1.2.2</td></tr>
<tr><td>02.5</td><td>DNA</td><td>allow deoxyribonucleic acid</td><td>1</td><td>AO1
4.1.2.1
4.1.2.2</td></tr>
<tr><td>02.6</td><td>a gene</td><td></td><td>1</td><td>AO1
4.1.2.1</td></tr>
</table>

02.7	(bone marrow) cells differentiate into many / other types of (named) cell (so) will cure diseases where new cells are needed **or** will cure diseases where cells are damaged	allow (bone marrow) cells can become many / other types of (named) cell allow (so) will cure anaemia / leukaemia **or** blood cancer **or** blood disorders allow (so) will cure paralysis / diabetes	1 1	AO1 AO2 4.1.2.3
Total			**10**	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
03.1	any **one** from: • bacteria • fungi • protists	allow singular allow names of pathogens e.g. Salmonella ignore virus / germ	1	AO1 4.3.1.1 4.3.1.3 4.3.1.5
03.2	hydrochloric acid is produced by the stomach the skin is a barrier covering the whole body		1 1	AO1 4.2.2.1 4.3.1.6
03.3	white blood cells engulf the microorganisms.		1	AO1 4.2.2.3 4.3.1.6
03.4	weakened fast	in this order only	1 1	AO1 4.3.1.7
03.5	by coughs / sneezes	allow 'by droplets in the air' do **not** accept other means of transmission e.g. touch	1	AO1 4.3.1.1 4.3.1.2
03.6	(from day) 10 (to day) 18	allow (from day) 18 (to day) 10	1	AO2 4.3.1.2
03.7	14 (days)	allow in the range 13 to 15 (days)	1	AO3 4.3.1.2
03.8	any **one** from: • they had been vaccinated • they already had antibodies • they were immune • they had had it before • they did not get any / enough virus from infected child • they did not play (much) with the infected child	 ignore they were resistant ignore they wore a mask unqualified	1	AO3 4.3.1.2 4.3.1.7

03.9	antibiotics do not kill viruses	allow antibiotics do not work on viruses allow antibiotics only kill bacteria	1	AO3 4.3.1.8
Total			**11**	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.1	increased (at first) until 4 minutes **or** 50 breaths per minute (then) stayed constant (from 4 minutes **or** at 50 breaths per minute)		1 1 1	AO2 4.4.2.2
04.2	175 (beats per minute)		1	AO2 4.4.2.2
04.3	140 (beats per minute)		1	AO2 4.4.2.2
04.4	because his rate is lower than the maximum safe rate	allow ecf for incorrect values in question **04.2** and question **04.3**	1	AO3 4.2.2.2 4.4.2.2

04.5	**Level 3:** Relevant points (reasons/causes) are identified, given in detail and logically linked to form a clear account.	5–6	AO3
	Level 2: Relevant points (reasons/causes) are identified, and there are attempts at logical linking. The resulting account is not fully clear.	3–4	AO2
	Level 1: Points are identified and stated simply, but their relevance is not clear and there is no attempt at logical linking.	1–2	AO2
	No relevant content	0	

	Indicative content
	
	• heart rate increased
	  ○ to increase blood flowing to muscles / lungs
	  ○ to provide more oxygen (to muscles)
	  ○ to provide more glucose (to muscles)
	  ○ to remove carbon dioxide more quickly (from the muscles / blood)
	  ○ to remove lactic acid more quickly (from the muscles)
	
	• breathing rate increased
	  ○ supplies more oxygen / air to lungs
	  ○ so more oxygen to blood
	  ○ more carbon dioxide removed
	
	• more oxygen to muscles
	  ○ needed for (increased) respiration
	  ○ to release / provide energy
	  ○ for muscle contraction
	
	• anaerobic respiration occurs
	  ○ due to lack of oxygen
	  ○ which causes a build-up of lactic acid
	  ○ oxygen debt
	  ○ muscle fatigue / pain
	
	To reach **Level 3**, there must be reference to heart rate, breathing rate and respiration
			4.2.2.2
			4.2.2.3
			4.4.2.1
			4.4.2.3
			4.4.2.2

Total			**12**

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.1	will stop animals / herbivores eating it	allow it will not be eaten	1	AO3 4.3.3.2
05.2	chemical		1	AO1 4.3.3.2
05.3	thorns / spikes / spines / prickles (to stop animals / herbivores eating it)		1	AO3 4.3.3.2
05.4	for respiration to store as starch		1 1	AO1 4.4.1.3 4.4.2.1
05.5	add Benedict's (solution / reagent to the liquid) boil / heat (if glucose is present the blue) colour changes to yellow / green / orange / brown / (brick)red	 allow any temperature of 65 °C or above 	1 1 1	AO1 4.2.2.1 RPA 4
05.6	(nitrate ions are needed) to make proteins / amino acids which are needed for growth / enzymes / new cells	allow to make chlorophyll / DNA / ATP / nucleic acid allow correct process for named molecule in mp1	1 1	AO1 AO2 4.1.3.3 4.4.1.3 4.4.2.3
05.7	in / on the (soil) water	allow through air (spaces) in the soil	1	AO3 4.3.1.1 4.3.1.4
05.8	dosage toxicity		1 1	AO1 4.3.1.9

05.9	placebos		1	AO1 4.3.1.9
Total			**14**	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.1	all lines correct = **2** marks 1 **or** 2 lines correct = **1** mark **Type of blood vessel** / **Structure of blood vessel** Artery Capillary Vein One cell Muscle tissue Muscle tissue additional line from a box on the left negates the credit for that box		2	AO2 4.2.2.2

06.2	any **one** from: • thick(er) (muscle) walls / tissue (1) to push blood (all) around the body (1) **or** • thick(er) elastic walls / tissue (1) to maintain / withstand high (blood) pressure **or** to retain / regain shape (1) **or** • narrow lumen (1) to maintain high (blood) pressure (1)	allow to withstand high (blood) pressure do **not** accept to pump blood (all) around the body	2	AO1 4.2.2.2
06.3	(A) – white (blood) cell(s) (B) – platelet(s)	allow any named white (blood) cell(s)	1 1	AO2 4.2.2.3
06.4	(no nucleus) more space for haemoglobin / oxygen (has haemoglobin) to bind / carry oxygen	allow to carry more oxygen ignore carries carbon dioxide	1 1	AO3 4.1.1.2 4.1.1.3 4.2.2.3
06.5	plasma		1	AO1 4.2.2.3
06.6	platelets		1	AO3 4.2.2.3

06.7	any **one** from: • (continued) bleeding • (more) bruising	allow described allow blood does not clot (at cuts) allow ecf from answer to question **06.6**	1	AO3 4.2.2.3
Total			**11**	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.1	*before arrow* carbon dioxide **and** water *after arrow* glucose	allow correct chemical symbols ignore any attempt at balancing equation ignore light / chlorophyll either order ignore sugar / carbohydrate do **not** accept starch	 1 1	AO1 4.4.1.1
07.2	<u>light</u> (light) is captured / trapped / absorbed by chlorophyll / chloroplasts	ignore description of subsequent parts of the photosynthesis reaction allow sun<u>light</u> ignore sun allow (light) is used by chlorophyll / chloroplasts	 1 1	AO1 4.1.1.2 4.4.1.1
07.3	$\frac{(18.5 + 19.3 + 19.5)}{3}$ **or** $\frac{57.3}{3}$ 19.1 (cm^3/hour)	 allow an answer correctly calculated using only two correct values	1 1	AO2 4.4.1.2 RPA 6
07.4	a ring around 14.2	allow clear indication of correct result	1	AO3 4.4.1.2 RPA 6

07.5	any **one** from: • scale / value was misread • there was air / oxygen in the syringe / measuring cylinder / apparatus • the lamp / light was moved • temperature changed • had different mass / length of pondweed • pondweed had not acclimatised	ignore human error ignore references to counting bubbles or time allow measurement error allow light intensity changed ignore different bulb / lamp unqualified	1	AO3 4.4.1.2 RPA 6
07.6	did not use it in calculation (of mean)		1	AO3 4.4.1.2 RPA 6
07.7	any **one** from: • light (intensity) • carbon dioxide (concentration) • pondweed size / amount • pondweed species	do **not** accept temperature ignore time allow distance / power / colour of lamp / light allow same (piece of) pondweed	1	AO3 4.4.1.2 RPA 6
07.8	enzyme(s) lose the shape of the active site	allow enzyme(s) (start to) denature allow enzyme(s) destroyed / damaged do **not** accept enzyme(s) killed	1	AO2 4.2.2.1

07.9	y-axis labelled '(rate of) photosynthesis in cm^3/hour'		1	AO2 4.4.1.2 RPA 6
	suitable scale on y-axis	must take up half or more of grid provided	1	
	all points plotted to within ± ½ small square	allow 3 or 4 correct plots for **1** mark ignore any attempt to plot a point at 20 °C	2	
	correct curved line of best fit	ignore line joined point to point with straight lines ignore extrapolation	1	
Total			**16**	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
08.1	movement / spreading out of molecules / particles	allow movement / spreading out of (named) substances / chemicals / gases / liquids ignore reference to membranes / cells	1	AO1 4.1.3.1
	from (an area of) high(er) concentration to (an area of) low(er) concentration	allow down / with the concentration gradient ignore along / across the concentration gradient do **not** accept movement from / to a concentration gradient	1	
08.2	increased carbon dioxide concentration in the air		1	AO2 4.1.3.1 4.2.3.2
	increased number of stomata that are open		1	

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<tr><td rowspan="6">08.3</td><td>Level 3: Relevant points (reasons/causes) are identified, given in detail and logically linked to form a clear account.</td><td>5–6</td><td rowspan="6">AO1
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• (many) alveoli
• provide a large(r) surface area (: volume)

• capillaries are thin
or alveoli / capillary walls are thin or one cell thick
or capillaries are close to the alveoli
• which provides short diffusion path (for oxygen / carbon dioxide)

• breathing (mechanism) moves air in and out
or lungs are ventilated
• to bring in (fresh) oxygen
• to remove carbon dioxide
• to maintain a concentration / diffusion gradient`

• large capillary network (around alveoli)
or good blood supply
• to remove oxygen(ated blood) quickly
• to bring carbon dioxide to the lungs quickly
• to maintain a concentration / diffusion gradient</td></tr>
</table>

08.4	Osmosis	allow diffusion	1	AO1 4.1.3.1 4.2.3.2 4.1.3.2
08.5	active transport (because) energy is needed (to move nitrate ions) from a low(er) concentration (in the soil) to a high(er) concentration (in the root / cell)	 allow (to move nitrate ions) against / up the concentration gradient allow (because) there is a lower concentration (of nitrate ions) in the soil **or** (because) there is a higher concentration (of nitrate ions) in the root / cell ignore reference to amount / number of nitrate ions ignore along / across the concentration gradient do **not** accept if reference to molecules / atoms moving	1 1 1	AO3 AO2 AO2 4.1.1.3 4.2.3.2 4.1.3.3
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[1 mark]

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Example 2: Name two planets in the solar system.

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3.6 Phonetic spelling

The phonetic spelling of correct scientific terminology should be credited **unless** there is a possible confusion with another technical term.

3.7 Brackets

(…..) are used to indicate information which is not essential for the mark to be awarded but is included to help the examiner identify the sense of the answer required.

3.8 Allow

In the mark scheme additional information, 'allow' is used to indicate creditworthy alternative answers.

3.9 Ignore

Ignore is used when the information given is irrelevant to the question or not enough to gain the marking point. Any further correct amplification could gain the marking point.

3.10 Do <u>not</u> accept

Do **not** accept means that this is a wrong answer which, even if the correct answer is given as well, will still mean that the mark is not awarded.

4. Level of response marking instructions

Extended response questions are marked on level of response mark schemes.

- Level of response mark schemes are broken down into levels, each of which has a descriptor.
- The descriptor for the level shows the average performance for the level.
- There are two marks in each level.

Before you apply the mark scheme to a student's answer, read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1: Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer.

When assigning a level you should look at the overall quality of the answer. Do **not** look to penalise small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level.

Use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 2 with a small amount of level 3 material it would be placed in level 2 but be awarded a mark near the top of the level because of the level 3 content.

Step 2: Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this.

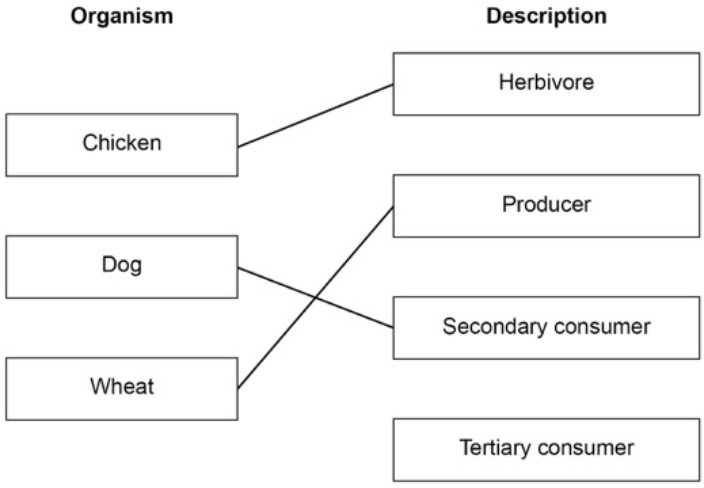
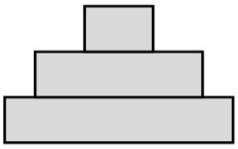
The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do **not** have to cover all of the points mentioned in the indicative content to reach the highest level of the mark scheme.

You should ignore any irrelevant points made. However, full marks can be awarded only if there are no incorrect statements that contradict a correct response.

An answer which contains nothing of relevance to the question must be awarded no marks.

Question	Answers	Extra information	Mark	AO / Spec. Ref.
01.1	3		1	AO2 4.7.4.1 4.7.4.2
01.2	 additional line from a box on the left negates the mark for that box		3	AO2 4.7.4.1
01.3	photosynthesis		1	AO1 4.7.2.1
01.4	the dog produces waste in faeces		1	AO2 4.7.4.3
01.5			1	AO2 4.7.4.2
01.6	farming cows needs more land than farming insects fewer cows being farmed will slow down global warming		1 1	AO3 4.7.3.4 AO3 4.7.3.5
Total			**9**	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
02.1	put all the dishes the same distance from the radiator use equal numbers of seedlings in each dish		1 1	AO3 4.5.4.1 RPA8
02.2	the height of the seedlings		1	AO1 4.5.4.1 RPA8
02.3	any **two** from: • light • water • mineral(s) / ions / salts	allow nitrate / magnesium / nitrogen / nutrients allow space ignore food ignore carbon dioxide / oxygen ignore heat	2	AO2 4.7.1.2
02.4	side **P** has grown less than side **Q**		1	AO3 4.5.4.1 RPA8
02.5	phototropism		1	AO1 4.5.4.1 RPA8
02.6	auxin		1	AO1 4.5.4.1
Total			**8**	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
03.1	4 / four		1	AO1 4.6.1.2
03.2	23 / twenty three	do **not** accept 23 pairs	1	AO1 4.6.1.2
03.3	a different form of a gene		1	AO1 4.6.1.6
03.4	heterozygous		1	AO2 4.6.1.6
03.5 **mark with 3.6 and 3.7**	<table><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td>**Dd / dD**</td></tr><tr><td></td><td>**dd**</td><td>**dd**</td></tr></table>	allow 2 correct for **1** mark	2	AO2 4.6.1.1 4.6.1.2 4.6.1.6
03.6 **mark with 3.5 and 3.7**	ring around any **Dd**	allow ecf from question **03.5**	1	AO2 4.6.1.6
03.7 **mark with 3.5 and 3.6**	percentage must match answer given to questions **03.5** and **03.6**	if no answer in question **03.5** allow 50 %	1	AO3 4.6.1.6
03.8	mutation / mutated	do **not** accept mutant	1	AO1 4.6.2.1

03.9	any **one** from: • to help them prepare • to inform whether to consider having an abortion • to find out if they have passed on the disorder	allow to see if the child / embryo has the disorder allow answers referring to genetic disorders, or specific example such as Dupuytren's / cystic fibrosis	1	AO3 4.6.1.7
Total			**10**	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.1	$\frac{1430}{2600} \times 100$ 55 (%)		1 1	AO2 4.5.1 4.5.3.3
04.2	(volume) increases	allow (volume) goes up	1	AO2 4.5.1 4.5.2.4 4.5.3.3
04.3	drink (a lot / more)		1	AO2 4.5.1 4.5.3.3
04.4	filtration reabsorption excretion	this order only	1 1 1	AO1 4.5.3.3

Question	Answers	Mark	AO / Spec. Ref.
04.5	**Level 2:** Scientifically relevant facts, events or processes are identified and given in detail to form an accurate account.	3–4	AO3 4.5.3.3
	Level 1: Facts, events or processes are identified and simply stated but their relevance is not clear.	1–2	
	No relevant content	0	
	Indicative content **Advantages of kidney transplant** • no need for regular / long hospital visits **or** is a long-term solution • flexible lifestyle, such as can go on holidays • may not live near a hospital **or** reference to transport costs • no risk of infection from frequent needles / treatment • less / no need to control diet • maintains correct concentration of substances in blood / body • cheaper long term for NHS / hospital **Disadvantages of kidney transplant** • may be rejected • have to keep taking anti-rejection drugs **or** immunosuppressants • (suitable) donor may not be available **or** need for tissue matching • risk from surgery (e.g. anaesthesia or infection) • recovery from surgery will take a long time • does not last forever (therefore further surgery needed) For Level **2**, answers must refer to both advantages **and** disadvantages		

Total			**11**

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.1	(A) cerebellum		1	AO1 4.5.2.2
	(B) pituitary gland		1	AO1 4.5.3.1
	(C) cerebral cortex		1	AO1 4.5.2.2
05.2	cerebellum		1	AO1 4.5.2.2
05.3	coordinator		1	AO1 4.5.1 4.5.2.1
05.4	neurone	allow nerve (cell) ignore names of neurone	1	AO1 4.5.2.1
05.5	retina		1	AO1 4.5.2.3
05.6	can see fruit / food (so) get more food	allow can find fruit / food	1 1	AO2 4.5.2.3 4.7.1.4
05.7	accommodation		1	AO1 4.5.2.3
05.8	light rays are refracted less		1	AO1 4.5.2.3
05.9	any **one** from: • myopia • short-sightedness	allow near-sightedness	1	AO1 4.5.2.3
Total			**12**	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.1	*Elasmotherium*		1	AO2 4.6.4
06.2	eukaryota		1	AO2 4.6.4
06.3	Carl Woese		1	AO1 4.6.4
06.4	any **one** from: • fighting / competing for mates / food / territory • to kill predators / prey	allow for defence / protection	1	AO2 4.7.1.1 4.7.1.4
6.5	(bones **or** hard tissues) did not decay	allow soft tissues decayed **or** were eaten allow other parts decayed or were eaten allow horn could be damaged / lost in fighting	1	AO1 4.6.3.5
06.6	any **one** from: • compare to other fossils of known age • by the age of the rocks (where fossil was found)	allow compare with the fossil record allow depth underground (where fossil was found) allow (radio)carbon / isotope dating allow DNA analysis	1	AO2 4.6.3.5 4.6.3.6

06.7 mark with 06.8	0.05 (million years ago)		1	AO2 4.6.3.6
06.8 mark with 06.7	0.2 – 0.05 0.15 150 000 (years)	allow 0.05 × 3 allow ecf from question **06.7** allow 0.15 million (years)	1 1 1	AO2 4.6.3.6
06.9	any **two** from: • drought • ice age / global warming • volcanic activity • asteroid / meteor collision • (new) predators • (new) disease • competition for food • competition for mates • lack of habitat **or** habitat change	ignore pollution allow earthquakes / tsunami allow hunters / poachers / eaten allow named pathogen allow lack of food allow isolation **or** lack of mates if no other marks awarded allow natural disaster **or** climate change **or** catastrophic event for **1** mark	2	AO2 4.6.3.6
Total			**12**	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.1	any **two** from: • double • helix • long / thin	allow two strands allow twisted / spiral / coiled	2	AO1 4.6.1.4
07.2	bases		1	AO1 4.6.1.5
07.3	protein		1	AO1 4.6.1.4 4.6.1.5
07.4	nucleotide		1	AO1 4.6.1.5
07.5 **mark with 07.6**	0.34 × 6 000 2040 (million nm)		1 1	AO2 4.6.1.4 4.6.1.5
07.6 **mark with 07.5**	answer from question **07.5** correctly converted	if no answer to question **07.5**, allow 2.04 (m)	1	AO2 4.6.1.4 4.6.1.5
07.7	any **one** of: • to determine if the cancer is genetic (or caused by lifestyle factors) • to inform / help treatment • to allow embryo screening to ensure allele is not passed on • to inform relatives if they have inherited (affected) gene / allele • to detect cancer early **or** before symptoms show • to understand cause of the cancer		1	AO3 4.6.1.7 4.2.2.7
Total			**9**	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
08.1	bacteria fungi	allow singular allow mould ignore microbes / germs / decomposers do **not** accept viruses	1 1	AO1 4.7.2.2 4.7.2.3
08.2	fatty acid(s)		1	AO2 4.7.2.3 4.2.2.1 RPA10
08.3	any **one** from: • universal indicator (paper / solution) • pH meter	allow UI (paper / solution) ignore pH paper unqualified allow pH probe ignore datalogger unqualified ignore Cresol red ignore phenolphthalein / litmus	1	AO1 4.7.2.3 RPA10
08.4	any **two** from: • volume of milk • exposure to air / oxygen • sterilise test tubes • treatment of milk before investigation • freshness / age of milk (at start) • time of day pH was measured	allow amount of milk allow bungs on test tubes allow example such as pasteurised or not allow starting pH of milk	2	AO1 4.7.2.3 RPA10
08.5	almond (milk)		1	AO3 4.7.2.3 RPA10

08.6	as temperature increases up to 15 °C the time taken (to reach pH 5) decreases above 15 °C the time taken (to reach pH 5) stays the same	allow converse if no other mark awarded allow **1** mark for as temperature increases the time taken (to reach 5 °C) decreases and then stays the same	1 1	AO2 4.7.2.3 RPA10
08.7	any **one** from: • bacteria / microbes / microorganisms / fungi dividing faster (when warmer) • reactions (in the bacteria) are happening faster (to decay milk) • (because there is) more (kinetic) energy • enzyme activity is higher (at 10 °C than at 5 °C)	allow converse if clearly describing 5 °C allow number of bacteria / microbes / microorganisms / fungi increasing (when warmer) allow more bacteria microbes / microorganisms / fungi allow particles move faster allow more collisions between particles allow enzymes work faster ignore enzymes work better	1	AO2 4.7.2.3 4.1.1.6 RPA10
08.8	any **two** from: • different concentration / type of fat / lipid • different concentration / type of proteins / carbohydrate / sugar • different (amount / type of) bacteria present • may have been pasteurised by a different process • different starting pH	allow different amounts of fat / lipid allow different amounts of proteins / carbohydrate / sugar allow may have been treated in different ways (before the investigation) ignore different oxygen concentration	2	AO3 4.7.2.3 RPA10

08.9	determine the types of bacteria present in the milk		1	AO3 4.7.2.3 RPA10
Total			**13**	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
09.1	$\frac{6.0}{1.6}$ 3.75	allow a range of 5.9 to 6.1 for 6.0 do **not** accept if a unit is given if no other marks awarded, allow a correct answer using a value of 5.8 or 6.2 for **1** mark	1 1	AO2 4.7.3.2
09.2	$\frac{2.5 - 1.6}{50}$ 0.018 (billion per year)	allow $\frac{0.9}{50}$	1 1	AO2 4.7.3.2
09.3 view with Figure 12	suitable extrapolation line on Figure **2** reading taken at 2050 from student's line	allow straight extrapolation allow a tolerance of ± ½ small square allow **1** mark for 10 billion if no extrapolation drawn	1 1	AO2 4.7.3.2
09.4	fewer fish caught **or** limit the number of fish caught (remaining fish) can reproduce	allow a method of doing this, eg increase mesh size **or** do not catch young fish allow more fish (survive to) reproduce	1 1	AO1 4.7.5.1 4.7.5.3

Question	Answers	Mark	AO / Spec. Ref.
09.5	**Level 2:** Scientifically relevant facts, events or processes are identified and given in detail to form an accurate account.	4-6	AO1 4.7.3.1 4.7.3.2 4.7.3.3 4.7.3.4 4.7.3.6 4.7.3.5 4.7.5.1 4.7.5.2
	Level 1: Facts, events or processes are identified and simply stated but their relevance is not clear.	1–3	
	No relevant content	0	
	Indicative content **human land use** • increasing population requires more food • crops / livestock for food • farming crops for biofuels • peat use as compost • peat use as fuel • increased use of pesticide / insecticide / herbicide / fertilisers • use of free-range / organic methods increases land use (for same yield) **link to biodiversity** • deforestation • monocultures • loss of hedgerows to make fields larger • loss of habitat • consequence of loss of habitat eg (change in) migration • fertiliser run off polluting water • use of pesticide / insecticide / herbicide reduces insects / plants which damages food chains • more soil erosion **link to atmospheric pollution** • more carbon dioxide (from farm animals / machinery) • more methane (from cows) • climate change **or** global warming • example of impact on biodiversity • acid rain • desertification Answers referring to only land use or only biodiversity are level 1		

09.6	golden rice has improved nutritional value		1	AO1 4.7.5.4
09.7	any **one** from: • gene may contaminate / enter other breeds / species • reduction / extinction of population of wild / traditional rice • reduction / extinction of population of flowers / insects • high cost of seeds • may have too much vitamin A (in diet)	ignore references to religious beliefs allow decrease in biodiversity allow decrease in gene pool allow may harm (human) health allow may cause side effects (on humans) ignore may harm humans unqualified	1	AO3 4.6.2.4
Total			**16**	

AQA

Please write clearly in block capitals.

Centre number | | | | | | Candidate number | | | | |

Surname _____

Forename(s) _____

Candidate signature _____

I declare this is my own work.

GCSE BIOLOGY

F

Foundation Tier Paper 1F

Tuesday 12 May 2020 Afternoon Time allowed: 1 hour 45 minutes

Materials

For this paper you must have:
- a ruler
- a scientific calculator.

Instructions
- Use black ink or black ball-point pen.
- Pencil should only be used for drawing.
- Fill in the boxes at the top of this page.
- Answer **all** questions in the spaces provided.
- If you need extra space for your answer(s), use the lined pages at the end of this book. Write the question number against your answer(s).
- Do all rough work in this book. Cross through any work you do not want to be marked.
- In all calculations, show clearly how you work out your answer.

For Examiner's Use	
Question	Mark
1	
2	
3	
4	
5	
6	
7	
8	
TOTAL	

Information
- The maximum mark for this paper is 100.
- The marks for questions are shown in brackets.
- You are expected to use a calculator where appropriate.
- You are reminded of the need for good English and clear presentation in your answers.

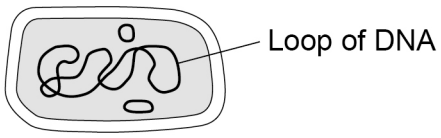
Answer **all** questions in the spaces provided.

Do not write outside the box

0 1 This question is about cells.

0 1 . 1 **Figure 1** shows a cell.

Figure 1



What type of cell is shown in **Figure 1**?

[1 mark]

Tick (✓) **one** box.

Animal ☐

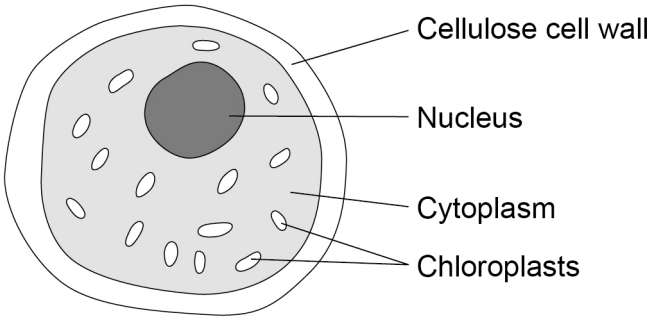
Bacterium ☐

Plant ☐

Do not write outside the box

Figure 2 shows an algal cell.

Figure 2



0 1 . 2 What is the function of the cell wall?

[1 mark]

Tick (✓) **one** box.

To contain the genetic material ☐

To stop the chloroplasts leaking out ☐

To strengthen the cell ☐

0 1 . 3 The algal cell is green.

Which part of the algal cell makes it green in colour?

[1 mark]

Tick (✓) **one** box.

Cellulose ☐

Chloroplast ☐

Cytoplasm ☐

Nucleus ☐

Do not write outside the box

0 1 . 4 Cells contain sub-cellular structures.

Draw **one** line from each structure to its function.

[3 marks]

Structure	Function
	Controls transport of substances into the cell
Cell membrane	
	Where energy is released
Mitochondria	
	Where glucose is made
Ribosomes	
	Where photosynthesis takes place
	Where proteins are made

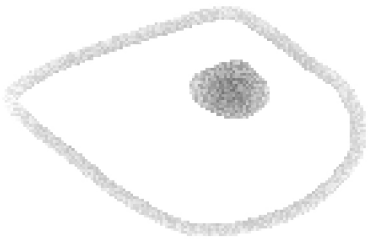
Do not write outside the box

A student prepared a microscope slide of cheek cells.

The student looked at one cell using a microscope.

Figure 3 shows the image the student saw.

Figure 3



0 1 . 5 What should the student do to get a clear image?

[1 mark]

Tick (✓) **one** box.

Adjust the focus knob ☐

Make the light dimmer ☐

Put water on the slide ☐

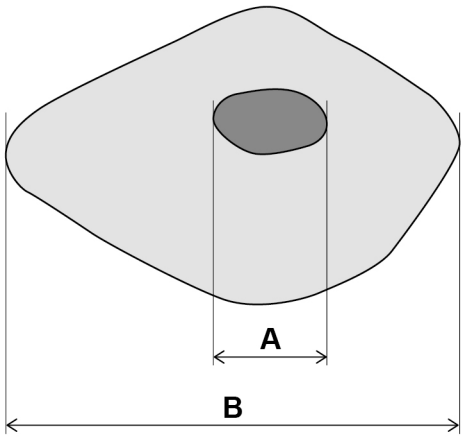
Question 1 continues on the next page

Do not write outside the box

The student then obtained a clear image.

Figure 4 shows the clear image.

Figure 4



0 1 . 6 Measure the length of the nucleus (**A**) and the length of the cell (**B**) in millimetres (mm).

[2 marks]

A = _____ mm

B = _____ mm

0 1 . 7 How many times longer is the cell (**B**) than the nucleus (**A**)?

[1 mark]

_____

Number of times longer = _____

Do not write outside the box

0 1 . 8 The student looked at another cell.

The image width of the cell was 40 mm

The real width of the cell was 0.1 mm

Calculate the magnification of the cell.

[2 marks]

Use the equation:

$$\text{magnification} = \frac{\text{size of image}}{\text{size of real object}}$$

Magnification = ×

12

Turn over for the next question

Do not write outside the box

0 2 This question is about cell division.

0 2 . 1 Which process makes two identical new body cells for growth and repair?

[1 mark]

Tick (✓) **one** box.

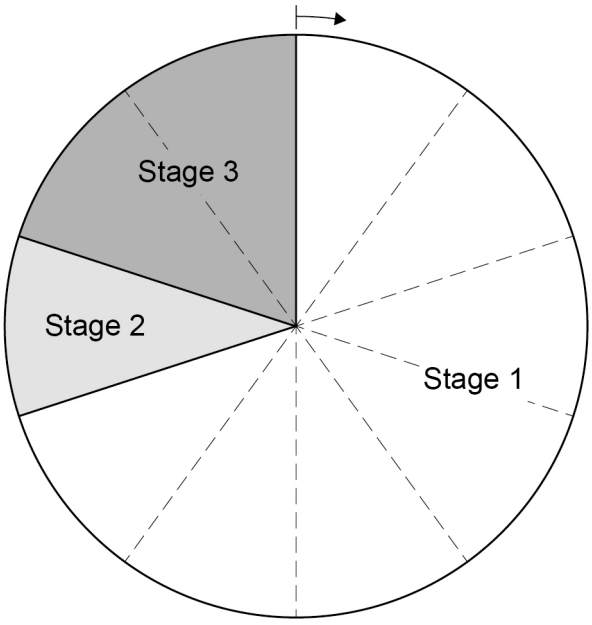
Differentiation ☐

Fertilisation ☐

Mitosis ☐

Figure 5 shows the three stages of a cell cycle.

Figure 5



Do not write outside the box

0 2 . 2 Draw **one** line from each stage of the cell cycle to what happens during that stage.

[2 marks]

Stage of cell cycle	What happens during that stage
Stage 1	One set of chromosomes is pulled to each end of the cell
Stage 2	The cytoplasm and cell membrane divide to form two new cells
Stage 3	The cell grows and the chromosomes replicate

0 2 . 3 What percentage of the total time for the cell cycle is taken by stage 1?

[2 marks]

Percentage = _____ %

0 2 . 4 A cell divides to form two new cells every 24 hours.

How many days will it take for the original cell to divide into 8 cells?

[1 mark]

Tick (✓) **one** box.

1 ☐ 3 ☐ 6 ☐ 8 ☐

Do not write outside the box

0 2 . 5 The chromosomes contain the genetic material.

Name the chemical which the genetic material is made from.

[1 mark]

0 2 . 6 The genetic material is made of many small sections.

Each section codes for a specific protein.

What is one section of genetic material on a chromosome called?

[1 mark]

Tick (✓) **one** box.

A gamete ☐

A gene ☐

A nucleus ☐

0 2 . 7 Stem cells are cells which have **not** yet been specialised to carry out a particular job.

Bone marrow cells are one example of stem cells.

Explain how a transplant of bone marrow cells can help to treat medical conditions.

[2 marks]

10

Do not write outside the box

Turn over for the next question

DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED

Do not write outside the box

0 3 The human body can defend itself against microorganisms that cause disease.

Viruses are one type of microorganism that cause disease.

0 3 . 1 Name **one** type of microorganism that causes disease in humans.

Do **not** refer to viruses in your answer.

[1 mark]

---

0 3 . 2 Which **two** defence systems prevent microorganisms infecting the human body?

[2 marks]

Tick (✓) **two** boxes.

Air is warmed as it is breathed into the lungs. ☐

Hairs on the skin trap microorganisms. ☐

Hydrochloric acid is produced by the stomach. ☐

Teeth in the mouth crush and kill microorganisms. ☐

The skin is a barrier covering the whole body. ☐

0 3 . 3 If microorganisms enter the human body the immune system can destroy the microorganisms.

How does the immune system destroy microorganisms?

[1 mark]

Tick (✓) **one** box.

Platelets kill the microorganisms. ☐

Red blood cells stick to the microorganisms. ☐

White blood cells engulf the microorganisms. ☐

Do not write outside the box

0 3 . 4 Vaccinations prevent people becoming ill with diseases such as measles.

Complete the sentences.

[2 marks]

Choose answers from the box.

active	**fast**	**resistant**	**slow**	**weakened**

In a vaccine the measles virus is _____.

If the measles virus enters the body after vaccination the immune system reaction will be _____.

0 3 . 5 How is the measles virus spread from one person to another?

[1 mark]

_____

_____

Question 3 continues on the next page

Do not write outside the box

Doctors investigated the spread of the virus that causes chickenpox.

The first symptom of chickenpox after exposure to the virus is spots on the body.

23 children were playing together at a party.

On the day of the party one of the children developed chickenpox spots.

Every two days after the party, the doctors recorded when the other 22 children first showed chickenpox spots.

Table 1 shows the results.

Table 1

Day when chickenpox spots first showed	Number of children
2	0
4	0
6	0
8	0
10	1
12	1
14	6
16	4
18	2
20	0
Total	**14**

0 3 . 6 What was the range for the days on which children first showed chickenpox spots?

Use **Table 1**.

[1 mark]

From day _____ to day _____

0 3 . 7 Incubation time is the usual time from exposure to a pathogen until the first symptoms appear.

Suggest the most likely incubation time for chickenpox.

[1 mark]

Incubation time = _____ days

Do not write outside the box

0 3 . 8 Suggest **one** reason why some of the children did **not** develop chickenpox.

[1 mark]

0 3 . 9 One mother gave antibiotics to her child who had chickenpox.

Suggest why this child did **not** recover more quickly than the other children who had chickenpox.

[1 mark]

11

Turn over for the next question

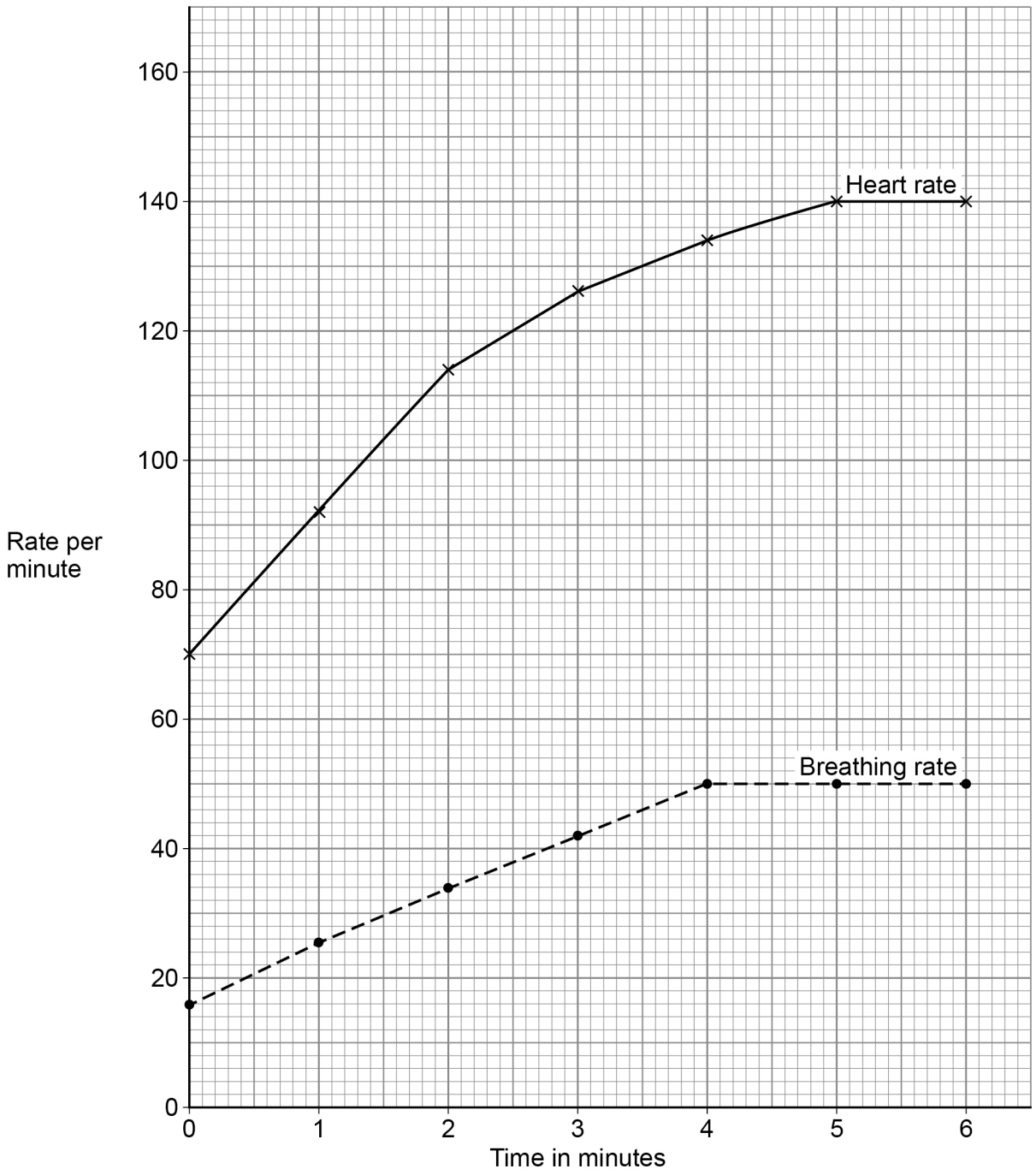
Do not write outside the box

0 4 A 45-year-old man exercised on a rowing machine for six minutes.

A fitness monitor recorded his heart rate and breathing rate every minute.

Figure 6 shows the results.

Figure 6



Do not write outside the box

0 4 . 1 Describe the trend for breathing rate shown in **Figure 6**.

Use data from **Figure 6** in your answer.

[3 marks]

0 4 . 2 The safe maximum heart rate for a person exercising can be calculated using the equation:

safe maximum heart rate = 220 – age in years

Calculate the safe maximum heart rate for the man.

[1 mark]

Safe maximum heart rate = _____ beats per minute

0 4 . 3 What is the man's maximum heart rate?

Use **Figure 6**.

[1 mark]

Man's maximum heart rate = _____ beats per minute

0 4 . 4 The man concluded that he was exercising at a safe heart rate.

Give the reason for his conclusion.

Use your answers from Question **04.2** and Question **04.3**

[1 mark]

Do not write outside the box

0 4 . 5 Explain the ways the man's body has responded to the exercise.

Use information from **Figure 6** on page 16.

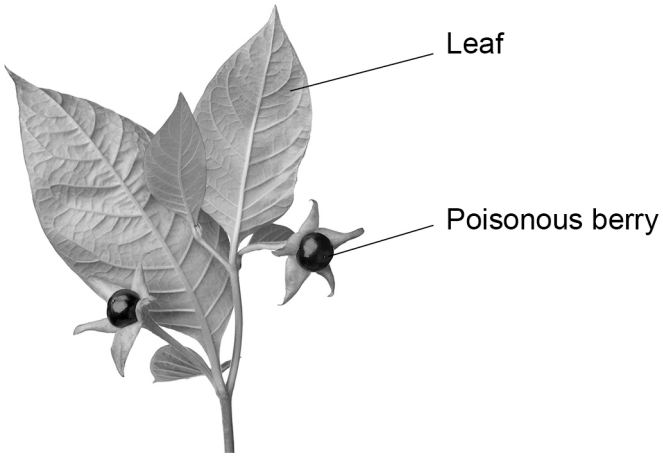
[6 marks]

12

Do not write outside the box

0 5 **Figure 7** shows part of a deadly nightshade plant.

Figure 7



0 5 . 1 How will the poisonous berries help the deadly nightshade plant to survive?

[1 mark]

0 5 . 2 Which type of defence mechanism are the berries?

[1 mark]

Tick (✓) **one** box.

Chemical ☐

Mechanical ☐

Physical ☐

Do not write outside the box

Figure 8 shows part of a gorse plant.

Figure 8

0 5 . 3 Suggest how the gorse plant is adapted to defend itself.

[1 mark]

0 5 . 4 The green leaves of the gorse plant make glucose for the plant to use.

What are **two** uses of glucose in the gorse plant?

[2 marks]

Tick (✓) **two** boxes.

For defence ☐

For respiration ☐

To absorb water ☐

To release minerals ☐

To store as starch ☐

Do not write outside the box

0 5 . 5 A student wanted to show that the leaves of a gorse plant contain glucose.

The student crushed the leaves to extract the liquid from the cells.

Describe the method the student could use to test the liquid from the cells for glucose.

Include the result if glucose is present.

[3 marks]

0 5 . 6 The roots of the gorse plant have bacteria that turn nitrogen gas into nitrate ions.

Explain why nitrate ions are needed by the gorse plant.

[2 marks]

0 5 . 7 The roots of gorse plants can be infected by honey fungus.

The honey fungus produces tiny spores underground.

Suggest how the honey fungus spores travel from the roots of an infected gorse plant to the roots of a healthy gorse plant.

[1 mark]

Do not write outside the box

A drug can be extracted from gorse seeds.

Doctors want to trial the drug from gorse seeds to see if it can treat diarrhoea.

0 5 . 8 Which **two** factors must the doctors test the drug for in the trial?

[2 marks]

Tick (✓) **two** boxes.

- Appearance ☐
- Dosage ☐
- Solubility ☐
- Taste ☐
- Toxicity ☐

0 5 . 9 In the trial some patients will take tablets made from gorse seeds and some patients will take tablets made from sugar.

What are the tablets made from sugar called?

[1 mark]

Tick (✓) **one** box.

- Antibiotics ☐
- Antibodies ☐
- Painkillers ☐
- Placebos ☐

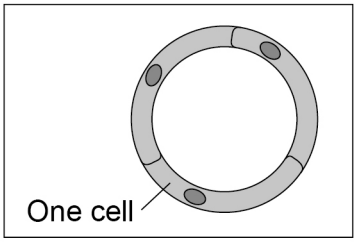
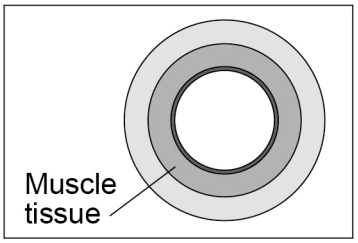
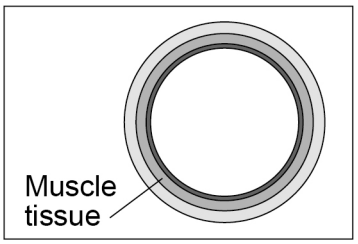
14

Do not write outside the box

0 6 Blood is transported around the body in blood vessels.

0 6 . 1 Draw **one** line from each type of blood vessel to the structure of the blood vessel.

[2 marks]

Type of blood vessel	Structure of blood vessel
Artery	
Capillary	
Vein	

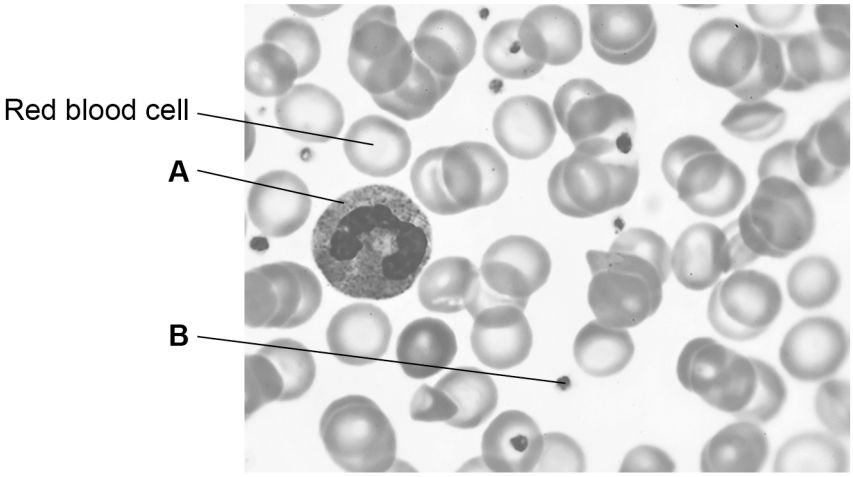
0 6 . 2 Explain how the structure of an artery is related to its function.

[2 marks]

Do not write outside the box

Figure 9 shows blood viewed through a microscope.

Figure 9



0 6 . 3 Name **A** and **B** in **Figure 9**.

[2 marks]

A _____

B _____

0 6 . 4 A red blood cell:
- has no nucleus
- contains a red pigment called haemoglobin.

Suggest how these adaptations help the red blood cell carry out its function.

[2 marks]

No nucleus _____

_____

Haemoglobin _____

_____

Do not write outside the box

0 6 . 5 The blood components are carried around the body in the liquid part of the blood.

What is the liquid part of the blood called?

[1 mark]

Tick (✓) **one** box.

Cell sap ☐

Plasma ☐

Saliva ☐

Urine ☐

Table 2 shows the results of a man's blood test.

Table 2

Blood component	Patient results	Normal range
Red blood cells	4.8	4.5 to 6.5
Lymphocytes	2.6	1.0 to 4.0
Neutrophils	5.1	1.8 to 7.5
Platelets	50	140 to 400

0 6 . 6 Which component of the man's blood is **not** within the normal range?

[1 mark]

0 6 . 7 Suggest a symptom the man might show.

[1 mark]

11

Do not write outside the box

0 7 This question is about photosynthesis.

0 7 . 1 Complete the word equation for photosynthesis.

[2 marks]

_____ + _____ → _____ + oxygen

0 7 . 2 Describe how energy for the photosynthesis reaction is gained by plants.

[2 marks]

Students investigated the effect of temperature on the rate of photosynthesis.

The students shone light from a lamp onto pondweed and measured the volume of oxygen produced per hour.

Table 3 shows the results.

Table 3

Temperature in °C	Rate of photosynthesis in cm^3/hour			
	Test 1	**Test 2**	**Test 3**	**Mean**
20	18.5	19.3	19.5	**X**
25	32.6	34.1	32.9	33.2
30	41.9	45.2	44.9	44.0
35	38.6	39.8	44.0	40.8
40	23.1	20.5	22.4	22.0
45	1.9	14.2	2.2	2.1

Do not write outside the box

0 7 . 3 Calculate mean value **X**.

[2 marks]

X = _____ cm^3/hour

The students identified one anomalous result in **Table 3**.

0 7 . 4 Draw a ring around the anomalous result in **Table 3**.

[1 mark]

0 7 . 5 Suggest **one** possible cause of the anomalous result.

[1 mark]

0 7 . 6 How did the students deal with the anomalous result?

[1 mark]

0 7 . 7 Give **one** factor the students should have kept constant in this investigation.

[1 mark]

Do not write outside the box

Table 3 is repeated below.

Table 3

Temperature in °C	Rate of photosynthesis in cm^3/hour			
	Test 1	**Test 2**	**Test 3**	**Mean**
20	18.5	19.3	19.5	**X**
25	32.6	34.1	32.9	33.2
30	41.9	45.2	44.9	44.0
35	38.6	39.8	44.0	40.8
40	23.1	20.5	22.4	22.0
45	1.9	14.2	2.2	2.1

0 7 . 8 Why did the rate of photosynthesis decrease from 35 °C to 45 °C?

[1 mark]

Do not write outside the box

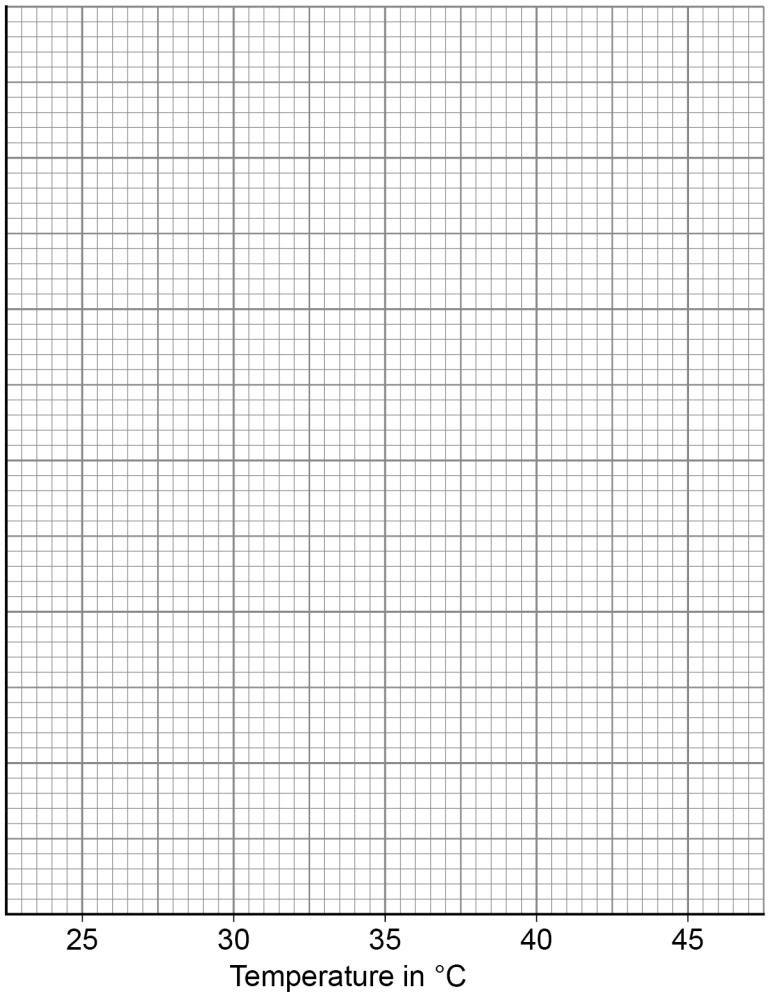
0 7 . 9 Complete **Figure 10** using data from **Table 3**.

You should:

- label the y-axis
- use a suitable scale for the y-axis
- plot the mean data from **Table 3** for temperatures from 25 °C to 45 °C
- draw a line of best fit.

[5 marks]

Figure 10



16

Turn over for the next question

Do not write outside the box

0 8 Diffusion is an important process in animals and plants.

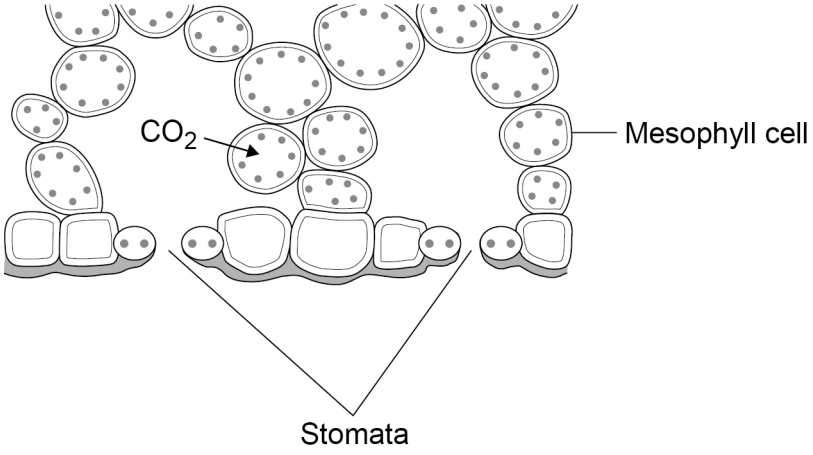
0 8 . 1 What is meant by the term diffusion?

[2 marks]

Do not write outside the box

0 8 . 2 **Figure 11** shows part of a leaf.

Figure 11



Molecules of carbon dioxide diffuse from the air into the mesophyll cells.

Which **two** changes will increase the rate at which carbon dioxide diffuses into the mesophyll cells?

[2 marks]

Tick (✓) **two** boxes.

Decreased number of chloroplasts in the cells ☐

Decreased surface area of cells in contact with the air ☐

Increased carbon dioxide concentration in the air ☐

Increased number of stomata that are open ☐

Increased oxygen concentration in the air ☐

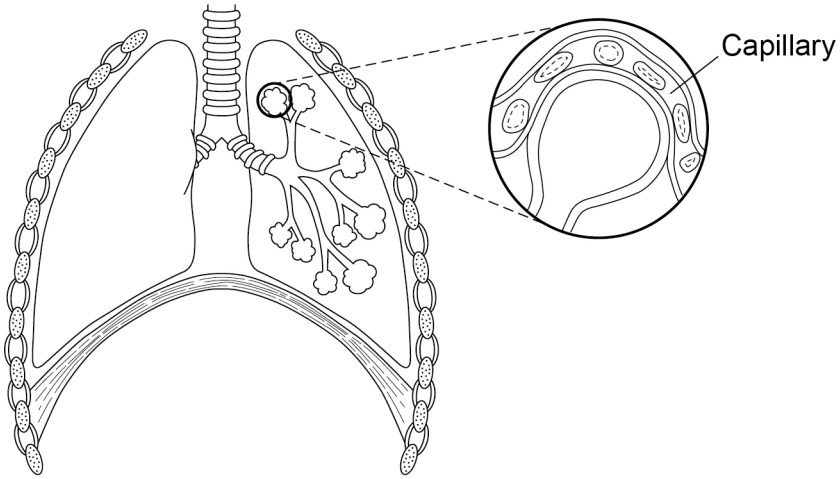
Question 8 continues on the next page

Do not write outside the box

0 8 . 3 Diffusion also happens in the human lungs.

Figure 12 shows the human breathing system.

Figure 12

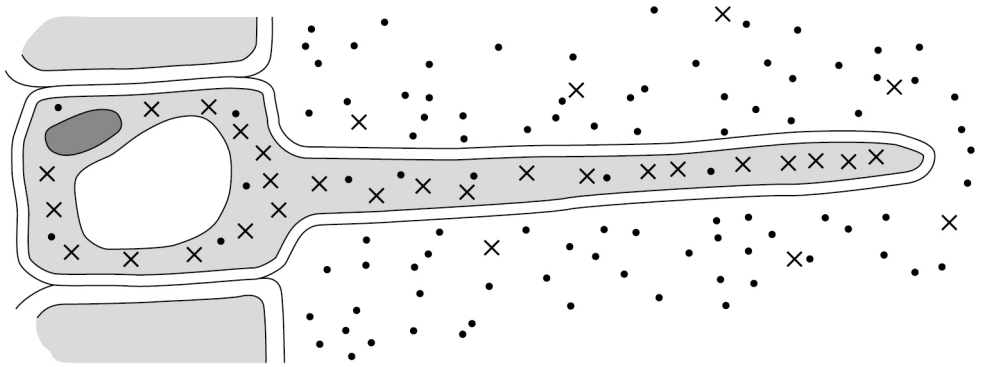


Explain how the human lungs are adapted for efficient exchange of gases by diffusion.
[6 marks]

Do not write outside the box

Figure 13 shows a root hair cell.

Figure 13



Key

Water molecules

Nitrate ions

0 8 . 4 Name the process by which water molecules enter the root hair cell.

[1 mark]

0 8 . 5 Nitrate ions need a different method of transport into the root hair cell.

Explain how the nitrate ions in **Figure 13** are transported into the root hair cell.

Use information from **Figure 13** in your answer.

[3 marks]

Name of process

Explanation

14

END OF QUESTIONS

Do not write outside the box

There are no questions printed on this page

DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED

Do not write outside the box

Question number	**Additional page, if required.** **Write the question numbers in the left-hand margin.**

Do not write outside the box

Question number	**Additional page, if required.** **Write the question numbers in the left-hand margin.**

AQA

Please write clearly in block capitals.

Centre number | | | | | | Candidate number | | | | |

Surname _____

Forename(s) _____

Candidate signature _____

I declare this is my own work.

GCSE
BIOLOGY

F

Foundation Tier Paper 2F

Monday 1 June 2020 Afternoon Time allowed: 1 hour 45 minutes

Materials

For this paper you must have:
- a ruler
- a scientific calculator.

Instructions
- Use black ink or black ball-point pen.
- Pencil should only be used for drawing.
- Fill in the boxes at the top of this page.
- Answer **all** questions in the spaces provided.
- If you need extra space for your answer(s), use the lined pages at the end of this book. Write the question number against your answer(s).
- Do all rough work in this book. Cross through any work you do not want to be marked.
- In all calculations, show clearly how you work out your answer.

Information
- The maximum mark for this paper is 100.
- The marks for questions are shown in brackets.
- You are expected to use a calculator where appropriate.
- You are reminded of the need for good English and clear presentation in your answers.

For Examiner's Use	
Question	Mark
1	
2	
3	
4	
5	
6	
7	
8	
9	
TOTAL	

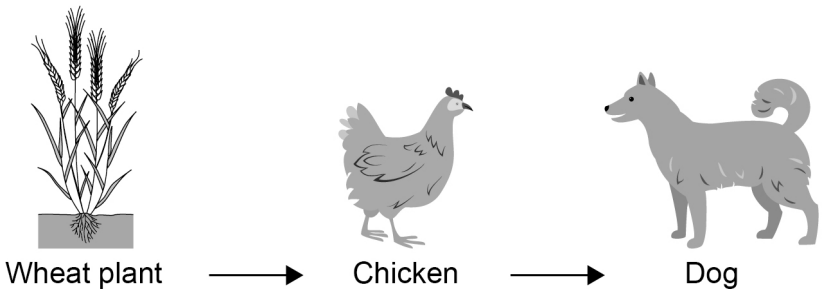
Answer **all** questions in the spaces provided.

Do not write outside the box

0 1 A food for pet dogs contains meat from chickens.

Figure 1 shows the food chain.

Figure 1



0 1 . 1 What is the trophic level of the dog?

[1 mark]

Tick (✓) **one** box.

1 ☐ 2 ☐ 3 ☐

0 1 . 2 Draw **one** line from each organism to the description of the organism's position in the food chain.

[3 marks]

Organism	Description
Chicken	Herbivore
Dog	Producer
Wheat	Secondary consumer
	Tertiary consumer

Do not write outside the box

0 1 . 3 Name the process wheat plants use to make glucose.

[1 mark]

0 1 . 4 Some of the chicken biomass does **not** become part of the dog's biomass.

What is **one** reason why?

[1 mark]

Tick (✓) **one** box.

Some of the chicken is used for the dog to grow ☐

The dog produces waste in faeces ☐

The wheat is eaten by the dog ☐

Question 1 continues on the next page

Do not write outside the box

A new dog food has been developed.

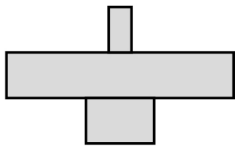
The new dog food is made from insects.

The insects in the dog food factory are fed on vegetables.

0 1 . 5 Which pyramid of biomass represents the vegetables, insects and dogs in this food chain?

[1 mark]

Tick (✓) **one** box.



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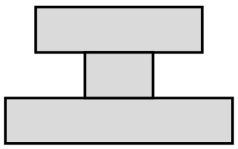

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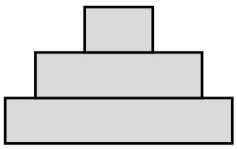


☐

Do not write outside the box

0 1 . 6 Beef from cows is used to make some dog food.

Cows release methane.

The company that makes dog food from insects made the statement:

'Dog food made from insects is more sustainable than dog food made from beef.'

Which are **two** reasons that support the company's statement?

[2 marks]

Tick (✓) **two** boxes.

- Dogs will eat more insects than cows ☐
- Farming cows needs more land than farming insects ☐
- Fewer cows being farmed will slow down global warming ☐
- Fewer insects than cows are needed to produce dog food ☐
- The food chain for dog food made from insects has more trophic levels ☐

9

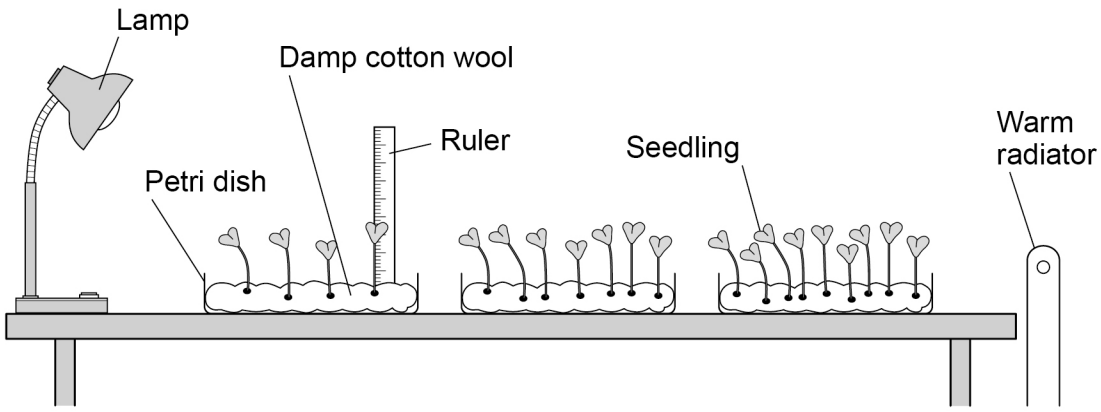
Turn over for the next question

Do not write outside the box

0 2 A student investigated the effect of light intensity on the growth of seedlings.

Figure 2 shows the equipment.

Figure 2



0 2 . 1 Which **two** improvements should the student make to the investigation?

[2 marks]

Tick (✓) **two** boxes.

- Give more water to the seedlings nearest the lamp ☐
- Leave some of the seedlings for a few more days ☐
- Open a window to let more air in ☐
- Put all the dishes the same distance from the radiator ☐
- Use equal numbers of seedlings in each dish ☐

Do not write outside the box

0 2 . 2 What is the dependent variable in the investigation?

[1 mark]

Tick (✓) **one** box.

The height of the seedlings ☐

The mass of cotton wool ☐

The temperature of the room ☐

0 2 . 3 In each dish the seedlings compete with each other.

Give **two** factors the seedlings compete for.

[2 marks]

1 _____

_____

2 _____

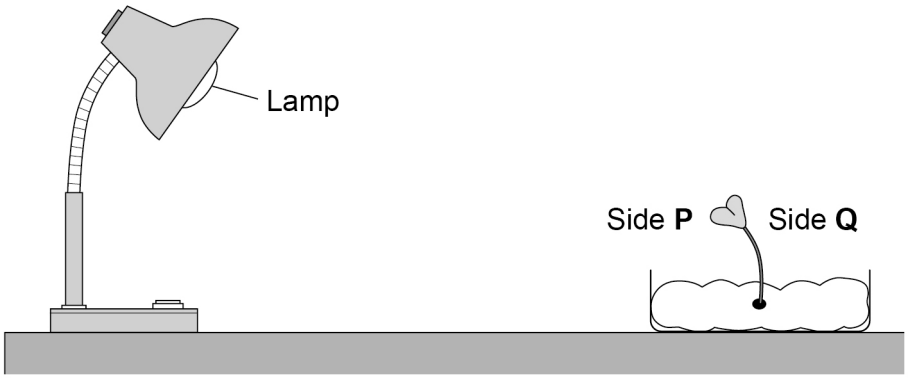
_____

Question 2 continues on the next page

Do not write outside the box

Figure 3 shows a seedling growing towards a lamp.

Figure 3



0 2 . 4 What happened to the growth of the seedling on side **P** compared with the growth on side **Q**?

[1 mark]

Tick (✓) **one** box.

Side **P** has grown less than side **Q** ☐

Side **P** has grown more than side **Q** ☐

Side **P** has grown the same as side **Q** ☐

Do not write outside the box

0 2 . 5 Plant responses are called tropisms.

Which tropism causes the seedling to grow towards light?

[1 mark]

Tick (✓) **one** box.

Geotropism ☐

Gravitropism ☐

Phototropism ☐

0 2 . 6 Which hormone causes the seedling to grow towards the light?

[1 mark]

Tick (✓) **one** box.

Auxin ☐

Insulin ☐

Testosterone ☐

8

Turn over for the next question

Do not write outside the box

0 3 Sperm cells and egg cells are formed by meiosis.

0 3 . 1 During meiosis a cell divides twice.

How many sperm cells are formed when a cell divides by meiosis?

[1 mark]

0 3 . 2 Human body cells contain 46 chromosomes.

How many chromosomes are in each human egg cell?

[1 mark]

Do not write outside the box

Dupuytren's is a disorder that affects the hands.

One form of Dupuytren's is caused by a dominant allele (**D**).

The allele for **not** having Dupuytren's is recessive (**d**).

0 3 . 3 What is an allele?

[1 mark]

Tick (✓) **one** box.

A different form of a chromosome ☐

A different form of a gamete ☐

A different form of a gene ☐

0 3 . 4 A man with Dupuytren's has the genotype **Dd**.

Which word describes the man's genotype?

[1 mark]

Tick (✓) **one** box.

Heterozygous ☐

Homozygous ☐

Phenotype ☐

Question 3 continues on the next page

Do not write outside the box

The man with Dupuytren's (**Dd**) and a woman who does **not** have Dupuytren's (**dd**) plan to have a child.

0 3 . 5 Complete the genetic diagram in **Figure 4** to show the possible genotypes of the child.

[2 marks]

Figure 4

		Woman	
		d	**d**
Man	**D**	Dd	
	d		

0 3 . 6 Draw a ring around the genotype of a child in **Figure 4** who will have Dupuytren's.

[1 mark]

0 3 . 7 What is the chance of the child having Dupuytren's?

[1 mark]

Tick (✓) **one** box.

25% ☐ 50% ☐ 75% ☐ 100% ☐

Do not write outside the box

0 3 . 8 A genetic disorder develops as a result of a change in a gene.

What scientific term describes a change in a gene?

[1 mark]

0 3 . 9 People with a family history of some genetic disorders are offered embryo screening.

Suggest **one** way embryo screening can help people with a family history of a genetic disorder.

[1 mark]

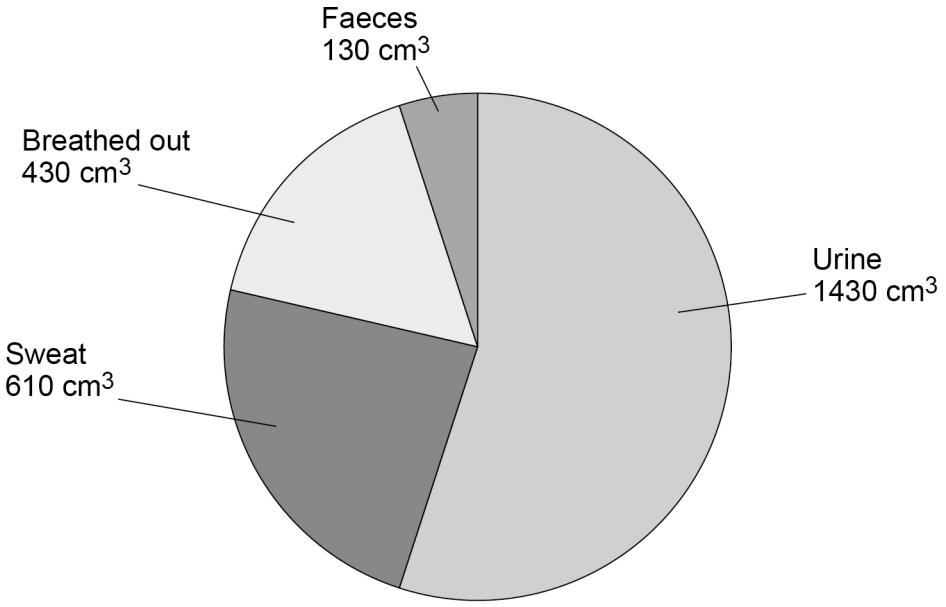
10

Turn over for the next question

Do not write outside the box

0 4 **Figure 5** shows the water loss from a person on one day.

Figure 5



0 4 . 1 The total water loss was 2600 cm^3.

Calculate the percentage of the total water loss that was lost as urine.

[2 marks]

Percentage lost as urine = _____ %

Do not write outside the box

A marathon race is 42 km long.

0 4 . 2 What happens to the volume of water lost as sweat when a person runs a marathon?

[1 mark]

0 4 . 3 What must marathon runners do to prevent themselves becoming dehydrated?

[1 mark]

0 4 . 4 Complete the sentences.

[3 marks]

Choose answers from the box.

digestion	**excretion**	**fertilisation**	**filtration**	**reabsorption**

Blood entering the kidneys goes through the process of

_____ .

Glucose is **not** found in urine because of _____.

Urine is removed from the body in the process of _____.

Question 4 continues on the next page

Do not write outside the box

0 4 . 5 People with kidney failure can have dialysis or a kidney transplant.

Dialysis is often needed 3 times each week and can take over 4 hours each time.

Dialysis usually happens in a hospital.

Kidney transplants require a donor and major surgery.

Describe the advantages **and** disadvantages of having a kidney transplant instead of having dialysis.

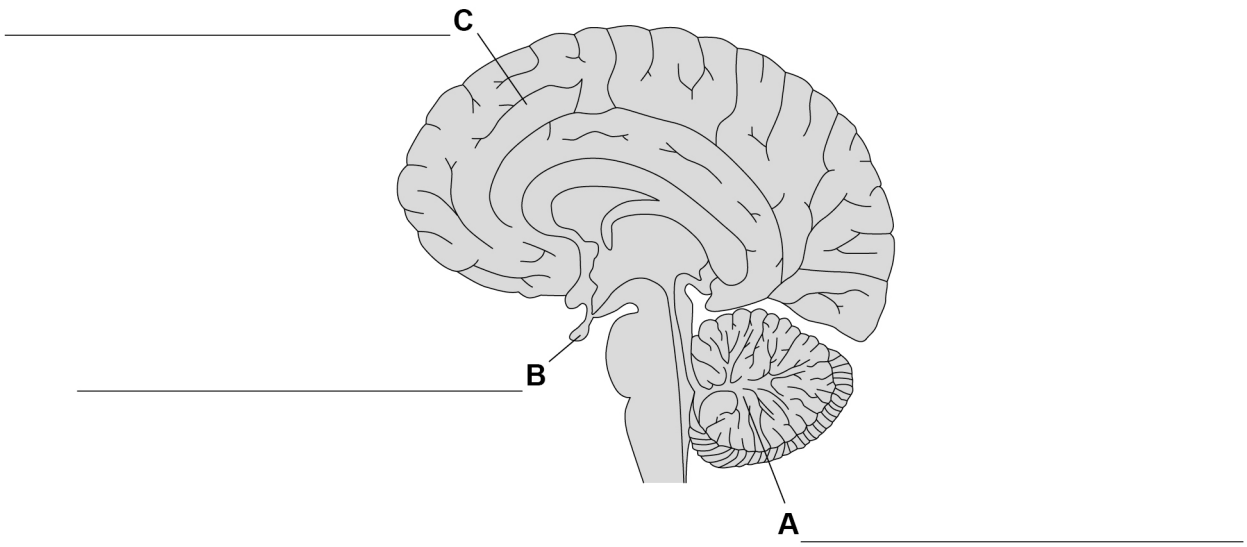
[4 marks]

11

Do not write outside the box

0 5 **Figure 6** shows the brain.

Figure 6



0 5 . 1 Label **A**, **B** and **C** on **Figure 6**.

[3 marks]

Choose answers from the box.

cerebellum	**cerebral cortex**	**medulla**	**pituitary gland**

0 5 . 2 Which part of the brain controls balance when riding a bicycle?

[1 mark]

Tick (✓) **one** box.

Cerebellum ☐

Medulla ☐

Pituitary gland ☐

Question 5 continues on the next page

Turn over ►

Do not write outside the box

0 5 . 3 The ears send information about sound to the brain.

Which word describes the brain?

[1 mark]

Tick (✓) **one** box.

Coordinator ☐

Effector ☐

Receptor ☐

Stimulus ☐

0 5 . 4 What type of cell carries impulses from the ears to the brain?

[1 mark]

0 5 . 5 Human eyes detect light.

Which part of the eye has cells that detect light?

[1 mark]

Tick (✓) **one** box.

Iris ☐

Lens ☐

Retina ☐

Do not write outside the box

0 5 . 6 The eyes of some birds have specialised cells to detect ultraviolet (UV) light.

Some fruits reflect UV light.

Explain why it is an advantage for birds to be able to detect UV light.

[2 marks]

Question 5 continues on the next page

Do not write outside the box

Figure 7 shows a student reading a book.

Figure 7

There are trees on the far side of the field.

The student looks at the trees instead of looking at the book.

0 5 . 7 What process occurs in the eye when the student looks at the trees instead of looking at the book?

[1 mark]

Tick (✓) **one** box.

Accommodation ☐

Magnification ☐

Reflection ☐

Do not write outside the box

0 5 . 8 What change happens in the student's eyes when they look up at the trees?

[1 mark]

Tick (✓) **one** box.

Light rays are refracted less ☐

More light is reflected ☐

The optic nerves move ☐

0 5 . 9 The student **cannot** see the trees in focus.

Name the common defect of the eye which causes distant objects to appear out of focus.

[1 mark]

_____

12

Turn over for the next question

Do not write outside the box

0 6 **Figure 8** shows what the extinct Siberian rhinoceros (*Elasmotherium sibiricum*) might have looked like.

Figure 8

0 6 . 1 What is the genus of the Siberian rhinoceros?

[1 mark]

Tick (✓) **one** box.

Elasmotherium ☐

Elasmotherium sibiricum ☐

sibiricum ☐

Do not write outside the box

The 'three-domain system' of classification places all living organisms in one of three domains.

0 6 . 2 Which domain was the Siberian rhinoceros in?

[1 mark]

Tick (✓) **one** box.

Archaea ☐

Eukaryota ☐

Prokaryota ☐

0 6 . 3 Who developed the 'three-domain system' of classification?

[1 mark]

Tick (✓) **one** box.

Carl Woese ☐

Charles Darwin ☐

Gregor Mendel ☐

0 6 . 4 The horn of the Siberian rhinoceros is estimated to have been 150 cm long.

Suggest **one** advantage of this adaptation to the Siberian rhinoceros.

[1 mark]

_____

_____

Question 6 continues on the next page

Do not write outside the box

0 6 . 5 The only parts of the Siberian rhinoceros that have been found are fossilised bones.

Give **one** reason why **only** the bones of the body of the Siberian rhinoceros became fossils.

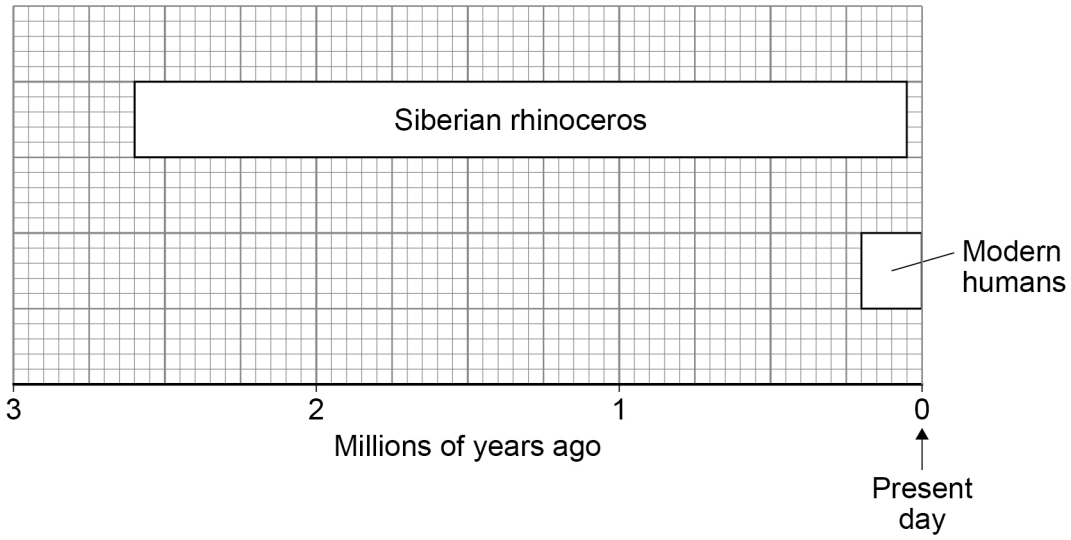
[1 mark]

0 6 . 6 Suggest how scientists can estimate when the Siberian rhinoceros was alive.

[1 mark]

Figure 9 shows when the Siberian rhinoceros existed and when modern humans existed.

Figure 9



Do not write outside the box

0 6 . 7 How many million years ago did the Siberian rhinoceros become extinct?

[1 mark]

_____ million years ago

0 6 . 8 Determine the time in years when both the Siberian rhinoceros and modern humans existed together.

Use **Figure 9** and your answer to Question **06.7**.

[3 marks]

_____

_____

_____

_____

Time = _____ years

0 6 . 9 Suggest **two** factors that may have caused the extinction of the Siberian rhinoceros.

[2 marks]

1 _____

_____

2 _____

_____

12

Turn over for the next question

Do not write outside the box

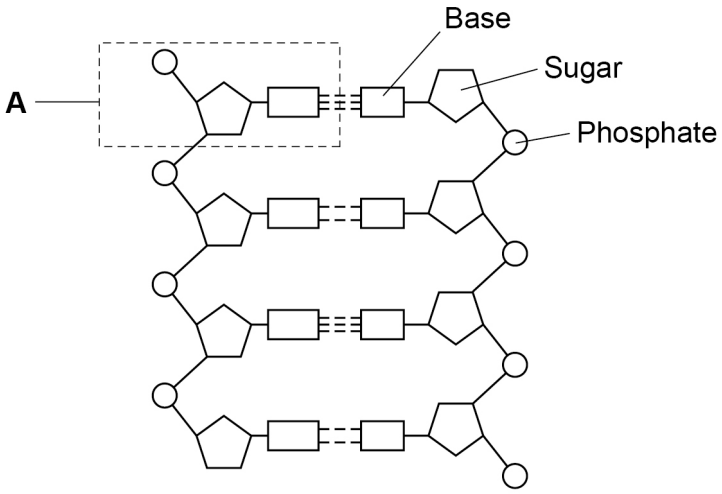
0 7 This question is about DNA.

0 7 . 1 Describe the shape of a DNA molecule.

[2 marks]

Figure 10 shows part of a DNA molecule.

Figure 10



0 7 . 2 DNA codes for a sequence of amino acids.

Which part of DNA forms the code for a particular amino acid?

[1 mark]

Tick (✓) **one** box.

Bases ☐

Phosphates ☐

Sugars ☐

Do not write outside the box

0 7 . 3 Which substance is produced when amino acids are joined together?

[1 mark]

Tick (✓) **one** box.

Carbohydrate ☐

Fat ☐

Protein ☐

0 7 . 4 DNA is made of repeating units. One of the units is labelled **A** in **Figure 10**.

What is the name of the repeating unit labelled **A**?

[1 mark]

Tick (✓) **one** box.

Chromosome ☐

Enzyme ☐

Nucleotide ☐

Question 7 continues on the next page

Do not write outside the box

0 7 . 5 The DNA in one human body cell is the length of 6 000 million repeating units (part **A**).

Each repeating unit is 0.34 nanometres (nm) long.

Calculate the length of the DNA in the cell in millions of nanometres.

[2 marks]

Length = _____ million nm

0 7 . 6 Give your answer to Question **07.5** in metres.

1 metre = 1×10^9 nanometres

[1 mark]

Length = _____ m

0 7 . 7 DNA analysis can show people which alleles they have.

Patients who have certain types of cancer can be offered DNA analysis.

The family of the patient can also be offered DNA analysis.

Suggest **one** advantage of having DNA analysis.

[1 mark]

9

Do not write outside the box

Turn over for the next question

DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED

Do not write outside the box

0 8 This question is about the decay of milk.

0 8 . 1 Name **two** types of microorganism that cause decay.

[2 marks]

1 _____

2 _____

0 8 . 2 Cows' milk is pH 6.6.

As milk decays, lipids in the milk are broken down.

One of the products of the breakdown of lipids causes the pH of milk to decrease.

Name the product that causes the pH to decrease.

[1 mark]

_____

Do not write outside the box

A student investigated the effect of temperature on the time taken for different types of milk to decay.

This is the method used.

1. Put cows' milk in six test tubes.

2. Keep each test tube at a different temperature.

3. Measure the pH of the milk in each tube every day for 12 days.

4. Record the number of days taken to reach pH 5.

5. Repeat steps 1 to 4 with goats' milk and with almond milk.

0 8 . 3 Give **one** way the pH can be measured.

[1 mark]

_____

0 8 . 4 Give **two** control variables the student should have used in this investigation.

[2 marks]

1 _____

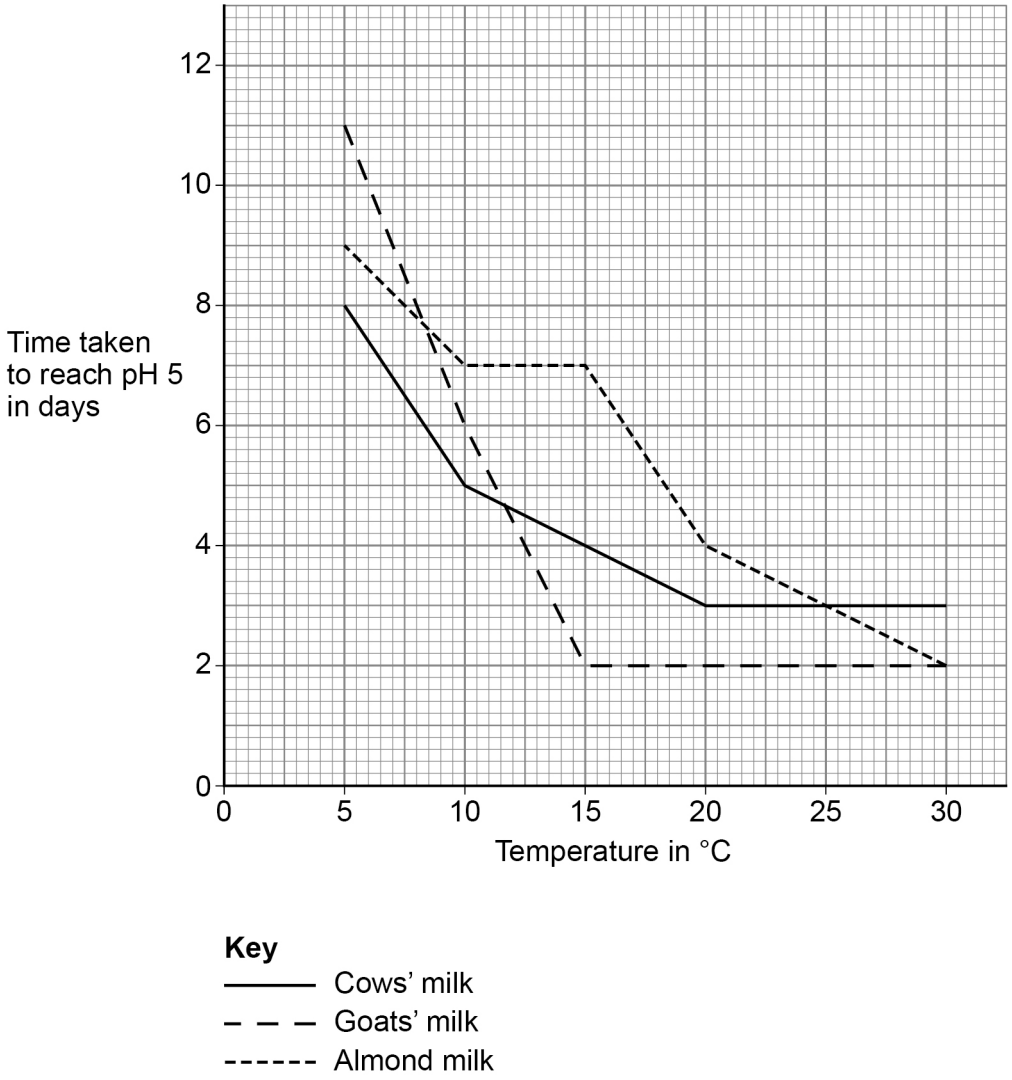
2 _____

Question 8 continues on the next page

The student improved the investigation to produce valid results.

Figure 11 shows the results.

Figure 11



0 8 . 5 Which type of milk stays fresh the longest at 10 °C?

[1 mark]

Do not write outside the box

0 8 . 6 Describe the effect of temperature on the time taken for **goats'** milk to reach pH 5.

Use data from **Figure 11** in your answer.

[2 marks]

0 8 . 7 The time taken for cows' milk to reach pH 5 at 10 °C is less than the time taken for cows' milk to reach pH 5 at 5 °C.

Suggest **one** reason why.

[1 mark]

0 8 . 8 Suggest **two** reasons why the different types of milk took different lengths of time to reach pH 5.

[2 marks]

1

2

Question 8 continues on the next page

Do not write outside the box

0 8 . 9 The student said:

'The temperature milk is stored at affects how likely the milk is to cause food poisoning.'

How can the investigation be developed to find out if the student is correct?

[1 mark]

Tick (✓) **one** box.

Determine the types of bacteria present in the milk ☐

Record the pH every 12 hours ☐

Use more than three different types of milk ☐

13

Question 9 starts on page 36

Do not write outside the box

Turn over for the next question

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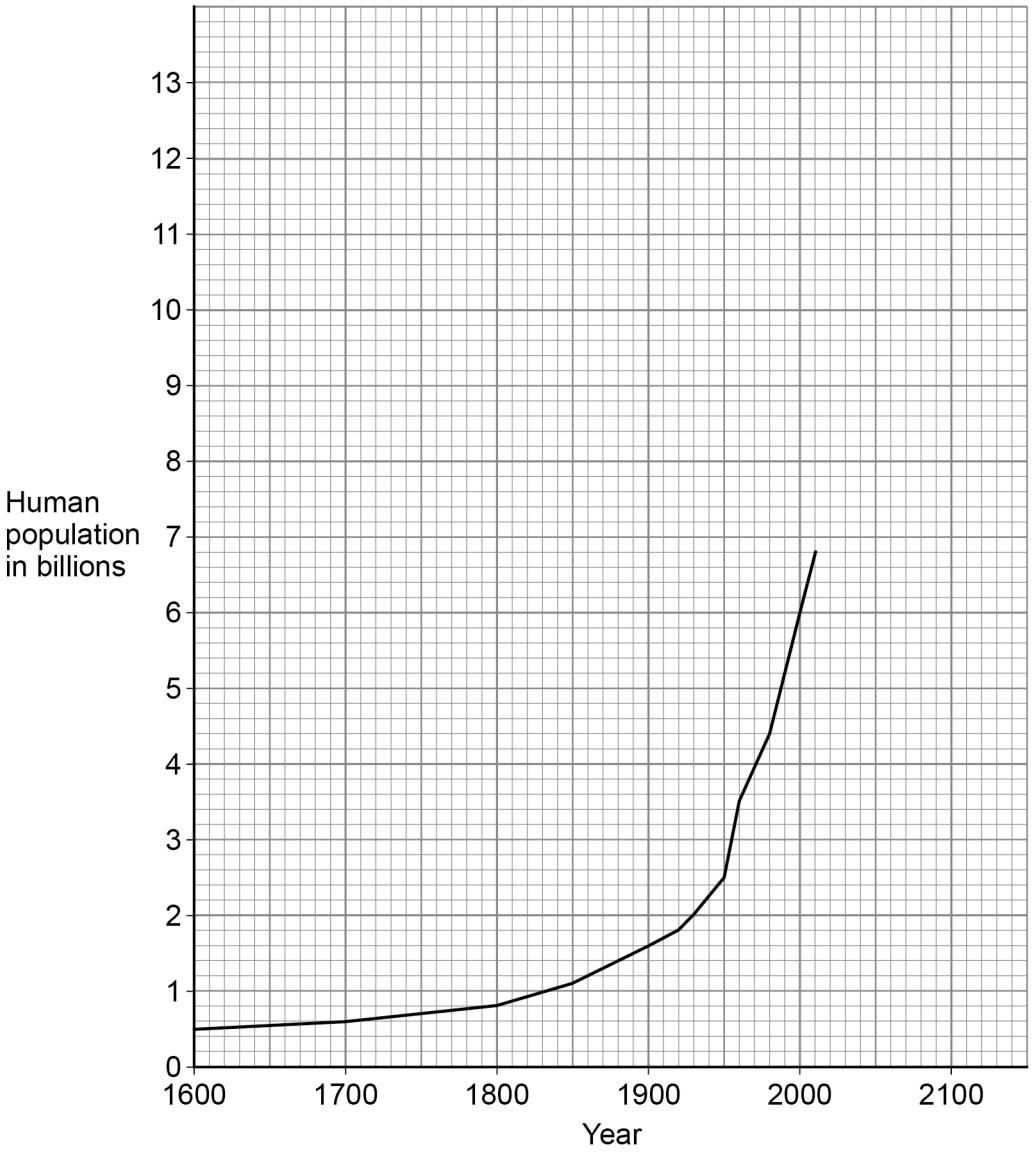
ANSWER IN THE SPACES PROVIDED

Do not write outside the box

0 9 **Figure 12** shows the human population from 1600 to 2010.

Figure 12



In 1900 the human population was 1.6 billion.

0 9 . 1 Calculate how many times greater the human population was in the year 2000 compared with the year 1900.

[2 marks]

Number of times greater = _____

Do not write outside the box

0 9 . 2 In 1950 the human population was 2.5 billion.

Calculate the mean annual increase in the human population between 1900 and 1950.

[2 marks]

Mean annual increase = _____ billion per year

0 9 . 3 Predict the human population in 2050 if the current rate of population increase continues.

You should draw an extrapolation line on **Figure 12**.

[2 marks]

Predicted human population = _____

0 9 . 4 The increasing human population has caused a decline in fish stocks.

Describe how fishing quotas can help to return fish stocks to a sustainable level.

[2 marks]

Question 9 continues on the next page

Do not write outside the box

0 9 . 5 Farming techniques have changed in recent years.

Describe:

- why more land is being used for farming
- how increased farming has decreased biodiversity.

[6 marks]

Do not write outside the box

0 9 . 6 Genetic modification of crop plants can help meet the demands of the increasing human population.

Golden rice is a genetically modified (GM) crop.

What is the advantage of golden rice compared with non-GM rice?

[1 mark]

Tick (✓) **one** box.

Golden rice contains protein-rich mycoprotein ☐

Golden rice has improved nutritional value ☐

Golden rice produces human insulin ☐

0 9 . 7 Suggest **one** reason why some people are concerned about the use of golden rice.

[1 mark]

_____

_____

16

END OF QUESTIONS

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There are no questions printed on this page

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ANSWER IN THE SPACES PROVIDED

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Question number	**Additional page, if required.** **Write the question numbers in the left-hand margin.**

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Question number	**Additional page, if required.** **Write the question numbers in the left-hand margin.**

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GCSE
BIOLOGY
8461/1F

Paper 1 Foundation Tier

Mark scheme

June 2022

Version: 1.0 Final Mark Scheme

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

Information to Examiners

1. General

The mark scheme for each question shows:

- the marks available for each part of the question
- the total marks available for the question
- the typical answer or answers which are expected
- extra information to help the examiner make their judgement
- the Assessment Objectives and specification content that each question is intended to cover.

The extra information is aligned to the appropriate answer in the left-hand part of the mark scheme and should only be applied to that item in the mark scheme.

At the beginning of a part of a question a reminder may be given, for example: where consequential marking needs to be considered in a calculation; or the answer may be on the diagram or at a different place on the script.

In general the right-hand side of the mark scheme is there to provide those extra details which confuse the main part of the mark scheme yet may be helpful in ensuring that marking is straightforward and consistent (for example, a scientifically correct answer that could not reasonably be expected from a student's knowledge of the specification).

2. Emboldening and underlining

2.1 In a list of acceptable answers where more than one mark is available 'any **two** from' is used, with the number of marks emboldened. Each of the following bullet points is a potential mark.

2.2 A bold **and** is used to indicate that both parts of the answer are required to award the mark.

2.3 Alternative answers acceptable for a mark are indicated by the use of **or**.
Alternative words in the mark scheme are shown by a solidus eg allow smooth / free movement.

2.4 Any wording that is underlined is essential for the marking point to be awarded.

3. Marking points

3.1 Marking of lists

This applies to questions requiring a set number of responses, but for which students have provided extra responses. The general principle to be followed in such a situation is that 'right + wrong = wrong'.

Each error / contradiction negates each correct response. So, if the number of errors / contradictions equals or exceeds the number of marks available for the question, no marks can be awarded.

However, responses considered to be neutral (indicated as * in example 1) are not penalised.

Example 1: What is the pH of an acidic solution?

[1 mark]

Student	Response	Marks awarded
1	green, 5	0
2	red*, 5	1
3	red*, 8	0

Example 2: Name **two** magnetic materials.

[2 marks]

Student	Response	Marks awarded
1	iron, steel, tin	1
2	cobalt, nickel, nail*	2

3.2 Use of symbols / formulae

If a student writes a chemical symbol / formula instead of a required chemical name, or uses symbols to denote quantities in a physics equation, full credit can be given if the symbol / formula is correct and if, in the context of the question, such action is appropriate.

3.3 Marking procedure for calculations

Marks should be awarded for each stage of the calculation completed correctly, as students are instructed to show their working. At any point in a calculation students may omit steps from their working. If a subsequent step is given correctly, the relevant marks may be awarded.

Full marks are **not** awarded for a correct final answer from incorrect working.

3.4 Interpretation of 'it'

Answers using the word 'it' should be given credit only if it is clear that the 'it' refers to the correct subject.

3.5 Errors carried forward

An error can be carried forward from one question part to the next and is shown by the abbreviation 'ecf'.

Within an individual question part, an incorrect value in one step of a calculation does not prevent all of the subsequent marks being awarded.

3.6 Phonetic spelling

Marks should be awarded if spelling is not correct but the intention is clear, **unless** there is a possible confusion with another technical term.

3.7 Brackets

(…..) are used to indicate information which is not essential for the mark to be awarded but is included to help the examiner identify the sense of the answer required.

3.8 Allow

In the mark scheme additional information, 'allow' is used to indicate creditworthy alternative answers.

3.9 Ignore

Ignore is used when the information given is irrelevant to the question or not enough to gain the marking point. Any further correct amplification could gain the marking point.

3.10 Do <u>not</u> accept

Do **not** accept means that this is a wrong answer which, even if the correct answer is given as well, will still mean that the mark is not awarded.

3.11 Numbered answer lines

Numbered lines on the question paper are intended to support the student to give the correct number of responses. The answer should still be marked as a whole.

4. Level of response marking instructions

Extended response questions are marked on level of response mark schemes.

- Level of response mark schemes are broken down into levels, each of which has a descriptor.
- The descriptor for the level shows the average performance for the level.
- There are two marks in each level.

Before you apply the mark scheme to a student's answer, read through the answer and, if necessary, annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1: Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level.

The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer. Do **not** look to penalise small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level.

Use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 2 with a small amount of level 3 material it would be placed in level 2 but be awarded a mark near the top of the level because of the level 3 content.

Step 2: Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the indicative content to reach the highest level of the mark scheme.

You should ignore any irrelevant points made. However, full marks can be awarded only if there are no incorrect statements that contradict a correct response.

An answer which contains nothing of relevance to the question must be awarded no marks.

Question 1

Question	Answers	Extra information	Mark	AO / Spec. Ref.
01.1	sexual intercourse		1	AO1 4.3.1.1 4.3.1.2

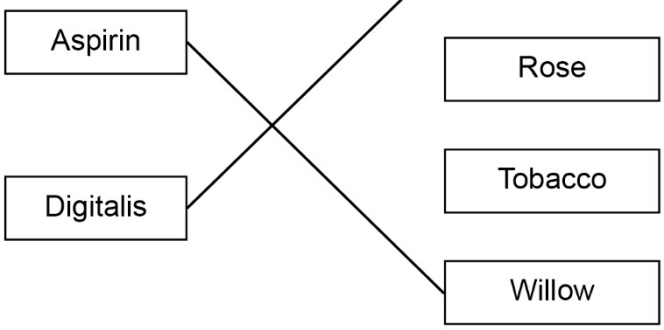
Question	Answers	Extra information	Mark	AO / Spec. Ref.
01.2		ignore numbers unqualified		AO3 4.3.1.2
	increased (at first)	do **not** accept an implication of an overall increase	1	
	(then) decreased		1	
		if no other mark awarded allow (overall) decrease for **1** mark		

Question	Answers	Extra information	Mark	AO / Spec. Ref.
01.3	better education on how to prevent the spread of HIV		1	AO3 4.3.1.1 4.3.1.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
01.4	(C) → E → A → B → D	allow **1** mark for E → A link allow **1** mark for A → B link allow **1** mark for B → D link if no other mark awarded allow **1** mark for an answer of (C) → E → B → A → D	3	AO1 4.3.1.1 4.3.1.6 4.3.1.7 4.3.1.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
01.5	testing on healthy volunteers		1	AO1 4.3.1.9

Question	Answers	Extra information	Mark	AO / Spec. Ref.
01.6	drugs that destroy viruses also damage body tissues		1	AO1 4.3.1.8

Question	Answers	Extra information	Mark	AO / Spec. Ref.
01.7	**Drug** / **Plant the drug originated from**  do **not** accept more than one line from a box on the left		1 1	AO1 4.3.1.1 4.3.1.9

Total Question 1		11

Question 2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
02.1	$\frac{1}{4}$		1	AO2 4.1.2.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
02.2	10		1	AO2 4.1.2.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
02.3	grows replicates divides	must be in this order	1 1 1	AO1 4.1.2.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
02.4	C		1	AO3 4.1.2.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
02.5	10%		1	AO2 4.1.2.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
02.6	circulatory system		1	AO1 4.2.2.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
02.7	cardiovascular disease / CVD **or** (coronary) heart disease / CHD	allow heart attack allow any correctly named heart condition eg arrhythmia, hole in the heart	1	AO1 4.2.2.4 4.1.2.3

Question	Answers	Extra information	Mark	AO / Spec. Ref.
02.8	any **one** from: • unethical • (against) religious / cultural / personal beliefs • the method is not (fully) tested • risk of infection • (heart cells) may be rejected	 allow examples of unethical such as destroying a (potential) life allow against God's will ignore religion unqualified allow the method might not work allow may cause side effects	1	AO2 4.1.2.3 4.2.2.4

Total Question 2		10

Question 3

Question	Answers	Extra information	Mark	AO / Spec. Ref.
03.1	any **two** from: • temperature • size of tomato plants **or** size / number of leaves • light • (volume of) water • (amount / type of) fertiliser / minerals / ions / nutrients (given to plants) • time before rate readings are taken	allow age of plant allow (amount of) water allow (type of) compost / soil allow named example of mineral ion such as nitrate / magnesium ignore time unqualified ignore type of tomato plant ignore type of greenhouse	2	AO3 4.4.1.2 RPA6

Question	Answers	Extra information	Mark	AO / Spec. Ref.
03.2	from 0.02% to 0.04%		1	AO3 4.4.1.2

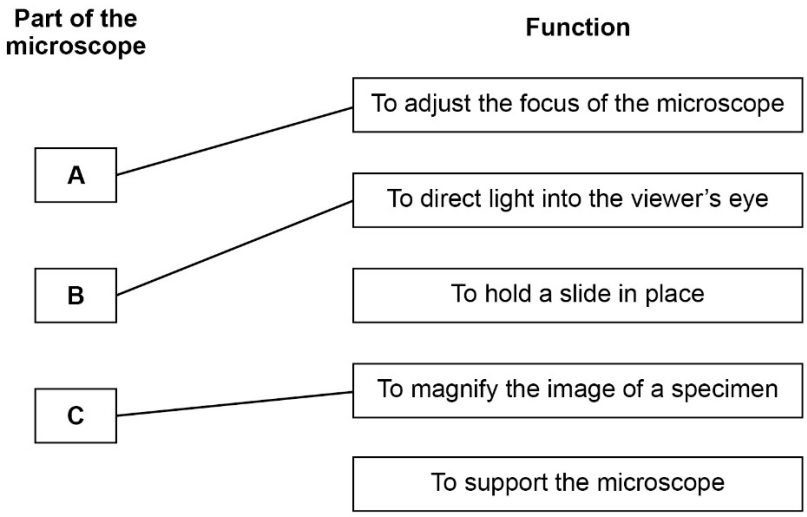
Question	Answers	Extra information	Mark	AO / Spec. Ref.
03.3	repeat each reading three times and calculate a mean		1	AO3 4.4.1.2 RPA6

Question	Answers	Extra information	Mark	AO / Spec. Ref.
03.4	(the rate of photosynthesis) increases (because) carbon dioxide is needed for photosynthesis	ignore values allow **2** marks for (there is) more carbon dioxide for (more) photosynthesis	1 1	AO2 4.4.1.1 4.4.1.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
03.5	any **two** from: • it would not increase the rate (of photosynthesis) • it would not increase the growth of tomatoes • it would cost more	allow it would not change the rate (of photosynthesis) allow photosynthesis would not increase allow idea of profit will not increase allow reference to avoiding global warming	2	AO3 4.4.1.2

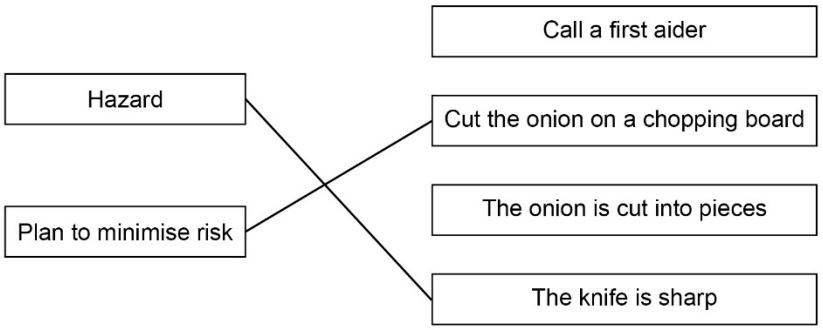
Total Question 3		**8**

Question 4

Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.1	 do **not** accept more than one line from a box on the left		1 1 1	AO2 4.1.1.2 RPA1

Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.2	to stain the cells		1	AO2 4.1.1.2 RPA1

Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.3	to allow light to pass through the cells		1	AO2 4.1.1.2 RPA1

Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.4	**Risk assessment** / **Part of risk assessment**  do **not** accept more than one line from a box on the left		1 1	AO3 4.1.1.2 RPA1

Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.5	*student's measurement* 49 (mm)	allow in range 48 – 50 (mm)	1	AO2 4.1.1.5 RPA1
	conversion of student's measurement 49 000 (µm)	allow correct conversion using student's measurement	1	
	substitution $\frac{49\,000}{400}$	allow a correct substitution using incorrectly measured / converted length	1	
	122.5 (µm)	allow a correct answer from student's division using a magnification of ×400	1	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.6	the cells would look larger the cells would show more internal structures		1 1	AO1 4.1.1.5

Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.7	complete the cell walls include the magnification		1 1	AO3 4.1.1.5 RPA1

Total Question 4		**15**

Question 5

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.1		in either order		AO1 4.4.1.1
	oxygen	allow O_2	1	
	glucose	allow $C_6H_{12}O_6$	1	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.2		must be in this order		AO1
	xylem		1	4.1.1.3 4.2.3.1
	stomata		1	4.2.3.2
	phloem		1	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.3	$\frac{310}{254}$		1	AO2 4.2.3.2
	1.22047…		1	
	1.2	allow an answer of 0.82 if numerator and denominator reversed	1	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.4	each leaf of species **A** has more stomata		1	AO3 4.2.3.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.5	increased temperature		1	AO1 4.2.3.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.6	C		1	AO2 4.2.3.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.7	(spines) stop the plant being eaten **or** (spines) prevent animals damaging the plant	allow any named animal allow to reduce water loss	1	AO2 4.3.3.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.8	it looks like the hornet (so) animals avoid the risk of being stung	allow animals think it is a hornet allow (so) animals avoid the risk of pain	1 1	AO3 AO2 4.3.3.2

Total Question 5		**14**

Question 6

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.1 View with Table 4	$\frac{3\ 600}{1\ 200}$ 3	if no answer in answer space allow answer in **Table 4** allow 3:1 do **not** accept if a unit is given	1 1	AO2 4.1.3.1

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.2	as size increases, (surface area to volume) ratio decreases	allow as one increases, the other decreases allow as size decreases, (surface area to volume) ratio increases	1	AO3 4.1.3.1

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.3	any **one** from: • carbon dioxide • glucose / sugar • water • ions / minerals / salts	allow a correct chemical formula allow named ions allow other correct substances eg amino acids / fatty acids / glycerol ignore nutrients / food	1	AO1 4.1.3.2 4.1.3.1

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.4	any **two** from: • concentration gradient • surface area • thickness of exchange surface • presence of a blood / circulatory system • temperature	 allow description allow surface area : volume ratio ignore size unqualified allow thickness of skin	2	AO1 4.1.3.1

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.5	gills		1	AO1 4.1.3.1

Question	Answers	Mark	AO / Spec. Ref.
06.6	**Level 3:** Relevant points (reasons / causes) are identified, given in detail and logically linked to form a clear account.	5–6	AO2
	Level 2: Relevant points (reasons / causes) are identified, and there are attempts at logical linking. The resulting account is not fully clear.	3–4	AO1
	Level 1: Points are identified and stated simply, but their relevance is not clear and there is no attempt at logical linking.	1–2	AO1
	No relevant content	0	4.1.3.1 4.2.2.2
	Indicative content • large number of alveoli • large surface / area • alveolus and blood vessel / capillary are in close proximity • alveoli / capillaries have thin walls **or** alveoli / capillaries have walls that are one cell thick • to reduce diffusion distance • has a good blood supply **or** has a capillary network • to maintain concentration gradient • to remove oxygen quickly **or** to deliver carbon dioxide quickly • (capillary network) increases surface area (for diffusion) • lungs are ventilated **or** lungs continually move air in and out • (ventilation) brings in oxygen **or** removes carbon dioxide • to maintain concentration gradient Types of adaptation of the lungs are required for **Level 3.**		

Total Question 6		**13**

Question 7

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.1		must be in this order		AO1 4.1.1.1 4.1.1.2
	nucleus	allow chromosomes allow plasmid	1	
	(site of aerobic) respiration	allow makes ATP **or** releases energy do **not** accept produces / makes / creates energy do **not** accept anaerobic respiration	1	
	(cell) membrane		1	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.2	photosynthesis	allow produce glucose / sugar allow to absorb (sun) light ignore contains chlorophyll	1	AO1 4.1.1.2 4.4.1.1

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.3	root (hair)	allow xylem / phloem / epidermis / meristem	1	AO1 4.1.1.3 4.2.3.1 4.2.3.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.4	concentration of salt solution		1	AO1 4.1.3.2 RPA3

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.5	to make sure **only** the potato mass was measured **or** if water / solution / liquid was left on (the potato), the mass would be higher / affected	allow (to) remove **excess** water / solution / liquid do **not** accept if water / solution / liquid was left on (potato) the mass would be lower ignore to remove water / solution / liquid on the outside / surface (of potato)	1	AO2 4.1.3.2 RPA3

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.6	$\frac{0.2}{2.5} \times 100$ 8(%)	allow $\frac{2.7 - 2.5}{2.5} \times 100$ if no other mark awarded allow **1** mark for $\frac{2.5 - 2.7}{2.5} \times 100 = -8\ (\%)$	1 1	AO2 4.1.3.2 RPA3

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.7 Mark with 07.8		max **3** marks for bar chart		AO2 4.1.3.2 RPA3
	correct scale **and** axis labelled (concentration (of salt solution) in mol/dm^3)	scale must take up at least 50% of grid	1	
	all points plotted correctly	allow a tolerance of ± ½ small square allow 3 or 4 correct plots for **1** mark	2	
	curved line of best fit	ignore line extended beyond 0.4 mol/dm^3 ignore line joined point to point with straight lines	1	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.8 Mark with 07.7	correct answer from their line drawn on **Figure 9**	allow a tolerance of ± ½ small square ignore line joined point to point with straight lines if a line of best fit is drawn if no line of best fit is drawn, allow an answer in the range 0.31 – 0.33 (mol/dm^3)	1	AO2 4.1.3.2 RPA3

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.9		allow 'pieces' for potato throughout		AO2 4.1.3.2 RPA3
	<u>water</u> moves out of cells / potato		1	
	by osmosis	allow by diffusion through a partially / selectively / semi permeable membrane	1	
	(because) the solution in the cells / potato is less concentrated than outside **or** (because) the solution in the cells / potato is more dilute than outside	allow (because) the solution outside the cells / potato is more concentrated than inside allow (because) the solution outside the cells / potato is less dilute than inside allow correct references to <u>water concentration</u> / <u>potential</u> ignore reference to amount of water or salt do **not** accept water moves from an area of high (solute) concentration to an area of low (solute) concentration	1	

Total Question 7		**17**

Question 8

Question	Answers	Extra information	Mark	AO / Spec. Ref.
08.1	(cell) wall **or** (large / permanent) vacuole	ignore cellulose	1	AO3 4.1.1.1 4.1.1.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
08.2	rose black spot		1	AO1 4.3.1.4

Question	Answers	Extra information	Mark	AO / Spec. Ref.
08.3	$\frac{24 \times 60}{90}$ **or** $\frac{24}{1.5}$ 16	allow $\frac{1440}{90}$ do **not** accept if a unit is given	1 1	AO2 4.1.1.6 4.1.1.1

Question	Answers	Extra information	Mark	AO / Spec. Ref.
08.4	stomach		1	AO1 4.2.2.1

Question	Answers	Extra information	Mark	AO / Spec. Ref.
08.5	biuret reagent		1	AO1 4.2.2.1 RPA4

Question	Answers	Mark	AO / Spec. Ref.
08.6	**Level 3:** A judgement, strongly linked and logically supported by a sufficient range of correct reasons, is given.	5−6	AO3
	Level 2: Some logically linked reasons are given. There may also be a simple judgement.	3−4	AO2
	Level 1: Relevant points are made. They are not logically linked.	1−2	AO1
	No relevant content.	0	4.2.2.1 4.2.2.4 4.2.2.5 4.2.2.6

	Indicative content
	
	• meat-free burgers contain more fibre
	  • aids digestion **or** prevents constipation
	
	• meat burgers contain more protein
	  • for growth
	
	• meat burgers contain more fat
	  • can cause CHD **or** heart attack **or** narrowing of arteries
	  • may lead to needing a stent
	  • may lead to obesity
	  • obesity is a risk factor for (type 2) diabetes
	
	• meat burgers contain more cholesterol
	  • can cause narrowing of arteries **or** CHD **or** heart attack
	  • may lead to needing a stent
	  • may need to take statins
	
	• both burgers have similar amounts of carbohydrate
	  • good for providing energy
	
	• no information on vitamins / minerals provided for either burger
	
	• meat burgers require animals to be farmed
	  • increase in methane in atmosphere
	  • (methane) contributes to global warming
	
	• meat burgers require animals to be slaughtered
	  • ethical issues
	
	• some people won't eat meat-free burgers
	  • (because) some people don't like the idea of eating fungus
	  • (because) some people prefer the taste of meat
	
	For **Level 2**, comparisons and linked reasons using own knowledge are required.		

Total Question 8		**12**	

GCSE
BIOLOGY
8461/2F

Paper 2 Foundation Tier

Mark scheme

June 2022

Version: 1.0 Final Mark Scheme

226G84612F/MS

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

Information to Examiners

1. General

The mark scheme for each question shows:

- the marks available for each part of the question
- the total marks available for the question
- the typical answer or answers which are expected
- extra information to help the examiner make their judgement
- the Assessment Objectives and specification content that each question is intended to cover.

The extra information is aligned to the appropriate answer in the left-hand part of the mark scheme and should only be applied to that item in the mark scheme.

At the beginning of a part of a question a reminder may be given, for example: where consequential marking needs to be considered in a calculation; or the answer may be on the diagram or at a different place on the script.

In general the right-hand side of the mark scheme is there to provide those extra details which confuse the main part of the mark scheme yet may be helpful in ensuring that marking is straightforward and consistent (for example, a scientifically correct answer that could not reasonably be expected from a student's knowledge of the specification).

2. Emboldening and underlining

2.1 In a list of acceptable answers where more than one mark is available 'any **two** from' is used, with the number of marks emboldened. Each of the following bullet points is a potential mark.

2.2 A bold **and** is used to indicate that both parts of the answer are required to award the mark.

2.3 Alternative answers acceptable for a mark are indicated by the use of **or**.
Alternative words in the mark scheme are shown by a solidus eg allow smooth / free movement.

2.4 Any wording that is underlined is essential for the marking point to be awarded.

3. Marking points

3.1 Marking of lists

This applies to questions requiring a set number of responses, but for which students have provided extra responses. The general principle to be followed in such a situation is that 'right + wrong = wrong'.

Each error / contradiction negates each correct response. So, if the number of errors / contradictions equals or exceeds the number of marks available for the question, no marks can be awarded.

However, responses considered to be neutral (indicated as * in example 1) are not penalised.

Example 1: What is the pH of an acidic solution?

[1 mark]

Student	Response	Marks awarded
1	green, 5	0
2	red*, 5	1
3	red*, 8	0

Example 2: Name **two** magnetic materials.

[2 marks]

Student	Response	Marks awarded
1	iron, steel, tin	1
2	cobalt, nickel, nail*	2

3.2 Use of symbols / formulae

If a student writes a chemical symbol / formula instead of a required chemical name, or uses symbols to denote quantities in a physics equation, full credit can be given if the symbol / formula is correct and if, in the context of the question, such action is appropriate.

3.3 Marking procedure for calculations

Marks should be awarded for each stage of the calculation completed correctly, as students are instructed to show their working. At any point in a calculation students may omit steps from their working. If a subsequent step is given correctly, the relevant marks may be awarded.

Full marks are **not** awarded for a correct final answer from incorrect working.

3.4 Interpretation of 'it'

Answers using the word 'it' should be given credit only if it is clear that the 'it' refers to the correct subject.

3.5 Errors carried forward

An error can be carried forward from one question part to the next and is shown by the abbreviation 'ecf'.

Within an individual question part, an incorrect value in one step of a calculation does not prevent all of the subsequent marks being awarded.

3.6 Phonetic spelling

Marks should be awarded if spelling is not correct but the intention is clear, **unless** there is a possible confusion with another technical term.

3.7 Brackets

(…..) are used to indicate information which is not essential for the mark to be awarded but is included to help the examiner identify the sense of the answer required.

3.8 Allow

In the mark scheme additional information, 'allow' is used to indicate creditworthy alternative answers.

3.9 Ignore

Ignore is used when the information given is irrelevant to the question or not enough to gain the marking point. Any further correct amplification could gain the marking point.

3.10 Do <u>not</u> accept

Do **not** accept means that this is a wrong answer which, even if the correct answer is given as well, will still mean that the mark is not awarded.

3.11 Numbered answer lines

Numbered lines on the question paper are intended to support the student to give the correct number of responses. The answer should still be marked as a whole.

4. Level of response marking instructions

Extended response questions are marked on level of response mark schemes.

- Level of response mark schemes are broken down into levels, each of which has a descriptor.
- The descriptor for the level shows the average performance for the level.
- There are two marks in each level.

Before you apply the mark scheme to a student's answer, read through the answer and, if necessary, annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1: Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level.

The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer. Do **not** look to penalise small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level.

Use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 2 with a small amount of level 3 material it would be placed in level 2 but be awarded a mark near the top of the level because of the level 3 content.

Step 2: Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the indicative content to reach the highest level of the mark scheme.

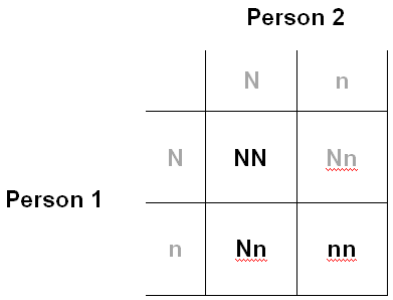
You should ignore any irrelevant points made. However, full marks can be awarded only if there are no incorrect statements that contradict a correct response.

An answer which contains nothing of relevance to the question must be awarded no marks.

Question 1

Question	Answers	Extra information	Mark	AO / Spec. Ref.
01.1	an allele expressed only if a person has two copies of the allele		1	AO1 4.6.1.6

Question	Answers	Extra information	Mark	AO / Spec. Ref.
01.2	male with MSUD	allow equivalent statements eg affected male **or** MSUD male **or** man with the disease	1	AO3 4.6.1.6 4.6.1.7

Question	Answers	Extra information	Mark	AO / Spec. Ref.
01.3 *mark with 01.4, 01.5*		3 correct = **2** marks 2 or 1 correct = **1** mark	2	AO2 4.6.1.6 4.6.1.7

Question	Answers	Extra information	Mark	AO / Spec. Ref.
01.4 *mark with 01.3, 01.5*	does not have MSUD	allow equivalent statements – eg normal **or** not affected **or** healthy ignore carrier	1	AO2 4.6.1.6 4.6.1.7

Question	Answers	Extra information	Mark	AO / Spec. Ref.
01.5 *mark with 01.3, 01.4*	correct percentage from **Figure 2**	if no answer in question **01.3** allow 25%	1	AO3 4.6.1.6 4.6.1.7

Question	Answers	Extra information	Mark	AO / Spec. Ref.
01.6	dominant		1	AO2 4.6.1.6

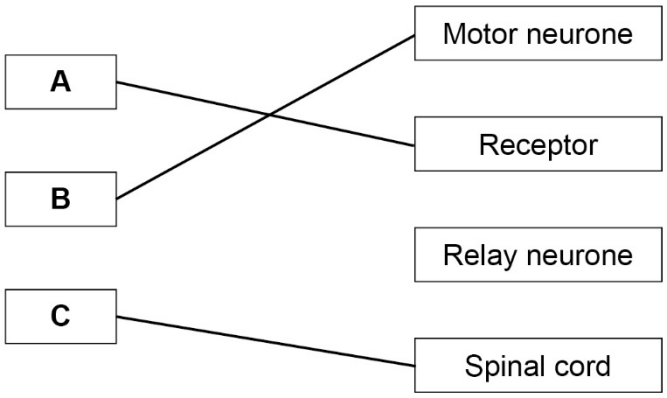
Question	Answers	Extra information	Mark	AO / Spec. Ref.
01.7	DNA	allow deoxyribonucleic acid allow nucleotide(s)	1	AO1 4.6.1.4 4.6.1.6

Question	Answers	Extra information	Mark	AO / Spec. Ref.
01.8	proteins		1	AO2 4.6.1.4

Total Question 1		**9**

Question 2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
02.1	a reflex action is automatic		1	AO1 4.5.2.1

Question	Answers	Extra information	Mark	AO / Spec. Ref.
02.2	 do **not** accept more than one line from a box on the left		1 1 1	AO1 4.5.1 4.5.2.1

Question	Answers	Extra information	Mark	AO / Spec. Ref.
02.3	blinking when an insect flies into the eye removing the hand from a hot object		1 1	AO2 4.5.2.1

Question	Answers	Extra information	Mark	AO / Spec. Ref.
02.4 *View with Table 1* *Mark with 02.5*	$\frac{320 + 304 + 315 + 308 + 313}{5}$ 312	allow $\frac{1560}{5}$ if no other mark awarded allow **1** mark for $\frac{315 + 307 + 357}{3} = 326(.3)$	1 1	AO2 4.5.2.1 RPA7

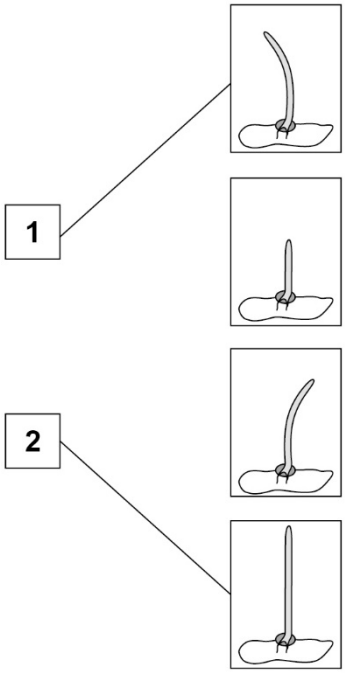
Question	Answers	Extra information	Mark	AO / Spec. Ref.
02.5 *View with Table 1* *Mark with 02.4*	ring drawn around 635 in Table 1	allow 635 or test 5 (next to question) if no ring drawn on Table 1	1	AO3 4.5.2.1 RPA7

Question	Answers	Extra information	Mark	AO / Spec. Ref.
02.6	any **two** from: • age • drugs • tiredness / sleep • sex	 allow a named example of a drug such as alcohol / caffeine allow gender allow practice at the test **or** playing computer games allow distractions	2	AO1 4.5.2.1 RPA7

Total Question 2		11

Question 3

Question	Answers	Extra information	Mark	AO / Spec. Ref.
03.1	tropism		1	AO1 4.5.4.1

Question	Answers	Extra information	Mark	AO / Spec. Ref.
03.2	 do **not** accept more than one line from a box on the left		1 1	AO3 4.5.4.1 RPA8

Question	Answers	Extra information	Mark	AO / Spec. Ref.
03.3	to show the response in experiment **1** is caused by (1-sided) light **or** as a control	allow to compare with experiment **1** allow to show the difference between (1-sided) light and no light do **not** accept control variable	1	AO3 4.5.4.1 RPA8

Question	Answers	Extra information	Mark	AO / Spec. Ref.
03.4	shine light from all sides on the third seedling		1	AO3 4.5.4.1 RPA8

Question	Answers	Extra information	Mark	AO / Spec. Ref.
03.5	keep each seedling at the same temperature		1	AO3 4.5.4.1 RPA8

Question	Answers	Extra information	Mark	AO / Spec. Ref.
03.6	any **one** from: • gravity • water • chemicals / minerals / ions	allow moisture allow a named chemical such as nitrate ignore nutrients ignore light	1	AO1 4.5.4.1

Question	Answers	Extra information	Mark	AO / Spec. Ref.
03.7	because of variation (in results) **or** to identify / eliminate anomalies	allow example such as some may not grow	1	AO2 4.5.4.1
	to calculate a mean **or** a mean value would be more representative / typical	allow to calculate an average ignore to improve accuracy / precision / validity	1	

Total Question 3		**9**

Question 4

Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.1	bacteria		1	AO3 4.7.1.2 4.7.3.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.2	any **two** from: • bacteria increase **before** protozoa increase **or** when bacteria are high, protozoa increase • as protozoa increase, bacteria decrease • (after site **A**) as bacteria decrease, protozoa also decrease	 allow protozoa increase **after** bacteria increase allow when bacteria are low, protozoa are low	2	AO3 4.7.1.1 4.7.1.3 4.7.3.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.3	(aerobic) respiration	do **not** accept anaerobic respiration	1	AO1 4.7.1.2 4.7.3.2 4.4.2.1

Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.4	(algae carry out) photosynthesis (which) produces oxygen	 allow algae produce oxygen	1 1	AO2 4.7.3.2 4.4.1.1

Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.5	bars plotted correctly suitable shading	allow a tolerance of ± ½ a small square ignore column widths	1 1	AO2 4.7.1.2 4.7.3.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.6	more sludge worms at **A** (than at **B)** no mayfly nymphs at **A and** mayfly nymphs present at **B**	answers must be comparative allow fewer sludge worms at **B** (than at **A)** allow high number of sludge worms at **A and** low number at **B** allow more mayfly nymphs at **B** (than at **A**)	1 1	AO3 4.7.1.2 4.7.3.2

Total Question 4		**10**

Question 5

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.1	oestrogen progesterone		1 1	AO1 4.5.3.4

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.2	FSH causes an egg to mature in the ovary		1	AO1 4.5.3.4

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.3	(from day) 9 (to day) 15	do **not** accept (from day) 15 (to day) 9	1	AO2 4.5.3.5

Question	Answers	Mark	AO / Spec. Ref.
05.4	**Level 3:** Relevant points (reasons/causes) are identified, given in detail and logically linked to form a clear account.	5–6	AO1 4.5.3.4 4.5.3.5
	Level 2: Relevant points (reasons/causes) are identified and there are attempts at logical thinking. The resulting account is not fully clear.	3–4	
	Level 1: Points are identified and stated simply, but their relevance is not clear and there is no attempt at logical thinking.	1–2	
	No relevant content	0	
	Indicative content • oral contraceptive / the 'pill' o (contains hormones / oestrogen / progesterone) to prevent egg / follicle maturing **or** prevents ovulation • injection / implant / skin patch o (contains hormones / oestrogen / progesterone) to prevent egg / follicle maturing **or** prevents ovulation • condom / femidom o prevents sperm reaching egg or prevents sperm entering woman's body / vagina • diaphragm o prevents sperm reaching egg / womb / oviduct • IUD o prevents implantation **or** releases hormone / progesterone to prevent ovulation **or** (releases copper ions to) thicken mucus and prevent sperm passage • spermicide o kills sperm • sterilisation / vasectomy / tubular ligation o prevents passage of sperm / egg • rhythm method o no egg available for fertilisation		

Total Question 5		**10**

Question 6

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.1	(lowest) 1 (ºC) (highest) 34 (ºC)	both correct for **1** mark allow a tolerance of ± 0.2 (ºC) allow a tolerance of ± 0.2 (ºC)	1	AO2 4.5.2.4

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.2	5 / five		1	AO2 4.5.2.4

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.3	so stored food **or** glycogen does not run out **or** to replace stored food **or** glycogen	allow so stored fat does not run out **or** to replace stored fat **or** because stored food **or** glycogen / fat has run out ignore to provide energy	1	AO2 4.5.2.4

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.4	respiration		1	AO1 4.5.2.4 4.4.1.3 4.4.2.1

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.5	any **one** from: • movement • muscle contraction • keeping warm • growth / repair • active transport	allow functioning of internal organs – eg heartbeat allow synthesis / described	1	AO1 4.5.2.4 4.1.3.3 4.4.2.1 4.4.2.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.6	3200 × 2.5 8000 (kJ)		1 1	AO2 4.5.2.4

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.7	$\frac{6000}{24\,000} \times 100$ 25 (%)	if no other mark awarded allow for **1** mark 0.25	1 1	AO2 4.5.2.4

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.8	reduced	do **not** accept no sweating	1	AO2 4.5.2.4

Total Question 6		**10**

Question 7

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.1 *view with Table 3*	kingdom genus	in this order only	1 1	AO1 4.6.3.5 4.6.4

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.2	Linnaeus		1	AO1 4.6.4

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.3	*Elrathia kingii*		1	AO2 4.6.4

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.4	trilobite **A** was found in older rocks than trilobite **B** trilobite **B** is more complex than trilobite **A**		1 1	AO3 4.6.3.4 4.6.3.5

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.5	sediments soft parts minerals	in this order only	1 1 1	AO2 4.6.3.5

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.6	any **three** from: • drought • ice age • global warming • volcanic activity • asteroid collision • (new) predators • (new) disease / pathogen • competition for food • competition for mates • lack of habitat or habitat change	} if none of these, allow climate change for **1** mark ignore weather } if neither of these, allow catastrophic event **or** natural disaster for **1** mark allow named example allow hunters allow named example allow lack of food allow lack of mates ignore competition unqualified ignore isolation ignore pollution	3	AO1 4.6.3.6

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.7	no / insufficient evidence **or** cannot perform experiment to find out	allow lack of evidence allow no-one was there to observe	1	AO3 4.6.3.5 4.6.3.6

Total Question 7		**13**

Question 8

Question	Answers	Extra information	Mark	AO / Spec. Ref.
08.1	<table><tr><th></th><th>Sexual reproduction</th><th>Asexual reproduction</th></tr><tr><td>Cell division occurs</td><td>✓</td><td>✓</td></tr><tr><td>Fertilisation occurs</td><td>✓</td><td></td></tr><tr><td>Genes are passed on from parent to offspring</td><td>✓</td><td>✓</td></tr><tr><td>Offspring are genetically identical to each other</td><td></td><td>✓</td></tr></table> allow **1** mark for 1 or 2 correct rows ignore 'x' in blank boxes		2	AO1 4.6.1.1

Question	Answers	Extra information	Mark	AO / Spec. Ref.
08.2	pollen (grain)	allow nucleus in pollen (grain)	1	AO1 4.6.1.1

Question	Answers	Extra information	Mark	AO / Spec. Ref.
08.3	between 3 and 4 hours		1	AO2 4.6.1.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
08.4	5 hours 6 hours		1 1	AO2 4.6.1.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
08.5	2		1	AO2 4.6.1.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
08.6	4		1	AO2 4.6.1.2

Total Question 8		**8**

Question 9

Question	Answers	Extra information	Mark	AO / Spec. Ref.
09.1	**abiotic** any **two** from: • water • oxygen / air (in soil) • pH (of soil) • minerals / ions • temperature • size of soil particles **or** texture / type of soil **biotic** any **two** from: • food • predators / consumers / carnivores • disease / pathogens / bacteria / fungi	 allow moisture / humidity / rain(fall) allow dryness ignore carbon dioxide allow acidity / alkalinity (of soil) allow salts allow named example of an ion ignore nutrients allow named example of soil type ignore space / toxins / weather allow amount of dead / decaying matter (in soil) ignore nutrients allow example – such as birds allow microorganisms / microbes / parasites if **no** other marks awarded allow **2** marks for **four** factors in reverse categories	2 2	AO1 4.7.1.1 4.7.1.2 4.7.1.3

Question	Answers	Mark	AO / Spec. Ref.
09.2	**Level 3:** The method would lead to the production of a valid outcome. The key steps are identified and logically sequenced.	5–6	AO2
	Level 2: The method would not necessarily lead to a valid outcome. Most steps are identified, but the method is not fully logically sequenced.	3–4	AO2
	Level 1: The method would not lead to a valid outcome. Some relevant steps are identified, but links are not made clear.	1–2	AO1
	No relevant content	0	
	Indicative content • same concentration of chemical / **X** applied to the soil • same volume / amount of chemical / **X** applied to the soil • same size of area sampled – eg 1 m^2 or 0.25 m^2 • use of a quadrat • same time between application and collecting worms • same time allowed for collecting worms after application • each sample area selected randomly • method of achieving randomness – eg random coordinates • (collect and) count worms in each of areas **A** and **B** • at least 5 repeats in each of areas **A** and **B** • calculate mean (per unit area) **or** total for each of areas **A** and **B** • compare means / totals for areas **A** and **B**		4.7.2.1 RPA9

Total Question 9		**10**

Question 10

Question	Answers	Extra information	Mark	AO / Spec. Ref.
10.1	an answer in the range 1.1 to 2(.0) (hours)		1	AO2 4.5.3.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
10.2	*effect* : lowered *explanation*: glucose taken in **or** glucose converted to glycogen **or** glucose used in respiration by cells / liver / muscles		1 1 1	AO1 4.5.3.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
10.3	underweight		1	AO3 4.5.3.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
10.4	(from) 67.5 (kg to) 90 (kg)	allow in the range 67 to 68 (kg) for 67.5 (kg) allow in the range 90 to 90.5(kg) for 90 (kg) allow from 90 (kg to) 67.5 (kg)	1	AO2 4.5.3.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
10.5		answers must be comparative		AO3 4.5.3.2
	(person **C** has) higher glucose (than mean)	allow comparison of higher glucose using numbers allow (person **C**'s) glucose is too high	1	
	(person **C** has) higher insulin (than mean)	allow comparison of higher insulin using numbers allow (person **C**'s) insulin is too high do **not** accept (person **C** has) higher cholesterol ignore unprocessed data	1	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
10.6	(more) exercise	allow example of (more) exercise	1	AO1 4.5.3.2
	eat less carbohydrate / sugar **or** eat a low carbohydrate diet	allow eat less fat allow eat a carbohydrate controlled diet if no other marks awarded allow **1** mark for lose weight **or** maintain healthy weight **or** eat less **or** eat fewer calories ignore references to healthy / balanced diet **or** diet unqualified	1	

Total Question 10		**10**

AQA

Please write clearly in block capitals.

Centre number | | | | | | Candidate number | | | | |

Surname _____

Forename(s) _____

Candidate signature _____

I declare this is my own work.

GCSE
BIOLOGY

F

Foundation Tier Paper 1F

Time allowed: 1 hour 45 minutes

Materials

For this paper you must have:
- a ruler
- a scientific calculator.

Instructions
- Use black ink or black ball-point pen.
- Pencil should only be used for drawing.
- Fill in the boxes at the top of this page.
- Answer **all** questions in the spaces provided.
- If you need extra space for your answer(s), use the lined pages at the end of this book. Write the question number against your answer(s).
- Do all rough work in this book. Cross through any work you do not want to be marked.
- In all calculations, show clearly how you work out your answer.

For Examiner's Use	
Question	Mark
1	
2	
3	
4	
5	
6	
7	
8	
TOTAL	

Information
- The maximum mark for this paper is 100.
- The marks for questions are shown in brackets.
- You are expected to use a calculator where appropriate.
- You are reminded of the need for good English and clear presentation in your answers.

Answer **all** questions in the spaces provided.

Do not write outside the box

0 1 HIV (Human Immunodeficiency Virus) is a pathogen.

0 1 . 1 How is HIV spread from one person to another person?

[1 mark]

Tick (✓) **one** box.

Coughing ☐

Sexual intercourse ☐

Touching door handles ☐

Table 1 shows information about new cases of HIV diagnosed in the UK.

Table 1

Year	Number of new HIV cases
2010	2642
2014	2767
2018	1530

0 1 . 2 Describe what happened to the number of new cases of HIV from 2010 to 2018.

[2 marks]

Do not write outside the box

0 1 . 3 What could cause a **decrease** in the number of new HIV cases in the future?

[1 mark]

Tick (✓) **one** box.

A higher population of people in the UK ☐

A lower number of trained HIV nurses ☐

Better education on how to prevent the spread of HIV ☐

0 1 . 4 Scientists have been working to produce a vaccine for HIV for many years.

How could a vaccine work to prevent a person being infected with HIV?

Write the stages **A**, **B**, **C**, **D** and **E** in the correct order.

[3 marks]

The first stage has been completed for you.

A Antibodies attach to the inactive virus.

B Antibodies destroy the inactive virus.

C An inactive form of the virus is injected into the body.

D If the active virus enters the body, antibodies are produced quickly.

E White blood cells produce antibodies to the inactive virus.

C ⟶ _____ ⟶ _____ ⟶ _____ ⟶ _____

Question 1 continues on the next page

Do not write outside the box

0 1 . 5 When scientists produce a vaccine for a disease the vaccine is tested on live animals.

What is the next stage in testing the vaccine?

[1 mark]

Tick (✓) **one** box.

Testing on cells in a laboratory ☐

Testing on healthy volunteers ☐

Testing on the whole human population ☐

0 1 . 6 A vaccine for HIV is important because it is difficult to develop safe drugs to destroy viruses.

Why is it difficult to develop safe drugs to destroy viruses?

[1 mark]

Tick (✓) **one** box.

Drugs that destroy viruses also damage body tissues. ☐

There are too many viruses for the drugs to destroy. ☐

Viruses are too big for the drugs to destroy. ☐

Do not write outside the box

0 1 . 7 Some drugs originated from plants.

Draw **one** line from each drug to the plant the drug originated from.

[2 marks]

Drug	Plant the drug originated from
Aspirin	Foxglove
	Rose
Digitalis	Tobacco
	Willow

11

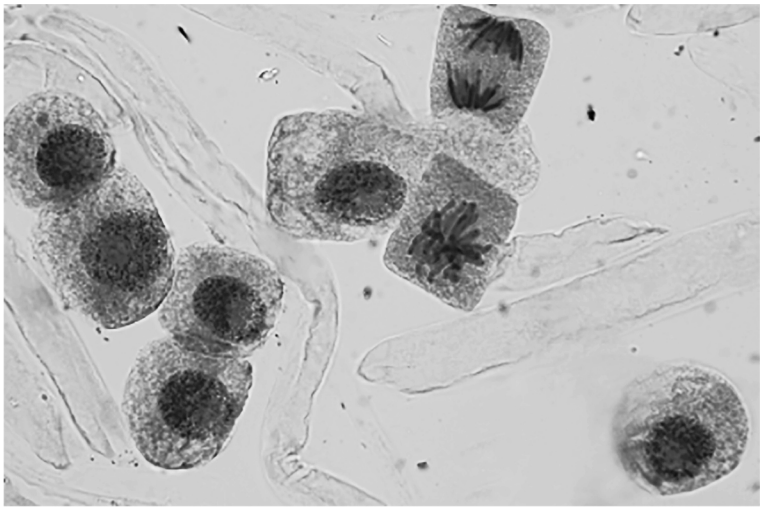
Turn over for the next question

Do not write outside the box

0 2 **Figure 1** shows animal cells.

Some of the cells are dividing by mitosis for growth and repair.

Figure 1



0 2 . 1 What fraction of the cells in **Figure 1** is dividing by mitosis?

[1 mark]

Tick (✓) **one** box.

$\frac{1}{8}$ ☐ $\frac{1}{4}$ ☐ $\frac{1}{2}$ ☐ $\frac{3}{4}$ ☐

Do not write outside the box

0 2 . 2 The cells which are **not** dividing in **Figure 1** each contain 10 chromosomes.

One of these cells divides by mitosis to produce two new cells.

How many chromosomes will each new cell contain after mitosis?

[1 mark]

Tick (✓) **one** box.

5 ☐ 10 ☐ 15 ☐ 20 ☐

0 2 . 3 Cells divide in a series of stages called the cell cycle.

Complete the sentences.

Choose answers from the box.

[3 marks]

contracts	**divides**	**grows**
reacts	**relaxes**	**replicates**

Before mitosis occurs, the cell _____.

The genetic material in the cell doubles when the DNA _____.

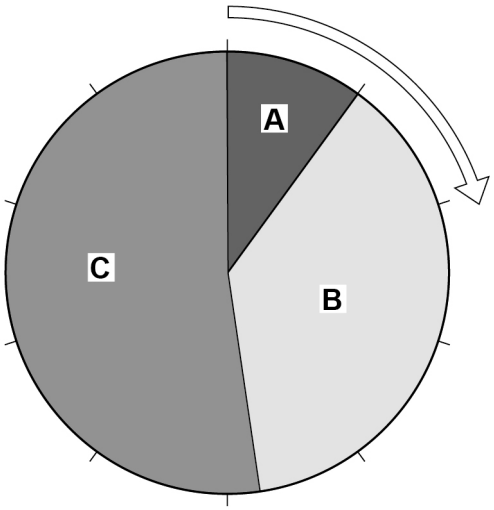
After the chromosomes have been pulled to each end of the cell, the cytoplasm _____.

Question 2 continues on the next page

Do not write outside the box

Figure 2 shows the time taken to complete different stages of the cell cycle.

Figure 2



0 2 . 4 Which stage of the cell cycle takes the most time?

[1 mark]

Tick (✓) **one** box.

A ☐ **B** ☐ **C** ☐

0 2 . 5 What percentage of time in the cell cycle is stage **A**?

[1 mark]

Tick (✓) **one** box.

5% ☐ 10% ☐ 15% ☐ 25% ☐

Do not write outside the box

Stem cells divide by mitosis.

Scientists can use stem cells from an embryo to create heart cells in a laboratory.

0 2 . 6 Which organ system contains heart cells?

[1 mark]

Tick (✓) **one** box.

- Circulatory system ☐
- Digestive system ☐
- Nervous system ☐
- Respiratory system ☐

0 2 . 7 Name **one** medical condition that could be treated using heart cells created from an embryo.

[1 mark]

_____

0 2 . 8 Give **one** reason why a patient may **not** want to be treated with heart cells created from an embryo.

[1 mark]

_____

_____

10

Turn over for next question

Do not write outside the box

0 3 A scientist investigated the rate of photosynthesis of one type of tomato plant.

The tomato plants were grown in a greenhouse.

Table 2 shows the results.

Table 2

Percentage (%) concentration of carbon dioxide in the air	Rate of photosynthesis in arbitrary units
0.00	0
0.02	5
0.04	16
0.06	19
0.08	20
0.10	20
0.12	20

0 3 . 1 Give **two** control variables the scientist should have used in the investigation.

[2 marks]

1 _____

2 _____

0 3 . 2 Which range of carbon dioxide concentrations caused the rate of photosynthesis to change the most?

[1 mark]

Tick (✓) **one** box.

From 0.00% to 0.02% ☐

From 0.02% to 0.04% ☐

From 0.04% to 0.06% ☐

From 0.06% to 0.08% ☐

Do not write outside the box

0 3 . 3 How could the scientist have improved the validity of the results?

[1 mark]

Tick (✓) **one** box.

Repeat each reading three times and calculate a mean. ☐

Use concentrations of carbon dioxide above 0.12%. ☐

Use different tomato plants for each concentration. ☐

0 3 . 4 Explain the change in the rate of photosynthesis when the concentration of carbon dioxide increased between 0.00% to 0.08%.

[2 marks]

0 3 . 5 A farmer decided **not** to use a concentration of carbon dioxide higher than 0.08% to grow tomato plants.

Suggest **two** reasons for the farmer's decision.

Use information from **Table 2** and your own knowledge.

[2 marks]

1

2

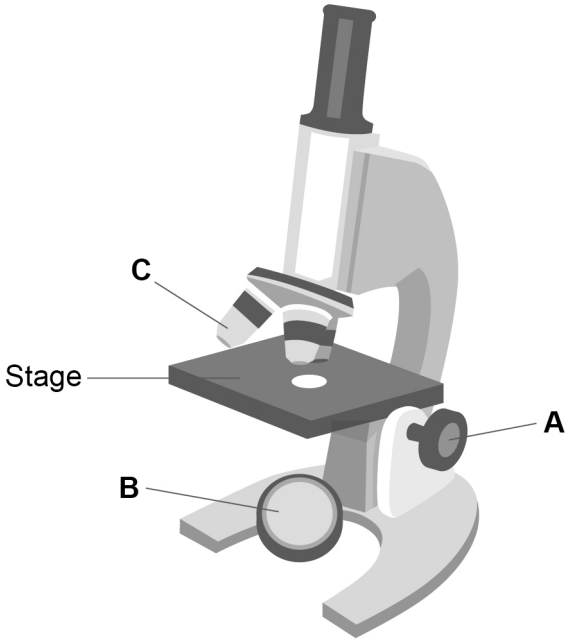
8

Turn over for the next question

Do not write outside the box

0 4 **Figure 3** shows a microscope.

Figure 3



0 4 . 1 Draw **one** line from each part of the microscope to the function of the part.

[3 marks]

Part of the microscope	Function
	To adjust the focus of the microscope
A	To direct light into the viewer's eye
B	To hold a slide in place
	To magnify the image of a specimen
C	To support the microscope

Do not write outside the box

A student prepared some onion cells.

The student viewed the onion cells using a microscope.

This is the method used.

1. Cut an onion into pieces using a sharp knife.
2. Peel off a thin layer of cells from one piece.
3. Place the layer of cells onto a microscope slide.
4. Add three drops of iodine solution to the layer of cells.
5. Cover with a cover slip.
6. Place the slide on the stage of the microscope.

0 4 . 2 Why was iodine solution added to the layer of onion cells?

[1 mark]

Tick (✓) **one** box.

To dry the cells ☐

To separate the cells ☐

To stain the cells ☐

0 4 . 3 Why was a **thin** layer of onion cells used?

[1 mark]

Tick (✓) **one** box.

To allow light to pass through the cells ☐

To allow oxygen to pass through the cells ☐

To allow water to pass through the cells ☐

Question 4 continues on the next page

Do not write outside the box

0 4 . 4 The student was worried about using a sharp knife to cut the onion.

The student wrote a risk assessment for using a knife.

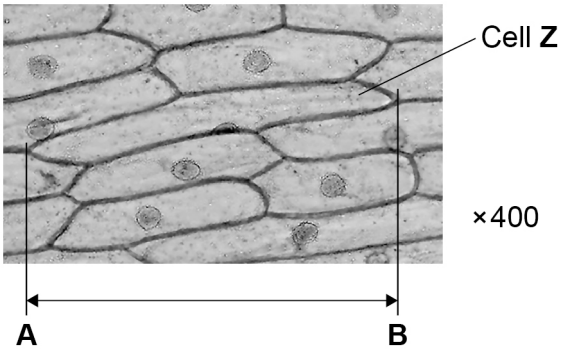
Draw **one** line from each part of the risk assessment to the description of the part.

[2 marks]

Part of risk assessment	**Description**
Hazard	Call a first aider
	Cut the onion on a chopping board
Plan to minimise risk	The onion is cut into pieces
	The knife is sharp

Figure 4 shows what the student saw using the microscope at a magnification of ×400.

Figure 4



Do not write outside the box

0 4 . 5 Line **A**–**B** in **Figure 4** shows the length of cell **Z**.

Calculate the real length of cell **Z**.

Complete the following steps.

[4 marks]

Measure the length of line **A**–**B** in millimetres (mm).

Length of line **A**–**B** = _____ mm

Give your measurement of the length of line **A**–**B** in micrometres (µm).

1 mm = 1 000 µm

Length of line **A**–**B** = _____ µm

Calculate the real length of cell **Z**.

Use the equation:

$$\text{real length of cell } \mathbf{Z} \text{ (in µm)} = \frac{\text{length of line } \mathbf{A}\text{–}\mathbf{B} \text{ (in µm)}}{\text{magnification}}$$

Real length of cell **Z** = _____ µm

Question 4 continues on the next page

Do not write outside the box

0 4 . 6 How would onion cells look different if they were seen using an electron microscope?

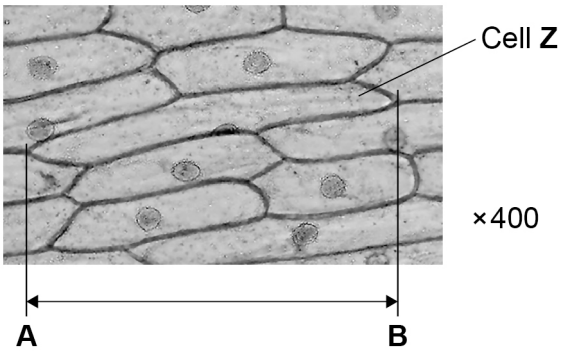
[2 marks]

Tick (✓) **two** boxes.

- The cells would be coloured. ☐
- The cells would have no nuclei. ☐
- The cells would look larger. ☐
- The cells would look more blurred. ☐
- The cells would show more internal structures. ☐

0 4 . 7 **Figure 4** is repeated below.

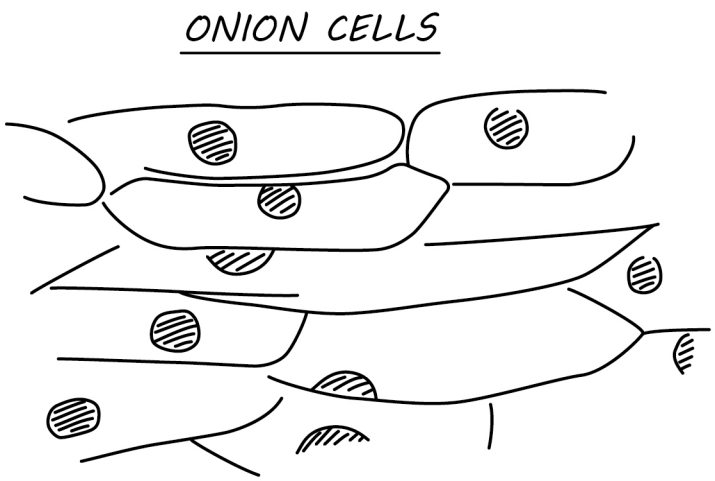
Figure 4



Do not write outside the box

Figure 5 shows the student's drawing of **Figure 4**.

Figure 5



What **two** improvements could the student make to the drawing in **Figure 5**?

[2 marks]

Tick (✓) **two** boxes.

Add colour to the cells. ☐

Complete the cell walls. ☐

Draw each cell on a separate piece of paper. ☐

Include the magnification. ☐

Use a ruler to draw the cells. ☐

15

Turn over for the next question

Do not write outside the box

There are no questions printed on this page

DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED

Do not write outside the box

0 5 . 1 Plants take up water from the soil through their roots.

Some of the water is used for photosynthesis.

Complete the word equation for photosynthesis.

Choose answers from the box.

[2 marks]

fat	**glucose**	**nitrogen**	**oxygen**	**protein**

carbon dioxide + water → _____ + _____

0 5 . 2 Water and dissolved substances are transported through a plant.

Complete the sentences.

Choose answers from the box.

[3 marks]

epidermis	**guard cells**	**palisade cells**
phloem	**stomata**	**xylem**

Water moves from the roots to the leaves in the _____.

Water is lost from leaves through pores called _____.

Dissolved sugars are transported in the _____.

Question 5 continues on the next page

Turn over ►

Do not write outside the box

Table 3 shows the rate of transpiration in four different plant species.

Table 3

Plant species	Rate of transpiration in arbitrary units
A	310
B	254
C	87
D	192

0 5 . 3 Calculate how many times greater the rate of transpiration of species **A** is than the rate of transpiration of species **B**.

Give your answer to 2 significant figures.

[3 marks]

Number of times greater (2 significant figures) = _____

Do not write outside the box

0 5 . 4 Which factor could cause species **A** to have a higher rate of transpiration than species **B**?

[1 mark]

Tick (✓) **one** box.

Each flower of species **A** has more petals. ☐

Each leaf of species **A** has more stomata. ☐

Each plant of species **A** has shorter roots. ☐

0 5 . 5 Which environmental change would cause an increase in the rate of transpiration?

[1 mark]

Tick (✓) **one** box.

Decreased light intensity ☐

Decreased wind speed ☐

Increased humidity ☐

Increased temperature ☐

0 5 . 6 Which plant species in **Table 3** is most likely to live in a dry desert?

[1 mark]

Tick (✓) **one** box.

A ☐ **B** ☐ **C** ☐ **D** ☐

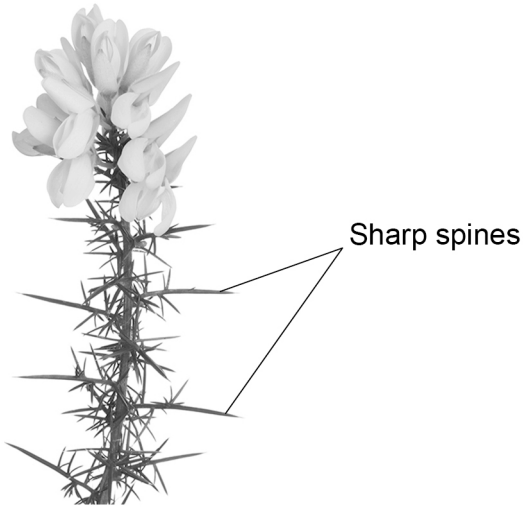
Question 5 continues on the next page

Do not write outside the box

0 5 . 7 Some plants have adaptations that help them survive.

Figure 6 shows part of a gorse plant.

Figure 6



How will the sharp spines help the gorse plant survive?

[1 mark]

Do not write outside the box

0 5 . 8 Animals also have adaptations to help them survive.

Figure 7 shows two insects.

Figure 7

Hornet **Hornet Moth**

Hornets are insects that sting other animals and cause pain.

Hornet moths do **not** sting other animals.

Explain why animals avoid eating the **hornet moth**.

[2 marks]

14

Turn over for the next question

Do not write outside the box

0 6 **Table 4** shows information about four jellyfish.

The jellyfish are listed in order of increasing size.

Table 4

Jellyfish	Size of jellyfish	Surface area in mm^2	Volume in mm^3	Surface area to volume ratio
A	Smallest ↓	3 600	1 200	**X**:1
B		50 000	25 000	2:1
C		1 800 000	6 000 000	0.3:1
D	Largest	7 500 000	125 000 000	0.06:1

0 6 . 1 Calculate value **X** in **Table 4**.

[2 marks]

X = _____

0 6 . 2 Describe the relationship between the size of a jellyfish and its surface area to volume ratio.

Use **Table 4**.

[1 mark]

Do not write outside the box

The jellyfish in **Table 4** take oxygen into their cells by diffusion.

0 6 . 3 Name **one** other substance that enters cells by diffusion.

Do **not** refer to oxygen in your answer.

[1 mark]

0 6 . 4 Suggest **two** factors that affect the rate of diffusion of oxygen into a jellyfish.

[2 marks]

1 _____

_____

2 _____

_____

0 6 . 5 Some organisms take in oxygen using a respiratory system.

In humans, gas exchange takes place in the lungs.

Name the organs where gas exchange takes place in **fish**.

[1 mark]

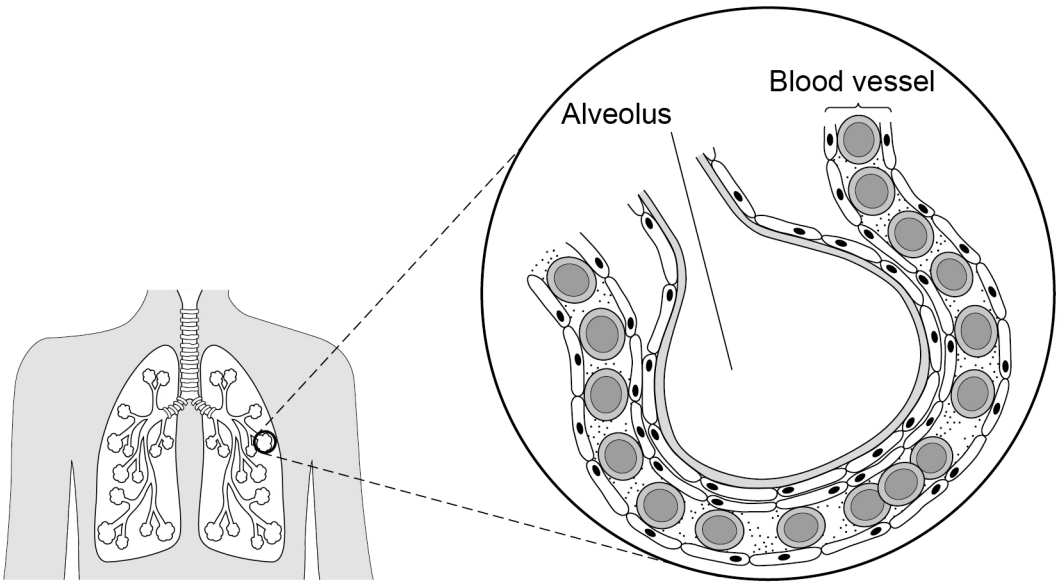
_____

Question 6 continues on the next page

Do not write outside the box

0 6 . 6 **Figure 8** shows parts of the human breathing system.

Figure 8



Explain how the human breathing system is adapted to maximise the rate of gas exchange.

[6 marks]

13

Do not write outside the box

0 7 This question is about cells and transport.

0 7 . 1 Complete **Table 5**.

[3 marks]

Table 5

Name of cell part	Function of cell part
	Contains genetic information
Mitochondria	
	Controls the movement of substances into and out of the cell

Cells in potatoes are plant cells.

Cells in potatoes do **not** contain chloroplasts.

0 7 . 2 What is the function of chloroplasts?

[1 mark]

0 7 . 3 Name **one** type of cell in a potato plant that does **not** contain chloroplasts.

[1 mark]

Question 7 continues on the next page

Do not write outside the box

A student investigated the effect of salt concentration on pieces of potato.

This is the method used.

1. Cut three pieces of potato of the same size.

2. Record the mass of each potato piece.

3. Add 150 cm^3 of 0.4 mol/dm^3 salt solution to a beaker.

4. Place each potato piece into the beaker.

5. After 30 minutes, remove each potato piece and dry the surface with a paper towel.

6. Record the mass of each potato piece.

7. Repeat steps 1 to 6 using different concentrations of salt solution.

0 7 . 4 What is the independent variable in the investigation?

[1 mark]

Tick (✓) **one** box.

Concentration of salt solution ☐

Mass of potato piece ☐

Time potato is left in salt solution ☐

Volume of salt solution ☐

0 7 . 5 Why did the student dry the surface of each potato piece with a paper towel in step **5**?

[1 mark]

Do not write outside the box

The student calculated the percentage change in mass of each potato piece.

0 7 . 6 For one potato piece:

- the starting mass was 2.5 g
- the end mass was 2.7 g.

Calculate the percentage increase in mass of the potato piece.

[2 marks]

Use the equation:

$$\text{percentage increase in mass} = \frac{\text{increase in mass}}{\text{starting mass}} \times 100$$

Percentage increase in mass = _____ %

Question 7 continues on the next page

Do not write outside the box

The student used the results from each potato piece to calculate the mean percentage change in mass at each concentration.

Table 6 shows the results.

Table 6

Concentration of salt solution in mol/dm^3	**Mean percentage (%) change in mass**
0.0	9.8
0.1	9.5
0.2	7.0
0.3	0.4
0.4	−1.4

0 7 . 7 Complete **Figure 9**.

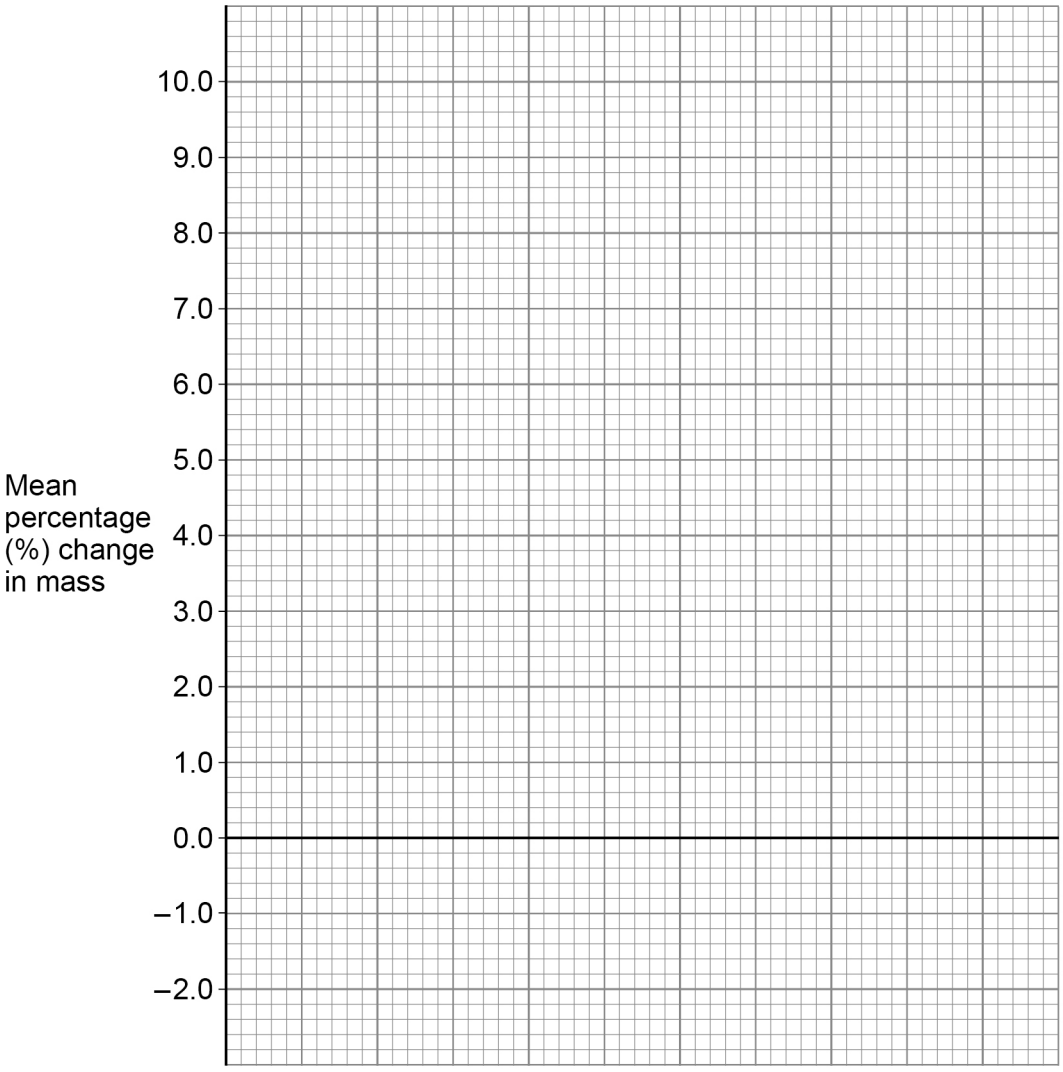
You should:

- label the x-axis
- use a suitable scale for the x-axis
- plot the data from **Table 6**
- draw a line of best fit.

[4 marks]

Do not write outside the box

Figure 9



0 7 . 8 What concentration of salt solution was equal to the concentration of the solution inside the potato pieces?

Use **Figure 9**.

[1 mark]

Concentration = _____ mol/dm^3

Question 7 continues on the next page

Do not write outside the box

0 7 . 9 Explain why the potato pieces in the 0.4 mol/dm^3 salt solution decreased in mass.

[3 marks]

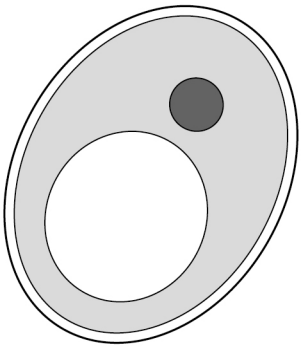
17

Do not write outside the box

0 8 Plant cells and fungal cells are similar in structure.

Figure 10 shows a fungal cell.

Figure 10



0 8 . 1 Name **one** structure in **Figure 10** which is present in both plant cells and fungal cells but **not** in animal cells.

[1 mark]

0 8 . 2 Which disease is caused by a fungus?

[1 mark]

Tick (✓) **one** box.

Gonorrhoea ☐

Malaria ☐

Measles ☐

Rose black spot ☐

Question 8 continues on the next page

Do not write outside the box

0 8 . 3 A fungal cell divides once every 90 minutes.

How many times would this fungal cell divide in 24 hours?

[2 marks]

Number of times cell divides in 24 hours = _____

Do not write outside the box

Some types of fungal cell are grown to produce high-protein food.

The high-protein food can be used to make meat-free burgers.

0 8 . 4 Where is protein digested in the human digestive system?

[1 mark]

Tick (✓) **one** box.

- Large intestine ☐
- Liver ☐
- Salivary glands ☐
- Stomach ☐

0 8 . 5 Which chemical could be used to test if the burgers contain protein?

[1 mark]

Tick (✓) **one** box.

- Benedict's reagent ☐
- Biuret reagent ☐
- Ethanol ☐
- Iodine solution ☐

Question 8 continues on the next page

Do not write outside the box

0 8 . 6 **Table 7** shows some information about burgers made from meat and meat-free burgers.

Table 7

	Mass per 100 g of burger	
	Burgers made from meat	**Meat-free burgers**
Protein in g	14.0	9.0
Fibre in g	0.9	5.5
Fat in g	16.0	5.2
Carbohydrate in g	15.5	15.1
Cholesterol in mg	120.0	0.0

Evaluate the use of burgers made from meat compared with meat-free burgers in providing humans with a healthy, balanced diet.

Use information from **Table 7** and your own knowledge.

[6 marks]

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12

END OF QUESTIONS

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There are no questions printed on this page

DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED

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Question number	**Additional page, if required.** **Write the question numbers in the left-hand margin.**

Do not write outside the box

Question number	**Additional page, if required.** **Write the question numbers in the left-hand margin.**
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I declare this is my own work.

GCSE BIOLOGY

F

Foundation Tier Paper 2F

Time allowed: 1 hour 45 minutes

Materials

For this paper you must have:
- a ruler
- a scientific calculator.

Instructions
- Use black ink or black ball-point pen.
- Pencil should only be used for drawing.
- Fill in the boxes at the top of this page.
- Answer **all** questions in the spaces provided.
- If you need extra space for your answer(s), use the lined pages at the end of this book. Write the question number against your answer(s).
- Do all rough work in this book. Cross through any work you do not want to be marked.
- In all calculations, show clearly how you work out your answer.

Information
- The maximum mark for this paper is 100.
- The marks for questions are shown in brackets.
- You are expected to use a calculator where appropriate.
- You are reminded of the need for good English and clear presentation in your answers.

For Examiner's Use	
Question	Mark
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
TOTAL	

Answer **all** questions in the spaces provided.

Do not write outside the box

0 1 Maple syrup urine disease (MSUD) is a rare inherited human condition.

The allele for MSUD is recessive.

0 1 . 1 What is a recessive allele?

[1 mark]

Tick (✓) **one** box.

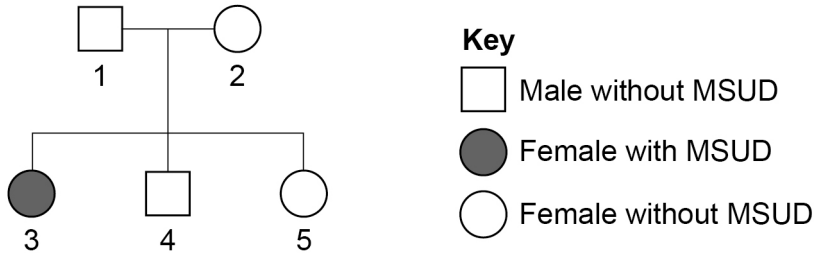
An allele expressed only if a person has two copies of the allele ☐

An allele expressed only if it is inherited from the male parent ☐

An allele expressed when it is found on only one of the chromosomes ☐

Figure 1 shows the inheritance of MSUD in one family.

Figure 1



0 1 . 2 The symbol ■ is **not** in the key for **Figure 1**.

What would this symbol represent?

[1 mark]

_____

Do not write outside the box

Persons **1** and **2** in **Figure 1** have a child with MSUD and some children without MSUD.

0 1 . 3 Complete **Figure 2** to show the possible genotypes of the children.

Use the following symbols:

N = allele for **not** having MSUD
n = allele for MSUD

[2 marks]

Figure 2

Person 2

Person 1	**N**	**n**
N		**Nn**
n		

0 1 . 4 What is the phenotype of a person with the genotype **Nn**?

[1 mark]

0 1 . 5 What percentage of the offspring in **Figure 2** will have MSUD?

[1 mark]

Tick (✓) **one** box.

25% ☐ 50% ☐ 75% ☐ 100% ☐

Question 1 continues on the next page

Do not write outside the box

0 1 . 6 Which scientific term describes the allele **N**?

[1 mark]

Tick (✓) **one** box.

Dominant ☐

Genetic ☐

Heterozygous ☐

0 1 . 7 Alleles are found in the nucleus of a cell.

What chemical substance are alleles made from?

[1 mark]

_____

0 1 . 8 People with MSUD must eat a special diet to reduce their intake of some types of amino acid.

Which component of the diet is made of amino acids?

[1 mark]

Tick (✓) **one** box.

Carbohydrates ☐

Minerals ☐

Proteins ☐

9

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Turn over for the next question

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ANSWER IN THE SPACES PROVIDED

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0 2 Many human actions are reflexes.

0 2 . 1 Which statement describes a reflex action?

[1 mark]

Tick (✓) **one** box.

A reflex action does not need a sense organ. ☐

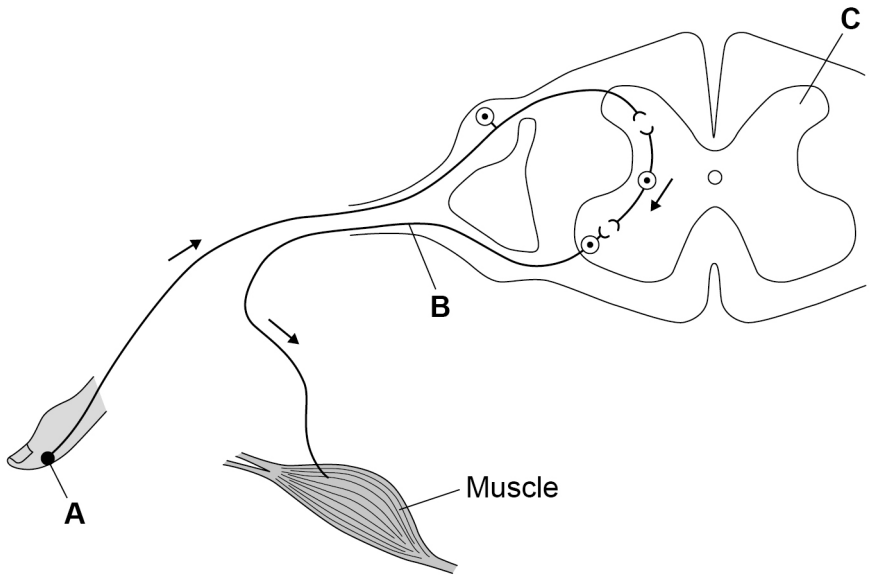
A reflex action is a slow action. ☐

A reflex action is automatic. ☐

Figure 3 shows the nerve pathway for a reflex action.

The arrows show the direction of the nerve impulse.

Figure 3



Do not write outside the box

0 2 . 2 Draw **one** line from each part of the nerve pathway to the name of that part.

Use **Figure 3**.

[3 marks]

Part of nerve pathway	Name of part
	Motor neurone
A	
	Receptor
B	
	Relay neurone
C	
	Spinal cord

0 2 . 3 Which **two** human actions are reflexes?

[2 marks]

Tick (✓) **two** boxes.

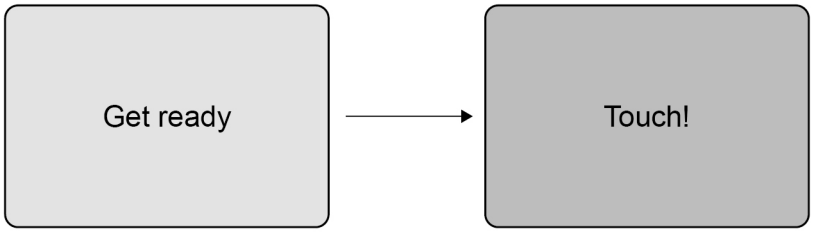
- Blinking when an insect flies into the eye ☐
- Catching a ball in a playground game ☐
- Playing a musical instrument ☐
- Removing the hand from a hot object ☐
- Writing a message to a friend ☐

Question 2 continues on the next page

Students investigated their reaction times using a computer program.

Figure 4 shows a sequence of two screens in the computer program.

Figure 4



Red screen **Green screen**

This is the method used.

1. Open the reaction time program.
2. When the screen turns from red to green, touch the screen as quickly as possible.
3. Record the reaction time shown on the screen.
4. Re-set to the red screen.
5. Repeat steps 2 to 4 four more times.
6. Repeat steps 1 to 5 for each student.

Table 1 shows the results.

Table 1

Test	**Reaction time in milliseconds**			
	Student P	**Student Q**	**Student R**	**Student S**
1	317	310	367	320
2	309	293	352	304
3	290	312	350	315
4	333	307	359	308
5	328	312	635	313
Mean	315	307	357	**X**

Do not write outside the box

0 2 . 4 Calculate mean value **X** in **Table 1**.

[2 marks]

X = _____ milliseconds

0 2 . 5 There is an anomalous result for student **R**.

Draw a ring around the anomalous result in **Table 1**.

[1 mark]

0 2 . 6 Give **two** factors that might affect a person's reaction time.

[2 marks]

1 _____

2 _____

11

Turn over for the next question

Do not write outside the box

0 3 A plant shoot responds to the stimulus of light shining on it from one side.

0 3 . 1 What name is given to the type of response shown by the plant shoot?

[1 mark]

Tick (✓) **one** box.

Adaptation ☐

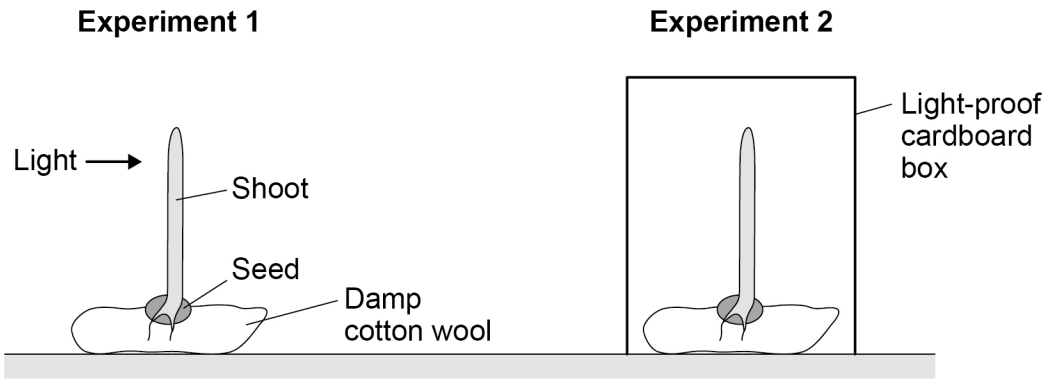
Homeostasis ☐

Tropism ☐

A student investigated the effect of one-sided light on the growth of plant seedlings.

Figure 5 shows how the student set up the investigation.

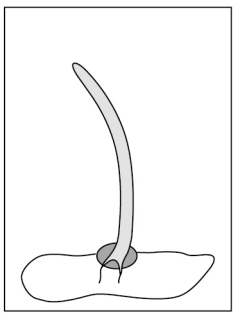
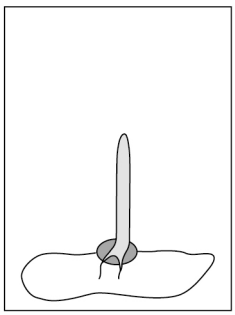
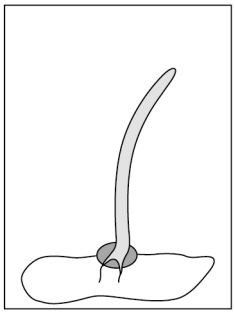
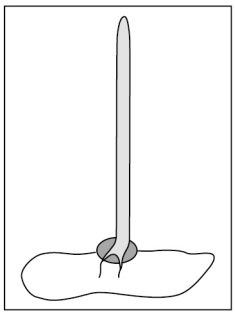
Figure 5



Do not write outside the box

0 3 . 2 Draw **one** line from each experiment to what the seedling would look like after 12 hours.

[2 marks]

Experiment	What the seedling would look like
1	
2	
	
	

0 3 . 3 Why did the student set up experiment **2** in this investigation?

[1 mark]

Do not write outside the box

0 3 . 4 The student wanted to make the investigation of the effect of one-sided light more valid.

The student decided to set up a third experiment.

How should the student set up the third experiment?

[1 mark]

Tick (✓) **one** box.

Give no water to the third seedling. ☐

Shine light from all sides on the third seedling. ☐

Turn the third seedling so it is upside-down. ☐

0 3 . 5 What is a suitable control variable for the investigation?

[1 mark]

Tick (✓) **one** box.

Keep each seedling at the same temperature. ☐

Keep each seedling the same height above the floor. ☐

Use the same size cardboard box for each seedling. ☐

0 3 . 6 Give **one** stimulus a plant **root** responds to.

Do **not** refer to light in your answer.

[1 mark]

_____

Do not write outside the box

0 3 . 7 Scientists often repeat investigations several times.

Give **two** reasons why.

[2 marks]

1 _____

_____

2 _____

_____

9

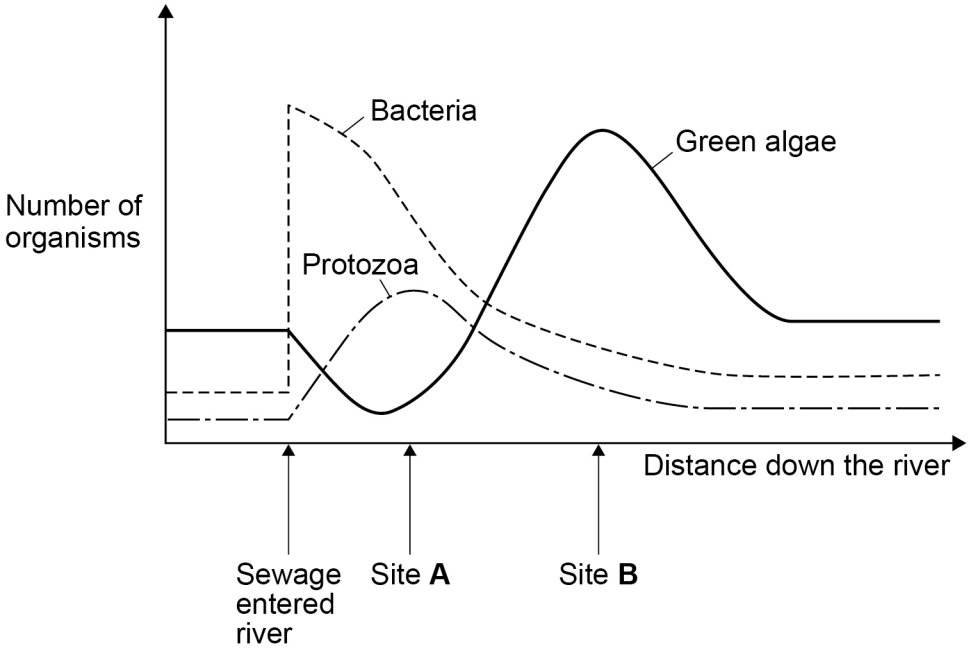
Turn over for the next question

Do not write outside the box

0 4 Rivers are sometimes polluted with untreated sewage.

Figure 6 shows some changes that occurred when untreated sewage entered a river.

Figure 6



0 4 . 1 Which type of organism had the most rapid increase in numbers when sewage entered the river?

[1 mark]

Tick (✓) **one** box.

Bacteria ☐

Green algae ☐

Protozoa ☐

Do not write outside the box

0 4 . 2 Protozoa are single-celled organisms.

Describe **two** ways **Figure 6** shows that the protozoa in the river feed on bacteria.

[2 marks]

1 _____

_____

2 _____

_____

0 4 . 3 When sewage enters a river, the concentration of dissolved oxygen decreases.

The decrease in oxygen concentration is caused by organisms in the water.

What process in living organisms uses oxygen?

[1 mark]

_____

0 4 . 4 As the numbers of green algae in the river increase, the concentration of dissolved oxygen increases.

Explain why the concentration of dissolved oxygen increases.

[2 marks]

_____

_____

_____

_____

Question 4 continues on the next page

Scientists counted the numbers of five different animals in the river at sites **A** and **B**, shown in **Figure 6** on page 14.

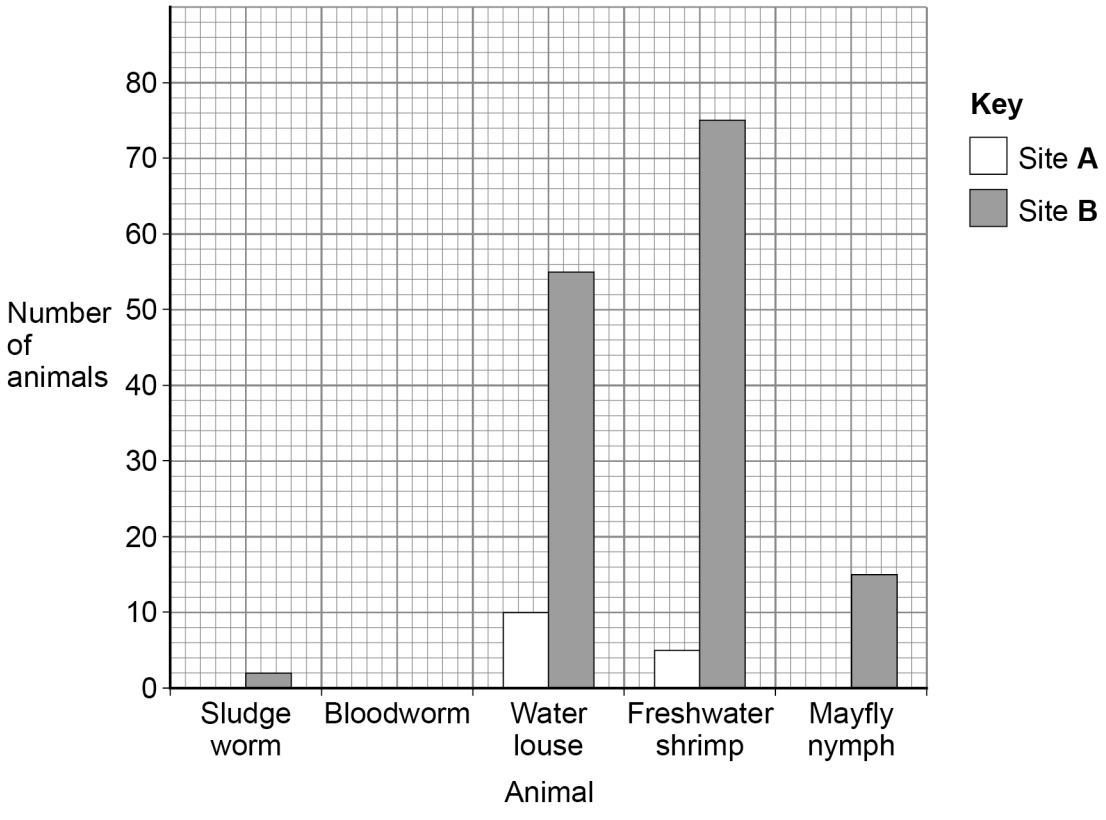
Table 2 shows the results.

Table 2

Animal	Number of animals	
	Site A	Site B
Sludge worm	80	2
Bloodworm	36	8
Water louse	10	55
Freshwater shrimp	5	75
Mayfly nymph	0	15

Figure 7 shows some of the data from **Table 2**.

Figure 7



Do not write outside the box

0 4 . 5 Complete **Figure 7**.

You should use data from **Table 2** for the sludge worm and the bloodworm.

[2 marks]

0 4 . 6 The concentration of oxygen in the water at site **A** is much lower than at site **B**.

- Sludge worms live in places which have a low concentration of oxygen.
- Mayfly nymphs need a high concentration of oxygen.

Give evidence from **Table 2** for the difference in oxygen concentration at sites **A** and **B**.

Refer to sludge worms and to mayfly nymphs in your answer.

[2 marks]

10

Turn over for the next question

Do not write outside the box

0 5 In the human female, an egg is released from one of the ovaries about once every four weeks.

During the four weeks, the lining of the uterus thickens and then breaks down.

This is called the menstrual cycle.

0 5 . 1 Which **two** hormones are female reproductive hormones?

[2 marks]

Tick (✓) **two** boxes.

Adrenaline ☐

Oestrogen ☐

Progesterone ☐

Testosterone ☐

Thyroxine ☐

0 5 . 2 Follicle stimulating hormone (FSH) is another female reproductive hormone.

What is the function of FSH in the menstrual cycle?

[1 mark]

Tick (✓) **one** box.

FSH causes an egg to mature in the ovary. ☐

FSH causes breast development. ☐

FSH causes the uterus lining to break down. ☐

Do not write outside the box

0 5 . 3 Sperm cells can survive inside a woman's reproductive organs for five days.

An egg cell can survive for one day after ovulation.

In one woman ovulation occurred on day 14.

Give the range of days on which sexual intercourse could result in fertilisation.

[1 mark]

From day _____ to day _____

0 5 . 4 If a man and a woman have sexual intercourse and do **not** want to produce a baby, they may use contraception.

Explain how different methods of contraception prevent pregnancy.

[6 marks]

10

Do not write outside the box

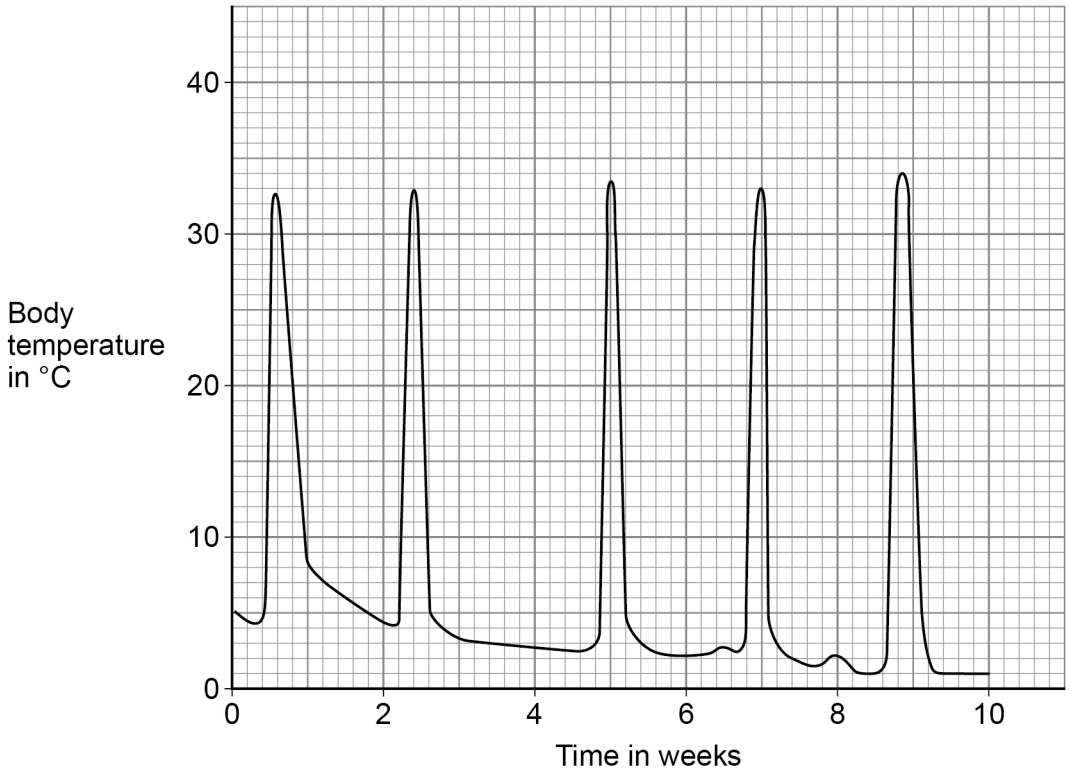
0 6 The echidna is a mammal that lives in Australia.

Figure 8 shows an echidna.

Figure 8

Figure 9 shows how the body temperature of the echidna varies during the cold winter months.

Figure 9



Do not write outside the box

0 6 . 1 Give the lowest and highest body temperatures for the echidna shown in **Figure 9**.

[1 mark]

Lowest temperature = _____ °C

Highest temperature = _____ °C

In the cold winter months, the echidna hibernates.

Figure 9 shows that the echidna woke up from hibernation several times.

The echidna's body temperature increased to over 30 °C each time the echidna woke up.

0 6 . 2 How many times did the echidna wake up?

Use information from **Figure 9**.

[1 mark]

_____

0 6 . 3 Each time the echidna wakes up, it hunts for food.

Suggest why the echidna needs to eat food several times during hibernation.

[1 mark]

_____

_____

Question 6 continues on the next page

Do not write outside the box

0 6 . 4 During hibernation:

- the echidna sleeps
- the echidna's body temperature decreases to below 5 °C
- the echidna uses food stored in its body cells to provide energy.

What process releases energy from stored food?

[1 mark]

Tick (✓) **one** box.

Diffusion ☐

Excretion ☐

Respiration ☐

0 6 . 5 Most mammals use a lot of energy to evaporate sweat.

The echidna does **not** sweat.

Suggest **one** use of energy in the echidna's body.

[1 mark]

Do not write outside the box

The control of body temperature is important in the human body.

An athlete trained in a hot climate.

0 6 . 6 On one day, the athlete lost 3 200 cm^3 of water in sweat.

Evaporation of 1 cm^3 of sweat requires 2.5 kJ of energy.

Calculate the energy the athlete used for evaporation of sweat.

[2 marks]

Energy = _____ kJ

0 6 . 7 On a different day the athlete used 6 000 kJ of energy to evaporate sweat.

The athlete's energy intake was 24 000 kJ.

Calculate the percentage of the athlete's energy intake used for evaporation of sweat.

[2 marks]

Percentage = _____ %

0 6 . 8 Some days the athlete did **not** do any training and rested at home.

What effect would resting have on the volume of sweat produced each day?

[1 mark]

10

Do not write outside the box

0 7 Living organisms can be classified into groups.

Trilobites are animals that lived in the sea 400 to 500 million years ago.

Table 3 gives the classification of two species of trilobite.

Table 3

Classification group	**Trilobite A**	**Trilobite B**
	Animalia	*Animalia*
Phylum	*Arthropoda*	*Arthropoda*
Class	*Trilobita*	*Trilobita*
Order	*Ptychopariida*	*Ptychopariida*
Family	*Alokistocaridae*	*Marjumiidae*
	Elrathia	*Modocia*
Species	*kingii*	*typicalis*

0 7 . 1 Complete **Table 3**.

[2 marks]

Choose answers from the box.

Community	**Genus**	**Kingdom**	**Mammal**	**Population**

Do not write outside the box

0 7 . 2 Which scientist invented the classification system given in **Table 3**?

[1 mark]

Tick (✓) **one** box.

Darwin ☐

Lamarck ☐

Linnaeus ☐

Mendel ☐

0 7 . 3 What is the binomial name of trilobite **A**?

Use information from **Table 3**.

[1 mark]

Tick (✓) **one** box.

Arthropoda kingii ☐

Elrathia kingii ☐

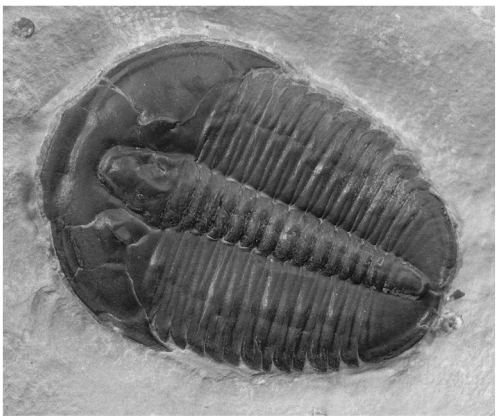
Trilobita kingii ☐

Question 7 continues on the next page

Figure 10 shows fossils of the two species of trilobite.

Figure 10

Trilobite A



Trilobite B

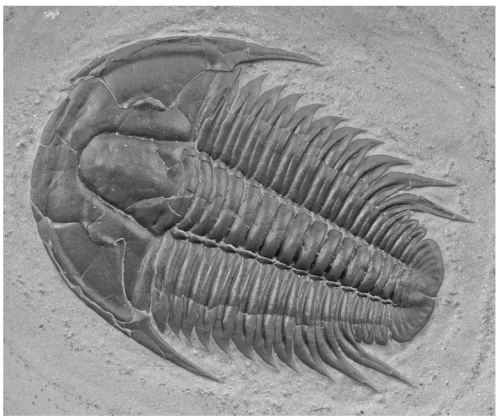
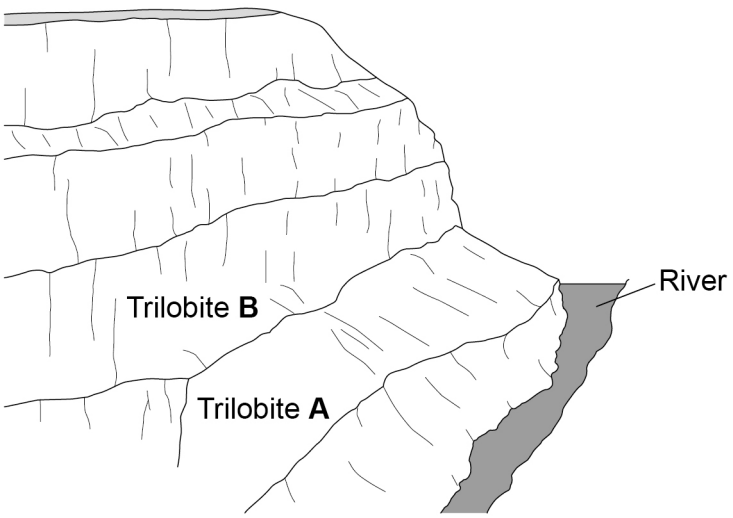


Figure 11 shows:

- layers of rock in a cliff
- where the trilobite fossils were found.

Figure 11



Do not write outside the box

A scientist made the hypothesis:

'Trilobite **B** may have evolved from trilobite **A**.'

0 7 . 4 What **two** pieces of evidence from **Figure 10** and **Figure 11** support the scientist's hypothesis?

[2 marks]

Tick (✓) **two** boxes.

Trilobite **A** and trilobite **B** were in the same type of rock. ☐

Trilobite **A** was found in older rocks than trilobite **B**. ☐

Trilobite **B** has a smaller mass than trilobite **A**. ☐

Trilobite **B** is a different colour from trilobite **A**. ☐

Trilobite **B** is more complex than trilobite **A**. ☐

0 7 . 5 Trilobites are animals that lived in the sea.

Complete the sentences about how the fossils of trilobites **A** and **B** were formed.

Choose answers from the box.

[3 marks]

acids	**bones**	**hard parts**	**minerals**
rocks	**sediments**	**soft parts**	

The animal dies and falls to the sea bed.

The animal is buried in _____.

The _____ of the animal decay.

The remains which do **not** decay are replaced by _____.

Turn over ►

Do not write outside the box

0 7 . 6 Trilobites **A** and **B** are now extinct.

Give **three** possible causes of extinction.

[3 marks]

1 _____

_____

2 _____

_____

3 _____

_____

0 7 . 7 Suggest **one** reason why scientists **cannot** be sure what caused the trilobites to become extinct.

[1 mark]

_____

_____

13

Do not write outside the box

0 8 There are two types of reproduction:

- sexual reproduction
- asexual reproduction.

0 8 . 1 Complete **Table 4** to compare sexual reproduction with asexual reproduction.

Write a tick (✓) in the box if the statement is true.

The first row has been completed for you.

[2 marks]

Table 4

	Sexual reproduction	Asexual reproduction
Cell division occurs	✓	✓
Fertilisation occurs		
Genes are passed on from parent to offspring		
Offspring are genetically identical to each other		

0 8 . 2 Gametes are formed in sexual reproduction.

Name the male gamete formed in flowering plants.

[1 mark]

_____

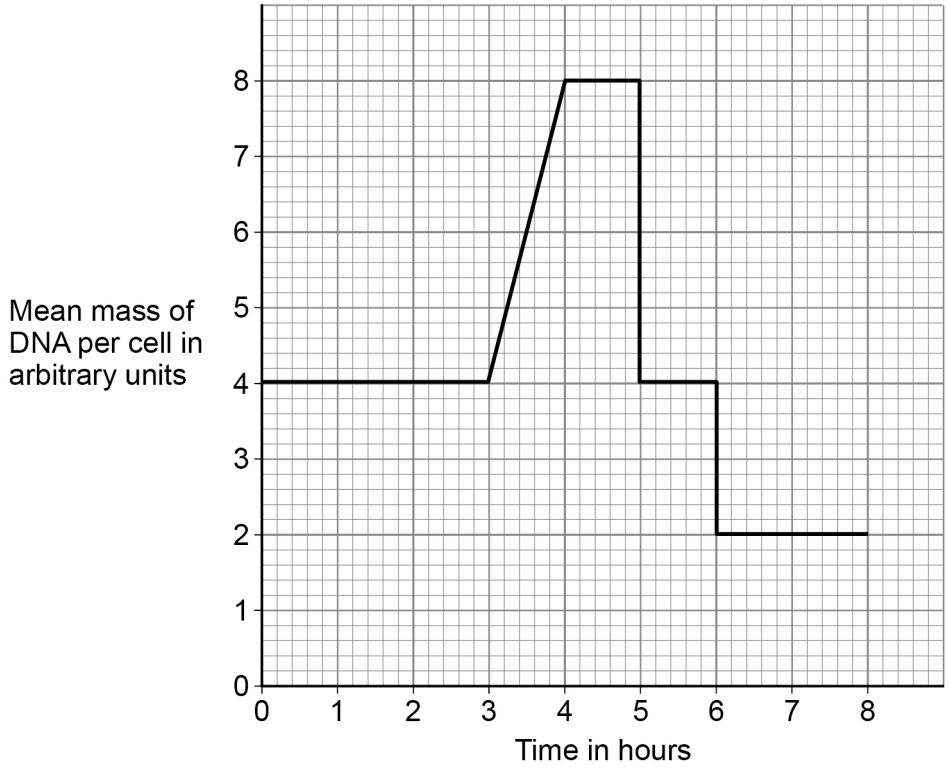
Question 8 continues on the next page

Do not write outside the box

Cell division by meiosis forms gametes.

Figure 12 shows the mean mass of DNA per cell before, during and after meiosis.

Figure 12



Use information from **Figure 12** to answer questions **08.3** to **08.6**.

0 8 . 3 When is the DNA in the chromosomes being copied?

[1 mark]

Tick (✓) **one** box.

Between 0 and 3 hours ☐

Between 3 and 4 hours ☐

Between 4 and 5 hours ☐

Between 5 and 6 hours ☐

Do not write outside the box

0 8 . 4 Cells divide twice during meiosis.

Which **two** times in **Figure 12** show one cell dividing into two cells?

[2 marks]

Tick (✓) **two** boxes.

3 hours ☐

4 hours ☐

5 hours ☐

6 hours ☐

8 hours ☐

0 8 . 5 What is the mean mass of DNA in arbitrary units in a sperm cell?

[1 mark]

Tick (✓) **one** box.

2 ☐ 4 ☐ 8 ☐ 16 ☐

0 8 . 6 What is the mean mass of DNA in arbitrary units in each cell in an embryo?

[1 mark]

Tick (✓) **one** box.

2 ☐ 4 ☐ 8 ☐ 16 ☐

8

Turn over for the next question

Do not write outside the box

0 9 Earthworms:

- live in soil
- feed on dead and decaying plant matter
- have soft, moist skin
- exchange gases through their skin.

0 9 . 1 Give **two** abiotic factors and **two** biotic factors that could affect the size of an earthworm population.

[4 marks]

Abiotic factors

1 _____

_____

2 _____

_____

Biotic factors

1 _____

_____

2 _____

_____

Do not write outside the box

0 9 . 2 Students investigated the populations of earthworms in the soil in two different areas:

- Area **A**: a grass lawn
- Area **B**: a farmer's field.

Chemical **X** can be mixed with water and poured onto the soil.

The mixture brings earthworms to the surface of the soil but does **not** harm the earthworms.

Plan an investigation using chemical **X** to compare the number of earthworms per m^2 in areas **A** and **B**.

[6 marks]

10

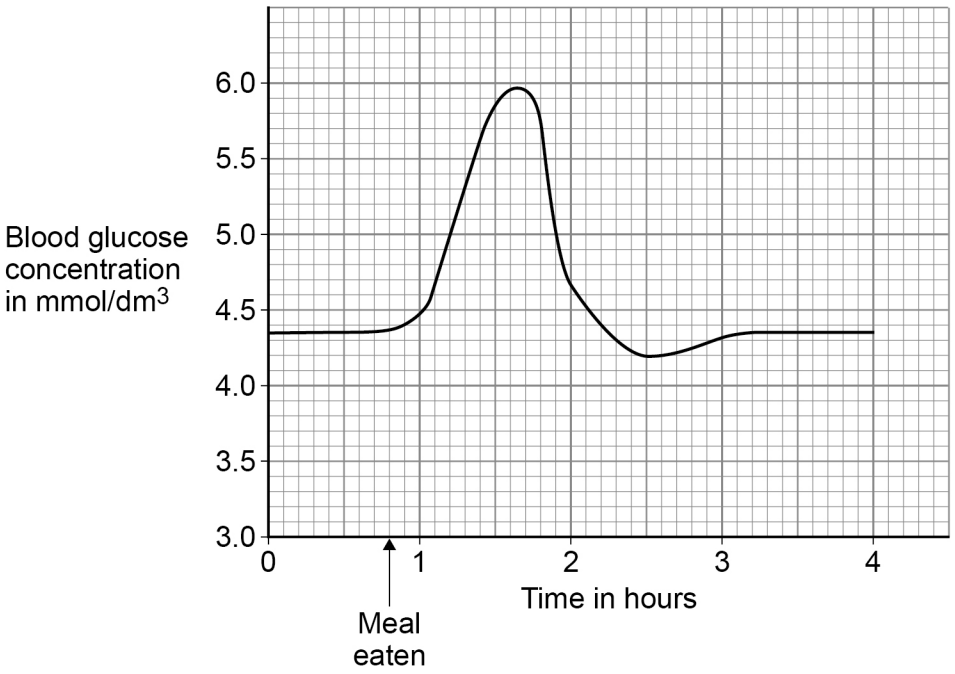
Turn over for the next question

Do not write outside the box

1 0 It is important to control the concentration of glucose in the blood.

Figure 13 shows how the concentration of glucose in the blood of a person changed over 4 hours.

Figure 13



1 0 . 1 Give **one** time when the concentration of **insulin** in the person's blood would be high.

Use **Figure 13**.

[1 mark]

Time = _____ hours

Do not write outside the box

1 0 . 2 Explain the effect a high concentration of insulin has on blood glucose concentration.

[3 marks]

Effect _____

Explanation _____

_____

_____

_____

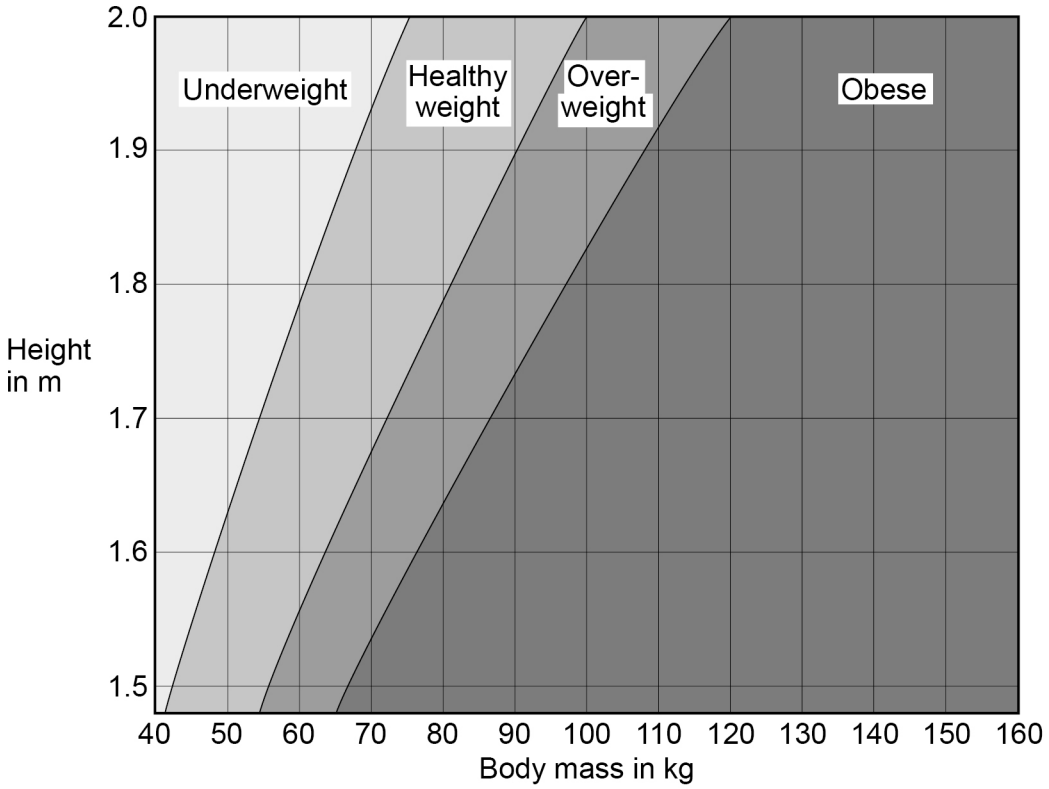
Question 10 continues on the next page

People with diabetes have difficulty controlling the concentration of glucose in their blood.

Type 2 diabetes is linked to obesity.

Figure 14 shows how to find if an adult's body mass is healthy for their height.

Figure 14



Do not write outside the box

1 0 . 3 Person **A**:

- is 1.75 m in height
- has a body mass of 52 kg.

What is person **A**'s weight category?

[1 mark]

Tick (✓) **one** box.

Underweight ☐

Healthy weight ☐

Overweight ☐

Obese ☐

1 0 . 4 Person **B** is 1.9 m in height.

Give the range of body masses that would put person **B** in the healthy weight category.

[1 mark]

Range from _____ kg to _____ kg

Question 10 continues on the next page

Do not write outside the box

1 0 . 5 Person **C** is obese.

A doctor thinks that person **C** has Type 2 diabetes.

The doctor tests a sample of blood from person **C**.

Table 5 shows:

- the results of the blood test
- the mean results for people who do **not** have diabetes.

Table 5

	Concentration in blood	
	Person C	**Mean for people who do not have diabetes**
Cholesterol in mmol/dm^3	6.21	5.20
Glucose in mmol/dm^3	9.56	4.51
Insulin in arbitrary units	24.32	14.83

Type 2 diabetes occurs when body cells have a reduced response to insulin.

Give **two** ways the results of the blood test show that person **C** might have Type 2 diabetes.

[2 marks]

1 _____

_____

2 _____

_____

Do not write outside the box

1 0 . 6 Give **two** ways that a person can reduce the chance of developing Type 2 diabetes.

[2 marks]

1 _____

_____

2 _____

_____

10

END OF QUESTIONS

Do not write outside the box

There are no questions printed on this page

DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED

Do not write outside the box

Question number	**Additional page, if required.** **Write the question numbers in the left-hand margin.**

Do not write outside the box

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There are no questions printed on this page

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ANSWER IN THE SPACES PROVIDED

GCSE
BIOLOGY
8461/1H

Paper 1 Higher Tier

Mark scheme

June 2020

Version: 1.0 Final

206G84611H/MS

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

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Further copies of this mark scheme are available from aqa.org.uk

Information to Examiners

1. General

The mark scheme for each question shows:

- the marks available for each part of the question
- the total marks available for the question
- the typical answer or answers which are expected
- extra information to help the Examiner make his or her judgement
- the Assessment Objectives, level of demand and specification content that each question is intended to cover.

The extra information is aligned to the appropriate answer in the left-hand part of the mark scheme and should only be applied to that item in the mark scheme.

At the beginning of a part of a question a reminder may be given, for example: where consequential marking needs to be considered in a calculation; or the answer may be on the diagram or at a different place on the script.

In general the right-hand side of the mark scheme is there to provide those extra details which confuse the main part of the mark scheme yet may be helpful in ensuring that marking is straightforward and consistent.

2. Emboldening and underlining

2.1 In a list of acceptable answers where more than one mark is available 'any **two** from' is used, with the number of marks emboldened. Each of the following bullet points is a potential mark.

2.2 A bold **and** is used to indicate that both parts of the answer are required to award the mark.

2.3 Alternative answers acceptable for a mark are indicated by the use of **or**. Different terms in the mark scheme are shown by a / ; eg allow smooth / free movement.

2.4 Any wording that is underlined is essential for the marking point to be awarded.

3. Marking points

3.1 Marking of lists

This applies to questions requiring a set number of responses, but for which students have provided extra responses. The general principle to be followed in such a situation is that 'right + wrong = wrong'.

Each error / contradiction negates each correct response. So, if the number of error / contradictions equals or exceeds the number of marks available for the question, no marks can be awarded.

However, responses considered to be neutral (indicated as * in example 1) are not penalised.

Example 1: What is the pH of an acidic solution?

[1 mark]

Student	Response	Marks awarded
1	green, 5	0
2	red*, 5	1
3	red*, 8	0

Example 2: Name two planets in the solar system.

[2 marks]

Student	Response	Marks awarded
1	Neptune, Mars, Moon	1
2	Neptune, Sun, Mars, Moon	0

3.2 Use of chemical symbols / formulae

If a student writes a chemical symbol / formula instead of a required chemical name, full credit can be given if the symbol / formula is correct and if, in the context of the question, such action is appropriate.

3.3 Marking procedure for calculations

Marks should be awarded for each stage of the calculation completed correctly, as students are instructed to show their working. Full marks can, however, be given for a correct numerical answer, without any working shown.

3.4 Interpretation of 'it'

Answers using the word 'it' should be given credit only if it is clear that the 'it' refers to the correct subject.

3.5 Errors carried forward

Any error in the answers to a structured question should be penalised once only.

Papers should be constructed in such a way that the number of times errors can be carried forward is kept to a minimum. Allowances for errors carried forward are most likely to be restricted to calculation questions and should be shown by the abbreviation ecf in the marking scheme.

3.6 Phonetic spelling

The phonetic spelling of correct scientific terminology should be credited **unless** there is a possible confusion with another technical term.

3.7 Brackets

(…..) are used to indicate information which is not essential for the mark to be awarded but is included to help the examiner identify the sense of the answer required.

3.8 Allow

In the mark scheme additional information, 'allow' is used to indicate creditworthy alternative answers.

3.9 Ignore

Ignore is used when the information given is irrelevant to the question or not enough to gain the marking point. Any further correct amplification could gain the marking point.

3.10 Do <u>not</u> accept

Do **not** accept means that this is a wrong answer which, even if the correct answer is given as well, will still mean that the mark is not awarded.

4. Level of response marking instructions

Extended response questions are marked on level of response mark schemes.

- Level of response mark schemes are broken down into levels, each of which has a descriptor.
- The descriptor for the level shows the average performance for the level.
- There are two marks in each level.

Before you apply the mark scheme to a student's answer, read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1: Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer.

When assigning a level you should look at the overall quality of the answer. Do **not** look to penalise small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level.

Use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 2 with a small amount of level 3 material it would be placed in level 2 but be awarded a mark near the top of the level because of the level 3 content.

Step 2: Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this.

The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do **not** have to cover all of the points mentioned in the indicative content to reach the highest level of the mark scheme.

You should ignore any irrelevant points made. However, full marks can be awarded only if there are no incorrect statements that contradict a correct response.

An answer which contains nothing of relevance to the question must be awarded no marks.

Question	Answers	Extra information	Mark	AO / Spec. Ref.
01.1	*before arrow* carbon dioxide **and** water *after arrow* glucose	allow correct chemical symbols ignore any attempt at balancing equation ignore light / chlorophyll either order ignore sugar / carbohydrate do **not** accept starch	1 1	AO1 4.4.1.1
01.2	<u>light</u> (light) is captured / trapped / absorbed by chlorophyll / chloroplasts	ignore description of subsequent parts of the photosynthesis reaction allow sun<u>light</u> ignore sun allow (light) is used by chlorophyll / chloroplasts	1 1	AO1 4.1.1.2 4.4.1.1
01.3	$\frac{18.5 + 19.3 + 19.5}{3}$ **or** $\frac{57.3}{3}$ 19.1 (cm^3/hour)	 allow an answer correctly calculated using only two correct values	1 1	AO2 4.4.1.2 RPA 6
01.4	a ring around 14.2	allow clear indication of correct result	1	AO3 4.4.1.2 RPA 6

01.5	any **one** from: • scale / value was misread • there was air / oxygen in the syringe / measuring cylinder / apparatus • the lamp / light was moved • temperature changed • had different mass / length of pondweed • pondweed had not acclimatised	ignore human error ignore references to counting bubbles or time allow measurement error allow light intensity changed ignore different bulb / lamp unqualified	1	AO3 4.4.1.2 RPA 6
01.6	did not use it in calculation (of mean)		1	AO3 4.4.1.2 RPA 6
01.7	any **one** from: • light (intensity) • carbon dioxide (concentration) • pondweed size / amount • pondweed species	do **not** accept temperature ignore time allow distance / power / colour of lamp / light allow same (piece of) pondweed	1	AO3 4.4.1.2 RPA 6
01.8	enzyme(s) lose the shape of the active site	allow enzyme(s) (start to) denature allow enzyme(s) destroyed / damaged do **not** accept enzyme(s) killed	1	AO2 4.2.2.1

01.9	y-axis labelled '(rate of) photosynthesis in cm^3/hour'		1	AO2 4.4.1.2 RPA 6
	suitable scale on y-axis	must take up half or more of grid provided	1	
	all points plotted to within ± ½ small square	allow 3 or 4 correct plots for **1** mark ignore any attempt to plot a point at 20 °C	2	
	correct curved line of best fit	ignore line joined point to point with straight lines ignore extrapolation	1	
Total			**16**	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
02.1	movement / spreading out of molecules / particles	allow movement / spreading out of (named) substances / chemicals / gases / liquids ignore reference to membranes / cells	1	AO1 4.1.3.1
	from (an area of) high(er) concentration to (an area of) low(er) concentration	allow down / with the concentration gradient ignore along / across the concentration gradient do **not** accept movement from / to a concentration gradient	1	
02.2	increased carbon dioxide concentration in the air		1	AO2 4.1.3.1 4.2.3.2
	increased number of stomata that are open		1	

02.3	**Level 3:** Relevant points (reasons/causes) are identified, given in detail and logically linked to form a clear account.	5–6	AO1 4.1.3.1 4.2.2.2 4.2.2.3
	Level 2: Relevant points (reasons/causes) are identified, and there are attempts at logical linking. The resulting account is not fully clear.	3–4	
	Level 1: Points are identified and stated simply, but their relevance is not clear and there is no attempt at logical linking.	1–2	
	No relevant content	0	

	Indicative content
	• (many) alveoli
	  • provide a large(r) surface area (**:** volume)
	
	• capillaries are thin
	  or alveoli / capillary walls are thin **or** one cell thick
	  or capillaries are close to the alveoli
	  • which provides short diffusion path (for oxygen / carbon dioxide)
	
	• breathing (mechanism) moves air in and out
	  or lungs are ventilated
	  • to bring in (fresh) oxygen
	  • to remove carbon dioxide
	  • to maintain a concentration / diffusion gradient
	
	• large capillary network (around alveoli)
	  or good blood supply
	  • to remove oxygen(ated blood) quickly
	  • to bring carbon dioxide to the lungs quickly
	  • to maintain a concentration / diffusion gradient		

02.4	osmosis	allow diffusion	1	AO1 4.1.3.1 4.2.3.2 4.1.3.2
02.5	active transport (because) energy is needed (to move nitrate ions) from a low(er) concentration (in the soil) to a high(er) concentration (in the root / cell)	 allow (to move nitrate ions) against / up the concentration gradient allow (because) there is a lower concentration (of nitrate ions) in the soil **or** (because) there is a higher concentration (of nitrate ions) in the root / cell ignore reference to amount / number of nitrate ions ignore along / across the concentration gradient do **not** accept if reference to molecules / atoms moving	1 1 1	AO3 AO2 AO2 4.1.1.3 4.2.3.2 4.1.3.3
Total			**14**	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
03.1	any **two** from: (both have) • cytoplasm • (cell) membrane • DNA / genetic material • ribosomes	ignore reference to shape allow RNA ignore genetic information if no other mark awarded allow sub-cellular structures for **1** mark if no other mark awarded allow correct cellular process, e.g. respiration for **1** mark	2	AO2 4.1.1.1 4.1.1.2 4.1.2.1
03.2	any **three** from: • prokaryotic cell is smaller • prokaryotic cell has no mitochondria • prokaryotic cell has no nucleus **or** DNA is free in the cytoplasm **or** genetic material is free in the cytoplasm • prokaryotic cell has a single loop of DNA **or** prokaryotic cell has a single loop of genetic material • prokaryotic cell has plasmids	allow converse for eukaryotic cells allow reference to bacterium instead of prokaryotic cell ignore reference to features not shown in Figure **5** if neither mark awarded, allow prokaryotic cell has no membrane-bound organelles ignore genetic information ignore genetic information ignore circular / rings of DNA allow prokaryotic cells have smaller ribosomes	3	AO2 4.1.1.1 4.1.1.2 4.1.2.1

03.3	1 µm = 0.001 mm **or** 1 mm = 1000 µm **or** 0.05 mm = 50 µm **or** 0.05 × 1000 (1:) 50	 do **not** accept if a unit is given	1 1	AO2 4.1.1.1 4.1.1.2
03.4	mitosis	correct spelling only	1	AO1 4.1.2.2
03.5	35%		1	AO2 4.1.2.2
03.6	 (stage 1) DNA / chromosomes replicate / duplicate mitochondria / ribosomes / sub-cellular structures increase in number **or** mitochondria / ribosomes / sub-cellular structures replicate (stage 2) one set of chromosomes is pulled / moved to each end of the cell (stage 3) the cytoplasm **and** cell membrane divides (to form two cells)	ignore names of the stages of the cell cycle ignore genetic material ignore DNA / chromosomes double / reproduce allow cytoplasm increases ignore cell grows unqualified allow one of each chromosome is pulled / moved to each end of the cell ignore nucleus divides allow cytoplasm divides **and** (new) cell membranes form ignore nucleus divides	 1 1 1 1	AO1 4.1.2.2
Total			**13**	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.1	fatty acids		1	AO1 4.2.2.1
	glycerol		1	4.4.2.3
04.2	enzyme binds to the substrate because they are complementary (shapes)	allow enzyme joins to the substrate because they fit together exactly allow enzyme joins to the substrate because the substrate fits the active site ignore reference to specificity do **not** accept same shape	1	AO2 4.2.2.1
	(so) substrate is broken down (into products)	allow (so) substrate splits (into products) ignore products are formed, unqualified	1	
	(so) products are released **or** enzyme is not changed	allow enzyme is not used up allow reference to activation energy for either marking point 2 **or** marking point 3	1	
04.3	each <u>active site</u> has a specific shape (so only fits one type of lipid molecule)	allow each <u>active site</u> is a different shape do **not** accept reference to the substrate having an active site	1	AO2 4.2.2.1
04.4	add Benedict's (solution / reagent to the liquid)		1	AO1 4.2.2.1 RPA 4
	boil / heat	allow any temperature of 65 °C or above	1	
	(if glucose is present the blue) colour changes to yellow / green / orange / brown / (brick)red		1	

04.5	add iodine solution / reagent (to the liquid) (if starch is present) it changes colour to blue / black (from yellow / orange / brown)	allow add a drop of iodine ignore iodine unqualified	1 1	AO1 4.2.2.1 RPA 4
04.6	glucose from photosynthesis (excess) glucose converted to starch	do **not** accept starch made in photosynthesis allow (excess) glucose is stored as starch	1 1	AO2 4.2.2.1 4.4.1.1 4.4.1.3 4.4.2.3
04.7	starch (stores) have been converted to glucose (so the glucose can be) used for respiration / (named) metabolic reactions **or** (so the glucose can be) used to release energy (because) there is no light to make (new / more) glucose by photosynthesis	ignore reference to residual glucose from previous photosynthesis do **not** accept idea of energy being produced / created / made	1 1 1	AO3 4.4.1.1 4.4.2.1 4.4.1.3
04.8	any **one** from: • test roots / stems of plants (in the light and dark) • test other species of plant • measure the concentrations of glucose **and** starch • vary the time in the dark / light • test variegated leaves	do **not** accept reference to changing the independent variable allow test other parts of the plants allow test other types of plant ignore mass / amount allow any other valid extension ignore repeats	1	AO3 4.4.1.2 4.4.1.3
Total			**17**	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.1	mechanical	allow physical allow structural	1	AO3 4.3.3.2
05.2	any **one** from: • to deter herbivores • to prevent animals damaging it	ignore to injure animals, unqualified allow to deter animals eating it do **not** accept to deter predators	1	AO2 4.3.3.2
05.3	chemical		1	AO3 4.3.3.2

05.4	any **two** from : • lack of magnesium (ions) (1) (so) not enough chlorophyll for (efficient) photosynthesis (1) (so) not enough glucose to make proteins for growth **or** not enough glucose to release energy for growth (1) • infection by pathogen / bacteria / virus / fungus (1) (so) leaves become discoloured / yellow so less photosynthesis (1) (so) not enough glucose to make proteins for growth **or** not enough glucose to release energy for growth (1) • infected by aphids (1) (which) remove sugars from phloem (1) (so) not enough glucose to make proteins for growth **or** not enough glucose to release energy for growth (1) • lack of (available) light (1) (so) chlorophyll breaks down (1) (so) not enough glucose to make proteins for growth **or** not enough glucose to release energy for growth (1)	allow (so) lack of chlorophyll produced causes yellow leaves (1), (so) not enough photosynthesis to produce glucose which is used to make proteins for growth (1) allow correctly named pathogen allow has rose black spot / TMV allow other symptoms of named pathogens / disease award once only award once only award once only	5	AO2 4.3.3.1 4.3.1.1 4.3.1.2 4.3.1.4 4.4.1.1 4.4.1.2 AO1 4.4.2.3 4.4.1.3

05.5	(bacteria) obtain glucose / sugar (from the plant) (glucose used) for respiration **or** (glucose used) for making other named substances	 allow (glucose used) to release energy	1 1	AO3 AO2 4.2.3.2 4.4.1.3
05.6	(gorse plant) obtains nitrate (ions) needed for amino acids / proteins	 allow needed to make chlorophyll / DNA	1 1	AO2 4.1.3.3 4.4.2.3 AO1 4.3.3.1
05.7	willow bark		1	AO2 4.3.1.9
Total			**13**	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.1	any **two** from: • BMI / morphology / obesity level • smoking habits • diet • medication • family history of liver disease • fitness levels • ethnicity • area of UK they live in	ignore genetic factors allow mass / weight **and** height allow previous drinking habits allow medical conditions allow drug use allow level of exercise allow race	2	AO3 4.2.2.6
06.2	2.55 – 1.60 (= 0.95) ($\frac{0.95}{2.55} \times 100 =$) 37 (.2549019608…) (%)	allow 1.60 – 2.55 (= –0.95) allow value for with meals in range 1.60 to 1.65 (for 1.60) allow answer correctly calculated from values in ranges 1.60 to 1.65 and 2.50 to 2.60 allow – 37(.2549019608...)(%)	1 1	AO2 4.2.2.6
06.3	12 × 2 × 7 = 168 (g/week) 1.8	 allow in range 1.8-1.9 allow correct reading from a calculation that omits the 2 **or** the 7 do **not** accept if a unit is given	1 1	AO2 4.2.2.6

06.4	any **two** from: • consuming alcohol increases the RR (with / without meals) **and** supporting data • consuming less than 50 g/week of alcohol with meals does not increase the RR • even (small amounts of alcohol at) 25 g/week increases the RR if not with meals	allow risk for RR throughout allow data in terms of number of glasses of wine allow increasing alcohol consumption increases the RR at an increasing rate allow any value between 35 and 60 g/week	2	AO3 4.2.2.6
06.5	any **two** from: • large number in survey • long term / 15 year survey • well controlled	allow 800 000 in survey if neither mark awarded allow large study allow many controls	2	AO3 4.2.2.6
06.6	any **one** from: • people underestimate / overestimate alcohol consumption • people may change (lifestyle / drinking) habits over time • some people may drink all their weekly alcohol at once	allow people lie about alcohol consumption **or** people lie about other named control variables ignore survey only tested women	1	AO3 4.2.2.6

06.7	**Level 2:** Scientifically relevant facts, events or processes are identified and given in detail to form an accurate account.	3-4	AO2 4.4.2.3 4.2.2.1
	Level 1: Facts, events or processes are identified and simply stated but their relevance is not clear.	1-2	AO1 4.4.2.2 4.2.2.6 4.2.2.5 4.5.3.3
	No relevant content	0	
	Indicative content Responses may refer to either total or partial liver failure • no bile made (in the liver) o fats / lipids are not emulsified o surface area of fats / lipids not increased o pH of small intestine will not be alkaline / neutralised o enzymes (in small intestine) will not work effectively **or** (named) food not digested / absorbed o so may lose weight • lactic acid not broken down / oxidised o accumulation of lactic acid in blood / body o lactic acid is toxic **or** body will be poisoned o oxygen debt higher / prolonged o so muscle pain / fatigue • proteins / amino acids will not be broken down (in liver) o (amino acids) not deaminated o amino acids not made into urea **or** will not form ammonia o (however) any ammonia formed is toxic o so accumulation of amino acids in blood / body • liver does not break down / remove other toxins (like alcohol) o toxins accumulate in blood / body o body will be poisoned o so pain **or** jaundice **or** swollen liver **or** portal hypertension occurs • glycogen stores will not be formed o cannot control blood glucose o so hyperglycaemia / hypoglycaemia / diabetes / coma may occur		

Total			**15**

Question	Answers	Extra information	Mark	AO / Spec.Ref.
07.1		ignore add mAbs and dye to slide (unbound)		AO2 4.3.2.2
	bind fluorescent dye to mAbs		1	
	put (bound) fluorescent mAbs on the slide (and rinse off)		1	
	mAbs will bind to Candida albicans / pathogens and show up under the microscope	allow mAbs will bind to Candida albicans / pathogens and show up under UV (lamp)	1	
07.2	more Candida albicans / pathogens will be engulfed / killed by phagocytes / white blood cells	allow Candida albicans / pathogens will be engulfed / killed by phagocytes / white blood cells more quickly do **not** accept white blood cells produce antibodies do **not** accept lymphocytes engulf Candida albicans	1	AO2 4.2.2.3 4.3.1.6 4.3.1.7
	therefore less damage to cells / tissues / organs	ignore less toxin released (by Candida albicans)	1	

07.3	**Level 2:** Scientifically relevant facts, events or processes are identified and given in detail to form an accurate account.		4-6	AO1 4.3.1.9
	Level 1: Facts, events or processes are identified and simply stated but their relevance is not clear.		1-3	
	No relevant content		0	
	Indicative content • given first to healthy volunteers o at (very) low dose o to test it is safe **or** to test for toxicity **or** to check for any side effects • then to some patients (with the disease) **or** people with the disease o to test for the correct / optimum dose o to check for any side effects o to test for efficacy **or** to test if it works o in a double blind trial o where neither patients nor doctors know who has the mAbs and who has a placebo (or alternative treatment) • reference to large trial **or** long duration **or** control variables			
07.4	any **one** from: • (the body will) not reject the mAbs **or** (the body is) less likely to reject the mAbs • mouse mAbs are (more likely to be) rejected • the human lymphocytes have already responded to that infection / cancer cell so they are known to work against the disease	do **not** accept idea of rejection of cells	1	AO3 4.3.2.2 4.3.2.1 4.3.1.6
Total			**12**	

GCSE
BIOLOGY
8461/2H

Paper 2 Higher Tier

Mark scheme

June 2020

Version: 1.0 Final Mark Scheme

jun208461/2H/MS

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Information to Examiners

1. General

The mark scheme for each question shows:

- the marks available for each part of the question
- the total marks available for the question
- the typical answer or answers which are expected
- extra information to help the Examiner make his or her judgement
- the Assessment Objectives, level of demand and specification content that each question is intended to cover.

The extra information is aligned to the appropriate answer in the left-hand part of the mark scheme and should only be applied to that item in the mark scheme.

At the beginning of a part of a question a reminder may be given, for example: where consequential marking needs to be considered in a calculation; or the answer may be on the diagram or at a different place on the script.

In general the right-hand side of the mark scheme is there to provide those extra details which confuse the main part of the mark scheme yet may be helpful in ensuring that marking is straightforward and consistent.

2. Emboldening and underlining

2.1 In a list of acceptable answers where more than one mark is available 'any **two** from' is used, with the number of marks emboldened. Each of the following bullet points is a potential mark.

2.2 A bold **and** is used to indicate that both parts of the answer are required to award the mark.

2.3 Alternative answers acceptable for a mark are indicated by the use of **or**. Different terms in the mark scheme are shown by a / ; eg allow smooth / free movement.

2.4 Any wording that is underlined is essential for the marking point to be awarded.

3. Marking points

3.1 Marking of lists

This applies to questions requiring a set number of responses, but for which students have provided extra responses. The general principle to be followed in such a situation is that 'right + wrong = wrong'.

Each error/contradiction negates each correct response. So, if the number of error/contradictions equals or exceeds the number of marks available for the question, no marks can be awarded.

However, responses considered to be neutral (indicated as * in example 1) are not penalised.

Example 1: What is the pH of an acidic solution?

[1 mark]

Student	Response	Marks awarded
1	green, 5	0
2	red*, 5	1
3	red*, 8	0

Example 2: Name two planets in the solar system.

[2 marks]

Student	Response	Marks awarded
1	Neptune, Mars, Moon	1
2	Neptune, Sun, Mars, Moon	0

3.2 Use of chemical symbols/formulae

If a student writes a chemical symbol/formula instead of a required chemical name, full credit can be given if the symbol/formula is correct and if, in the context of the question, such action is appropriate.

3.3 Marking procedure for calculations

Marks should be awarded for each stage of the calculation completed correctly, as students are instructed to show their working. Full marks can, however, be given for a correct numerical answer, without any working shown.

3.4 Interpretation of 'it'

Answers using the word 'it' should be given credit only if it is clear that the 'it' refers to the correct subject.

3.5 Errors carried forward

Any error in the answers to a structured question should be penalised once only.

Papers should be constructed in such a way that the number of times errors can be carried forward is kept to a minimum. Allowances for errors carried forward are most likely to be restricted to calculation questions and should be shown by the abbreviation ecf in the marking scheme.

3.6 Phonetic spelling

The phonetic spelling of correct scientific terminology should be credited **unless** there is a possible confusion with another technical term.

3.7 Brackets

(…..) are used to indicate information which is not essential for the mark to be awarded but is included to help the examiner identify the sense of the answer required.

3.8 Allow

In the mark scheme additional information, 'allow' is used to indicate creditworthy alternative answers.

3.9 Ignore

Ignore is used when the information given is irrelevant to the question or not enough to gain the marking point. Any further correct amplification could gain the marking point.

3.10 Do <u>not</u> accept

Do **not** accept means that this is a wrong answer which, even if the correct answer is given as well, will still mean that the mark is not awarded.

4. Level of response marking instructions

Extended response questions are marked on level of response mark schemes.

- Level of response mark schemes are broken down into levels, each of which has a descriptor.
- The descriptor for the level shows the average performance for the level.
- There are two marks in each level.

Before you apply the mark scheme to a student's answer, read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1: Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer.

When assigning a level you should look at the overall quality of the answer. Do **not** look to penalise small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level.

Use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 2 with a small amount of level 3 material it would be placed in level 2 but be awarded a mark near the top of the level because of the level 3 content.

Step 2: Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this.

The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do **not** have to cover all of the points mentioned in the indicative content to reach the highest level of the mark scheme.

You should ignore any irrelevant points made. However, full marks can be awarded only if there are no incorrect statements that contradict a correct response.

An answer which contains nothing of relevance to the question must be awarded no marks.

Question	Answers	Extra information	Mark	AO / Spec. Ref.
01.1	bacteria fungi	allow singular allow mould ignore microbes / germs / decomposers do **not** accept viruses	1 1	AO1 4.7.2.2 4.7.2.3
01.2	fatty acid(s)		1	AO2 4.7.2.3 4.2.2.1 RPA10
01.3	any **one** from: • universal indicator (paper / solution) • pH meter	allow UI (paper / solution) ignore pH paper unqualified allow pH probe ignore datalogger unqualified ignore Cresol red ignore phenolphthalein / litmus	1	AO1 4.7.2.3 RPA10
01.4	any **two** from: • volume of milk • exposure to air / oxygen • sterilise test tubes • treatment of milk before investigation • freshness / age of milk (at start) • time of day pH was measured	allow amount of milk allow bungs on test tubes allow example such as pasteurised or not allow starting pH of milk	2	AO1 4.7.2.3 RPA10
01.5	almond (milk)		1	AO3 4.7.2.3 RPA10

01.6	as temperature increases up to 15 °C the time taken (to reach pH 5) decreases above 15 °C the time taken (to reach pH 5) stays the same	allow converse if no other mark awarded allow **1** mark for as temperature increases the time taken (to reach 5 °C) decreases and then stays the same	1 1	AO2 4.7.2.3 RPA10
01.7	any **one** from: • bacteria / microbes / microorganisms / fungi dividing faster (when warmer) • reactions (in the bacteria) are happening faster (to decay milk) • (because there is) more (kinetic) energy • enzyme activity is higher (at 10 °C than at 5 °C)	allow converse if clearly describing 5 °C allow number of bacteria / microbes / microorganisms / fungi increasing (when warmer) allow more bacteria microbes / microorganisms / fungi allow particles move faster allow more collisions between particles allow enzymes work faster ignore enzymes work better	1	AO2 4.7.2.3 4.1.1.6 RPA10
01.8	any **two** from: • different concentration / type of fat / lipid • different concentration / type of proteins / carbohydrate / sugar • different (amount / type of) bacteria present • may have been pasteurised by a different process • different starting pH	allow different amounts of fat / lipid allow different amounts of proteins / carbohydrate / sugar allow may have been treated in different ways (before the investigation) ignore different oxygen concentration	2	AO3 4.7.2.3 RPA10

01.9	determine the types of bacteria present in the milk		1	AO3 4.7.2.3 RPA10
Total			**13**	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
02.1	$\frac{6.0}{1.6}$ 3.75	allow a range of 5.9 to 6.1 for 6.0 do **not** accept if a unit is given if no other marks awarded, allow a correct answer using a value of 5.8 or 6.2 for **1** mark	1 1	AO2 4.7.3.2
02.2	$\frac{2.5 - 1.6}{50}$ 0.018 (billion per year)	allow $\frac{0.9}{50}$	1 1	AO2 4.7.3.2
02.3 view with Figure 2	suitable extrapolation line on Figure **2** reading taken at 2050 from student's line	allow straight extrapolation allow a tolerance of ± ½ small square allow **1** mark for 10 billion if no extrapolation drawn	1 1	AO2 4.7.3.2
02.4	fewer fish caught **or** limit the number of fish caught (remaining fish) can reproduce	allow a method of doing this, eg increase mesh size **or** do not catch young fish allow more fish (survive to) reproduce	1 1	AO1 4.7.5.1 4.7.5.3

Question	Answers	Mark	AO / Spec. Ref.
02.5	**Level 2:** Scientifically relevant facts, events or processes are identified and given in detail to form an accurate account.	4-6	AO1 4.7.3.1 4.7.3.2 4.7.3.3 4.7.3.4 4.7.3.6 4.7.3.5 4.7.5.1 4.7.5.2
	Level 1: Facts, events or processes are identified and simply stated but their relevance is not clear.	1–3	
	No relevant content	0	
	Indicative content **human land use** • increasing population requires more food • crops / livestock for food • farming crops for biofuels • peat use as compost • peat use as fuel • increased use of pesticide / insecticide / herbicide / fertilisers • use of free-range / organic methods increases land use (for same yield) **link to biodiversity** • deforestation • monocultures • loss of hedgerows (to make fields larger) • loss of habitat • consequence of loss of habitat eg (change in) migration • fertiliser run off polluting water • use of pesticide / insecticide / herbicide reduces insects / plants which damages food chains • more soil erosion **link to atmospheric pollution** • more carbon dioxide (from farm animals / machinery) • more methane (from cows) • climate change **or** global warming • example of impact on biodiversity • acid rain • desertification Answers referring to only land use or only biodiversity are level 1		

02.6	golden rice has improved nutritional value		1	AO1 4.7.5.4
02.7	any **one** from: • gene may contaminate / enter other breeds / species • reduction / extinction of population of wild / traditional rice • reduction / extinction of population of flowers / insects • high cost of seeds • may have too much vitamin A (in diet)	ignore references to religious beliefs allow decrease in biodiversity allow decrease in gene pool allow may harm (human) health allow may cause side effects (on humans) ignore may harm humans unqualified	1	AO3 4.6.2.4
Total			**16**	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
03.1	to increase fruit size to promote flower production		1 1	AO1 4.5.4.2
03.2	any **two** from: • keep temperature the same (for all dishes) • use equal numbers of seedlings (in each dish) • use seedlings of the same (initial) height • use more seedlings in each dish • give all dishes the same volume of water • use seed(ling)s of the same species • measure light intensity	allow move equal distance **or** away from radiator **or** turn off radiator **or** use heat shield between lamp and seedlings allow use seedlings of the same (initial) size allow give all dishes the same amount of water allow use seed(ling)s of the same type allow measure distance from lamp allow put lamp above each dish and use different light intensity **or** power for each allow same concentration of mineral ions **or** named example ignore nutrients / food do **not** accept keep the same light intensity	2	AO3 4.5.4.1 RPA8
03.3	any **one** from: • use a piece(s) of thread / string **and** measure length of thread (with ruler) • straighten seedling / shoot **and** measure (with ruler) • measure with a flexible ruler **or** a tape measure	allow use a piece of thread **and** (put the thread against) a ruler allow straighten seedling against a ruler allow use a flexible ruler **or** a tape measure	1	AO2 4.5.4.1 RPA8

03.4		reference to side only needed once		4.5.4.1 RPA8
	(side nearest the lamp) receives more light (on side P)	allow side Q receives less light allow side Q is in the shade ignore side P is in the light	1	AO2
	(therefore) unequal distribution of <u>auxin</u>	allow more <u>auxin</u> on side Q allow (so) more <u>auxin</u> present on side away from the lamp do **not** accept more auxin on light side **or** side P	1	AO1
	(auxin causes) more growth on side away from the lamp	allow more growth on side Q allow (auxin causes) cell elongation on side away from the light ignore mechanism of auxin action	1	AO2
03.5	ethene is released from bananas	allow ethylene is released from bananas allow the hormone is ethene / ethylene	1	AO2 4.5.4.1 4.5.4.2
Total			**9**	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.1	many (joined) nucleotides **or** monomers	allow (long) molecule / chain made of repeating units	1	AO1 4.6.1.4 4.6.1.5
04.2	phosphate	ignore phosphorus	1	AO1 4.6.1.5
	(phosphate attached to a) sugar	allow deoxyribose / pentose	1	
	(which has 1 of 4) base(s) (attached to sugar)	allow **2** marks if position of sugar / phosphate / base is incorrect	1	
	(bases) are A, C, G **and** T	allow bases are adenine, cytosine, guanine **and** thymine do **not** accept thiamine / adenosine allow description of a pair of nucleotides	1	
04.3		an incorrect answer for one step does not prevent allocation of marks for subsequent steps		AO2 4.6.1.4 4.6.1.5
	$0.34 \times 12\,000\,000\,000$		1	
	$4\,080\,000\,000$		1	
	$\frac{4\,080\,000\,000}{1\,000\,000\,000}$	allow conversion from nm to m at any point in the calculation	1	
	4.08 (m)		1	
	2.04 (m) (divided by 2 due to base pairs)	allow division by 2 at any point in the calculation	1	
04.4	(non-coding parts) can switch genes on / off		1	AO1 4.6.1.5
Total			**11**	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.1	any **three** from: • mitosis produces two (daughter) cells but meiosis produces four (daughter) cells • one cell division in mitosis but two cell divisions in meiosis • mitosis produces cells with two of each chromosome, but meiosis produces cells with one of each chromosome • mitosis produces genetically identical cells, but meiosis produced genetically different cells	answers must be comparative allow mitosis produces diploid cells but meiosis produces haploid cells allow mitosis maintains the number of chromosomes **or** mass of DNA **or** mass of genetic material but meiosis halves the number / mass allow mitosis produces cells with 23 pairs **or** 46 chromosomes but meiosis produces cells with 23 chromosomes allow other correct differences between the processes of mitosis and meiosis	3	AO1 4.6.1.1 4.6.1.2 4.1.2.2

05.2	any **one** from: • DNA doubles / copies / replicates (once) • increase in the number of mitochondria / ribosomes / sub-cellular structures	 allow chromosomes **or** genetic material **or** genetic information double / replicate / are copied ignore mitochondria / ribosomes are copied / duplicated allow chromosomes / chromatids pulled to side (of cell) allow other correct similarities between the processes of mitosis and meiosis	1	AO1 4.6.1.1 4.6.1.2 4.1.2.2
05.3	Dd / dD has **D** because has Dupuytren's **and** has **d** because child / person 6 is homozygous recessive **or** does not have Dupuytren's **or** is **dd**	allow heterozygous allow has **D** because has Dupuytren's **and** person 1 and person 2 both passed **d** to child / person 6 allow has **D** because has Dupuytren's **and** cannot be homozygous / **DD** or all the children would have Dupuytren's	1 1	AO3 4.6.1.6 4.6.1.7
05.4	male / person 7 gametes correct: **D** and **d** female / person 8 gametes correct: **d** and **d** correct derivation of offspring genotypes: **Dd Dd dd dd** offspring with Dupuytren's identified probability correct from the correct identification given	allow **1** mark for both sets of gametes correct if parents not identified allow correct derivation of offspring genotypes from incorrect gametes allow correct for genotypes stated in mp3 allow probability correct from offspring genotypes if identification not given	1 1 1 1 1	4.6.1.6 4.6.1.7 AO2 AO2 AO2 AO2 AO3

05.5	female(s) / person(s) 3 / 11 / 12 have Dupuytren's	allow some females have Dupuytren's	1	AO3 4.6.1.6 4.6.1.7 4.6.1.8
	females don't have Y chromosome **or** Dupuytren's is passed from fathers / 1 / 7 to daughters / 3 / 12, (so is not on the Y chromosome)	allow only males have Y chromosomes allow females are XX allow Dupuytren's is passed from mothers / 11 to children / 15, (so is not on the Y chromosome)	1	
Total			**13**	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.1	A		1	AO1 4.5.2.2
06.2	cerebral cortex	allow cerebrum allow cerebral hemisphere(s) ignore D	1	AO1 4.5.2.2
06.3	any **three** from: • can ask people to do different tasks (while taking scan) • to see which part of brain is active / inactive • to compare with a person without brain damage • to see (exactly) where the damage is • (traditional) MRI scanner cannot be used if people can't stay still	 allow can ask person to do a (specific) task allow to see which part of the brain is working allow examples such as children **or** patients with Parkinson's disease allow may be better for people who are claustrophobic	3	AO3 4.5.2.2
06.4	(cells in) retina sensitive to light impulse passes along (sensory) neurone (along) optic nerve	allow retina detects light allow rods / cones detect light allow electrical signal **or** electrical message passes along (sensory) neurone allow chemical transmission across synapse	1 1 1	AO1 4.5.2.1 4.5.2.3

Question	Answers	Mark	AO / Spec.
06.5	**Level 3:** Relevant points (reasons/causes) are identified, given in detail and logically linked to form a clear account.	5–6	AO2
	Level 2: Relevant points (reasons/causes) are identified, and there are attempts at logical linking. The resulting account is not fully clear.	3–4	AO2
	Level 1: Points are identified and stated simply, but their relevance is not clear and there is no attempt at logical linking.	1–2	AO1
	No relevant content	0	4.5.2.3 4.6.2.1 4.6.2.2 4.6.3.1 4.6.3.4 4.7.1.3 4.7.1.4
	Indicative content • mutation (in gene / DNA) • randomly **or** due to chance • causes new / different protein / (visual) pigment to be made • in the retina of bird • (so more) variation in the wavelengths of light birds retinas could detect • birds with the mutation **or** birds able to detect UV are more likely to see fruits (that reflect UV) • birds with the mutation **or** birds able to detect UV are more likely to see where small mammals are or have been • therefore get more food (small mammals or fruit) • avoid being eaten (by small mammals) • out competing those birds without the mutation **or** birds not able to detect UV • so more likely to survive **and** reproduce **or** have offspring • by natural selection • passing on allele / gene / mutation to offspring • repeated over many generations For Level 3 a link to UV vision is required		
Total			**14**

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.1	triangular pyramid with 3 levels		1	AO1 4.7.4.1 4.7.4.2
	correct labels: (waste) vegetables / plants; insect(s); dog(s)	do **not** accept additional incorrect labels	1	AO2 4.7.4.2
07.2	any **two** from: • carbon dioxide from respiration (from dog) • urea from excretion (from dog) • not all parts (of insects) are absorbed / digested (by dog)	allow carbon dioxide breathed out (by dog) allow urea in urine (from dog) allow faeces from egestion (from dog) ignore references to loss of energy if no other mark awarded allow **two** factors without descriptions for **1** mark	2	AO1 4.7.4.3
07.3	less land required		1	AO2 4.7.5.1 4.7.3.5
	(so) more space for crops (for humans)	allow more meat (from cows etc) for humans	1	
	less methane (from animals) therefore less global warming	allow less methane from rotting vegetables in landfill	1	
	(therefore) less harmful effects of global warming on (human) food production	allow example such as less flooding of farmland allow may lead to the development of more foods for humans made from insects	1	
Total			**8**	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
08.1	38 500 000 – 36 000 000	allow 500 000 × 5	1	AO2 4.6.3.6
	2 500 000 (years) **or** 2.5 million (years)	if no other mark awarded, allow 38.5 – 36 = 2.5 **or** 0.5 × 5 = 2.5 for **1** mark	1	

08.2	(extinction of Andrewsarchus) led to population increase / evolution of another predator because Andrewsarchus no longer competing for food / resources other predator (population) hunted more Brontotherium **or** (extinction of Andrewsarchus) led to population increase / evolution of another herbivore (previously eaten by Andrewsarchus) (1) because Andrewsarchus no longer predating (other) herbivore (1) more competition with other herbivores (1) **or** (extinction of Andrewsarchus so) Brontotherium are not eaten so therefore the population increases (1) so much that the food source decreases (1) Brontotherium compete with each other so much that they all die (1)	allow idea of a new predator allow because Andrewsarchus no longer eating another predator max **2** marks if reference to hunted by humans **or** still killed by Andrewsarchus **or** reference to climate change or factors relating to climate change	1 1 1	AO2 4.6.3.6 4.7.1.1 4.7.1.3 4.7.4.1

08.3	any **three** from: • fossils buried deep(er) so hard(er) to find • fossils smaller so harder to find • more likely to be destroyed by geological activity / earthquakes / erosion • oldest organisms were soft-bodied so most of the tissue decayed • dating older fossils is hard • older eras less researched by scientists because less to find • (usually) unclear when one species evolves into another species (because not enough fossils found)	allow oldest organisms were soft-bodied so there were very few fossils	3	AO2 4.6.3.5

Question	Answers	Mark	AO / Spec. Ref.
08.4	**Level 3:** A judgement, strongly linked and logically supported by a sufficient range of correct reasons, is given.	5–6	AO3 4.6.3.6 4.7.1.2 4.7.1.3
	Level 2: Some logically linked reasons are given. There may also be a simple judgement.	3–4	
	Level 1: Relevant points are made. They are not logically linked.	1–2	
	No relevant content	0	
	Indicative content **Supporting the statement** • decrease (in large mammals) is large(r) in some areas • decrease (in large mammals) occurs when humans enter areas • decrease occurs at different times in the areas, so not suggestive of worldwide climate change or meteor impact or volcanic activity • decrease is not (always) immediate, suggesting human population grew, then had impact **or** decrease accelerates as human population grows **Not supporting the statement** • only shows large mammals **or** does not show other species • correlation does not mean causation • there were always some left so it wasn't a 'mass extinction' • decrease could have been due to other factors / named • no information about climate change / abiotic factors • no information about predators / pathogens / food sources / other biotic factors • decrease (in mammal population) in Africa (after humans present) is small • decrease (in mammal population) in Madagascar (after humans present) was gradual / slow • only shows data for four areas of the world **or** no data shown for other areas of the world Answers in level **3** must refer to evidence supporting **and** not supporting the statement		

08.5	(disadvantage) any **one** from: • loss of potential, future biodiversity • reduction in range of alleles (advantage) allows evolution of new species / varieties	 allow loss of biodiversity allow reduction in gene pool allow opportunity for speciation	1 1	AO3 4.6.3.6
Total			**16**	

AQA

Please write clearly in block capitals.

Centre number | | | | | | Candidate number | | | | |

Surname _____

Forename(s) _____

Candidate signature _____

I declare this is my own work.

GCSE
BIOLOGY

H

Higher Tier Paper 1H

Tuesday 12 May 2020 Afternoon Time allowed: 1 hour 45 minutes

Materials

For this paper you must have:
- a ruler
- a scientific calculator.

Instructions
- Use black ink or black ball-point pen.
- Pencil should only be used for drawing.
- Fill in the boxes at the top of this page.
- Answer **all** questions in the spaces provided.
- If you need extra space for your answer(s), use the lined pages at the end of this book. Write the question number against your answer(s).
- Do all rough work in this book. Cross through any work you do not want to be marked.
- In all calculations, show clearly how you work out your answer.

For Examiner's Use	
Question	Mark
1	
2	
3	
4	
5	
6	
7	
TOTAL	

Information
- The maximum mark for this paper is 100.
- The marks for questions are shown in brackets.
- You are expected to use a calculator where appropriate.
- You are reminded of the need for good English and clear presentation in your answers.

Do not write outside the box

Answer **all** questions in the spaces provided.

0 1 This question is about photosynthesis.

0 1 . 1 Complete the word equation for photosynthesis.

[2 marks]

_____ + _____ → _____ + oxygen

0 1 . 2 Describe how energy for the photosynthesis reaction is gained by plants.

[2 marks]

Students investigated the effect of temperature on the rate of photosynthesis.

The students shone light from a lamp onto pondweed and measured the volume of oxygen produced per hour.

Table 1 shows the results.

Table 1

Temperature in °C	Rate of photosynthesis in cm^3/hour			
	Test 1	**Test 2**	**Test 3**	**Mean**
20	18.5	19.3	19.5	**X**
25	32.6	34.1	32.9	33.2
30	41.9	45.2	44.9	44.0
35	38.6	39.8	44.0	40.8
40	23.1	20.5	22.4	22.0
45	1.9	14.2	2.2	2.1

Do not write outside the box

0 1 . 3 Calculate mean value **X**.

[2 marks]

X = _____ cm^3/hour

The students identified one anomalous result in **Table 1**.

0 1 . 4 Draw a ring around the anomalous result in **Table 1**.

[1 mark]

0 1 . 5 Suggest **one** possible cause of the anomalous result.

[1 mark]

0 1 . 6 How did the students deal with the anomalous result?

[1 mark]

0 1 . 7 Give **one** factor the students should have kept constant in this investigation.

[1 mark]

Do not write outside the box

Table 1 is repeated below.

Table 1

Temperature in °C	Rate of photosynthesis in cm^3/hour			
	Test 1	**Test 2**	**Test 3**	**Mean**
20	18.5	19.3	19.5	**X**
25	32.6	34.1	32.9	33.2
30	41.9	45.2	44.9	44.0
35	38.6	39.8	44.0	40.8
40	23.1	20.5	22.4	22.0
45	1.9	14.2	2.2	2.1

0 1 . 8 Why did the rate of photosynthesis decrease from 35 °C to 45 °C?

[1 mark]

Do not write outside the box

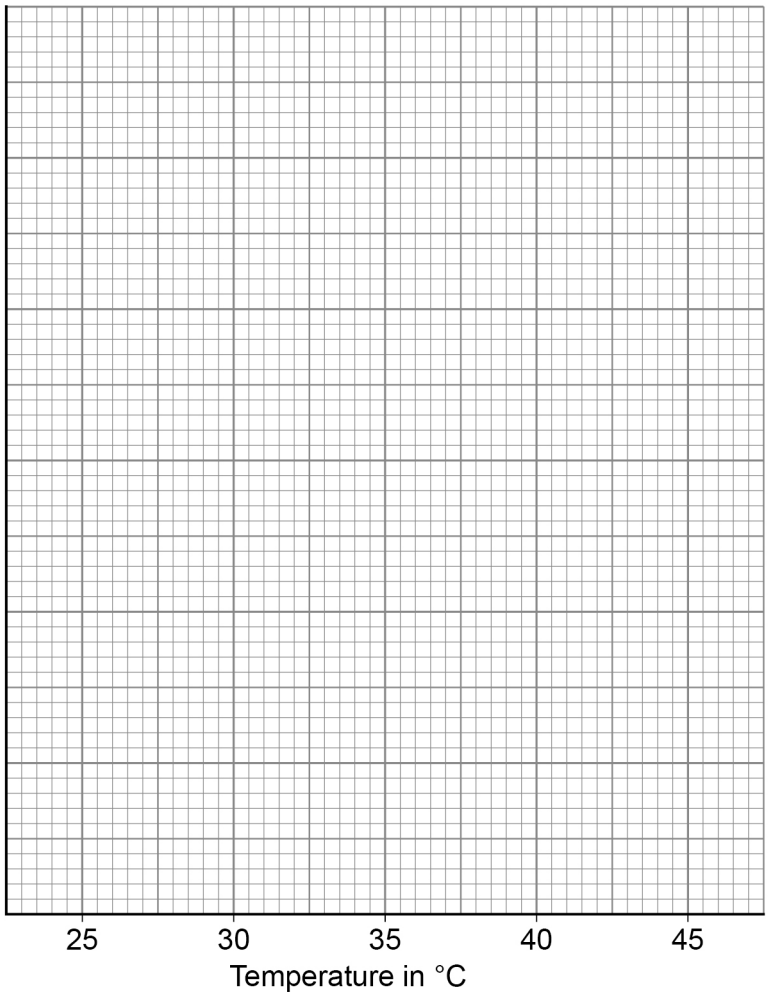
0 1 . 9 Complete **Figure 1** using data from **Table 1**.

You should:

- label the y-axis
- use a suitable scale for the y-axis
- plot the mean data from **Table 1** for temperatures from 25 °C to 45 °C
- draw a line of best fit.

[5 marks]

Figure 1



16

Turn over for the next question

Do not write outside the box

0 2 Diffusion is an important process in animals and plants.

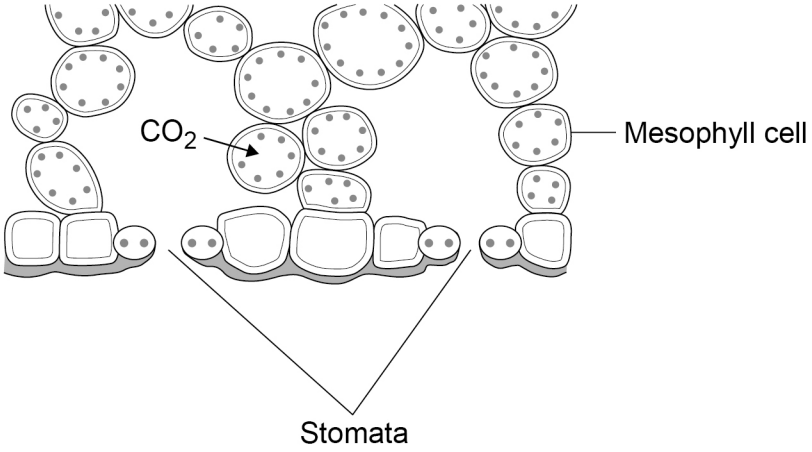
0 2 . 1 What is meant by the term diffusion?

[2 marks]

Do not write outside the box

0 2 . 2 **Figure 2** shows part of a leaf.

Figure 2



Molecules of carbon dioxide diffuse from the air into the mesophyll cells.

Which **two** changes will increase the rate at which carbon dioxide diffuses into the mesophyll cells?

[2 marks]

Tick (✓) **two** boxes.

Decreased number of chloroplasts in the cells ☐

Decreased surface area of cells in contact with the air ☐

Increased carbon dioxide concentration in the air ☐

Increased number of stomata that are open ☐

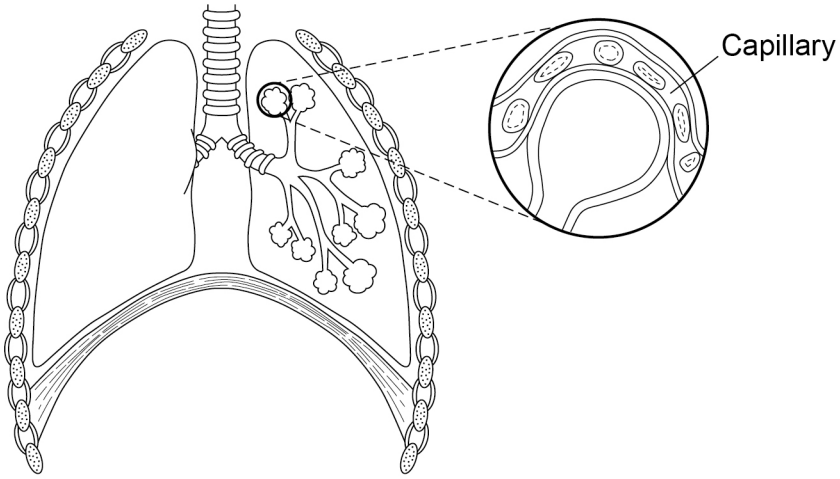
Increased oxygen concentration in the air ☐

Do not write outside the box

0 2 . 3 Diffusion also happens in the human lungs.

Figure 3 shows the human breathing system.

Figure 3

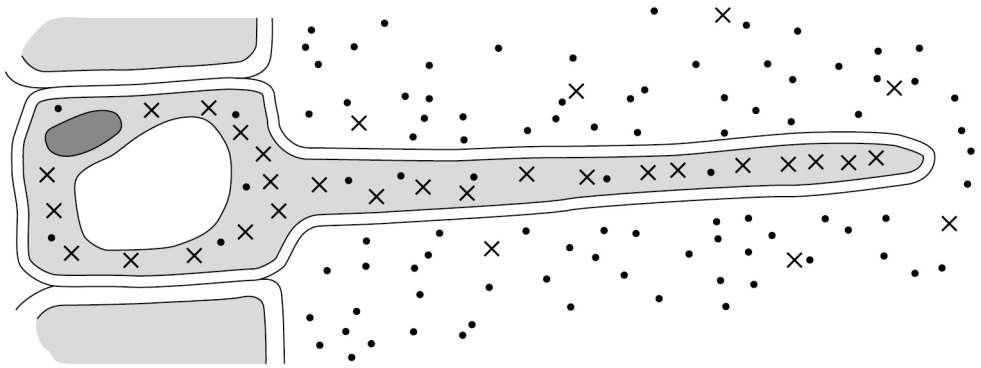


Explain how the human lungs are adapted for efficient exchange of gases by diffusion.
[6 marks]

Do not write outside the box

Figure 4 shows a root hair cell.

Figure 4



Key

Water molecules

Nitrate ions

0 2 . 4 Name the process by which water molecules enter the root hair cell.

[1 mark]

0 2 . 5 Nitrate ions need a different method of transport into the root hair cell.

Explain how the nitrate ions in **Figure 4** are transported into the root hair cell.

Use information from **Figure 4** in your answer.

[3 marks]

Name of process

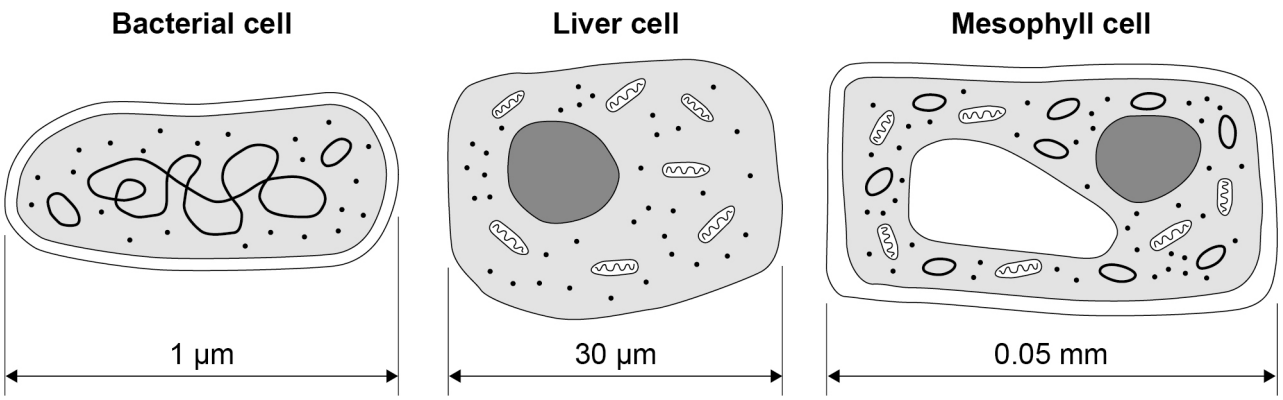
Explanation

14

Do not write outside the box

0 3 **Figure 5** shows three types of cell.

Figure 5



0 3 . 1 Give **two** similarities between the prokaryotic cell and the eukaryotic cells in **Figure 5**.

[2 marks]

1 _____

2 _____

0 3 . 2 Give **three** differences between the prokaryotic cell and the eukaryotic cells in **Figure 5**.

[3 marks]

1 _____

_____

2 _____

_____

3 _____

_____

Do not write outside the box

0 3 . 3 Calculate the ratio of the size of the bacterial cell to the size of the mesophyll cell.

[2 marks]

Ratio = 1 : _____

0 3 . 4 Name the type of cell division that produces genetically identical body cells for growth and repair.

[1 mark]

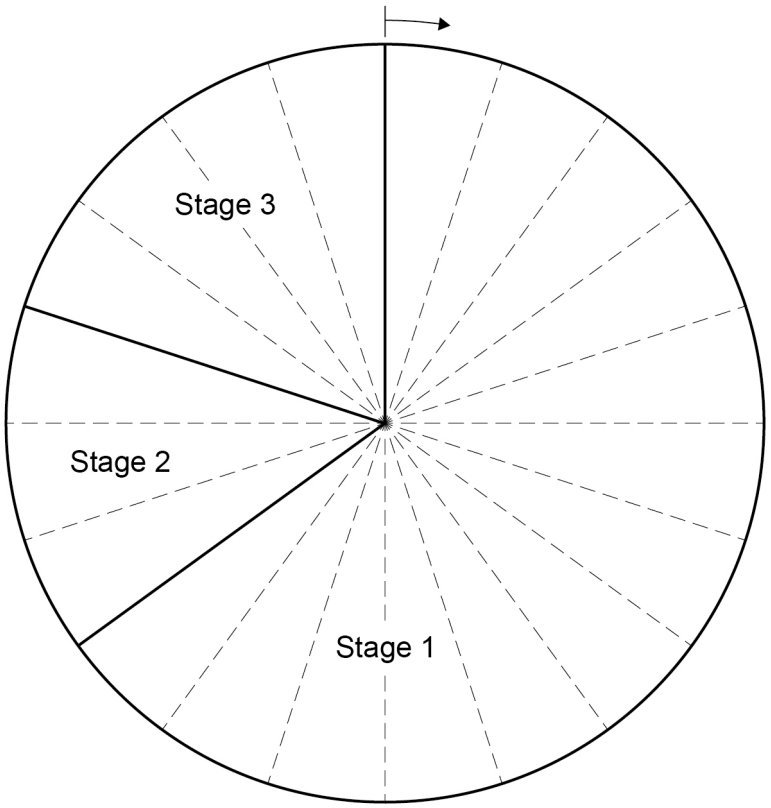
_____

Question 3 continues on the next page

Do not write outside the box

Figure 6 shows a cell cycle.

Figure 6



0 3 . 5 What percentage of the time for one cell cycle is represented by stage 2 and stage 3 together?

[1 mark]

Tick (✓) **one** box.

7% ☐ 35% ☐ 40% ☐ 65% ☐

Do not write outside the box

0 3 . 6 Describe what happens during each stage of the cell cycle.

[4 marks]

Stage 1 _____

_____

_____

_____

Stage 2 _____

_____

Stage 3 _____

_____

13

Turn over for the next question

Do not write outside the box

0 4 . 1 Lipases break down lipids.

Which **two** products are formed when lipids are broken down?

[2 marks]

Tick (✓) **two** boxes.

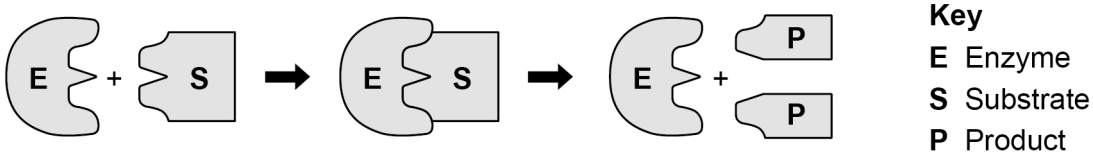
- Amino acids ☐
- Fatty acids ☐
- Glucose ☐
- Glycerol ☐
- Glycogen ☐

Do not write outside the box

One model used to explain enzyme action is the 'lock and key theory'.

Figure 7 shows a model of the theory.

Figure 7



0 4 . 2 Explain the 'lock and key theory' of enzyme action.

Use information from **Figure 7** in your answer.

[3 marks]

0 4 . 3 There are many different types of lipase in the human body.

Why does each different type of lipase act on only **one** specific type of lipid molecule?

[1 mark]

Do not write outside the box

Students investigated the presence of starch and glucose in the leaves of geranium plants.

This is the method used.

1. Place two identical geranium plants on a bench near a sunny window for two days.

2. After two days:
   - leave one plant near the window for two more days.
   - place one plant in a cupboard with no light for two more days.

3. Remove one leaf from each plant.

4. Crush each leaf to extract the liquid from the cells.

5. Test the liquid from each leaf for glucose and for starch.

0 4 . 4 Describe how the students would find out if the liquid from the leaf contained glucose.

[3 marks]

0 4 . 5 Describe how the students would find out if the liquid from the leaf contained starch.

[2 marks]

Do not write outside the box

Table 2 shows the students' results.

Table 2

Test	Leaf from plant kept in light for four days	Leaf from plant kept in light for two days and then no light for two days
Glucose	Strong positive	Weak positive
Starch	Positive	Negative

0 4 . 6 Explain why the leaf in the light for four days contained both glucose and starch.

[2 marks]

0 4 . 7 Explain why the leaf left in a cupboard with no light for two days did contain glucose but did **not** contain starch.

[3 marks]

0 4 . 8 Suggest **one** way the students could develop the investigation to find out more about glucose and starch production in plants.

[1 mark]

17

Do not write outside the box

0 5 Many plants have evolved defence mechanisms.

Figure 8 shows part of a gorse plant and part of a deadly nightshade plant.

Figure 8

Gorse plant

Deadly nightshade plant

0 5 . 1 The gorse plant has evolved to have sharp thorns.

What type of defence response are thorns?

[1 mark]

0 5 . 2 How do thorns defend the gorse plant?

[1 mark]

0 5 . 3 The deadly nightshade plant has poisonous berries.

What type of defence response are poisonous berries?

[1 mark]

Do not write outside the box

0 5 . 4 A scientist noticed that in one area the gorse plants had yellow leaves and had stunted growth.

One reason for yellow leaves and stunted growth is a deficiency of nitrate ions in the soil.

Explain **two** other possible reasons for the yellow leaves and stunted growth.

Do **not** refer to nitrate ions in your answer.

[5 marks]

Reason 1 _____

_____

Explanation _____

_____

_____

_____

Reason 2 _____

_____

Explanation _____

_____

_____

_____

Question 5 continues on the next page

Do not write outside the box

The gorse plant has nodules on its roots.

The nodules are part of the living root tissue.

Bacteria which convert nitrogen gas into soluble nitrate ions live in the nodule tissue.

Figure 9 shows the nodules on the roots.

Figure 9

0 5 . 5 Suggest how the nodules benefit the bacteria.

[2 marks]

0 5 . 6 Explain how the nodules benefit the gorse plant.

[2 marks]

Do not write outside the box

0 5 . 7 For many years drugs have been extracted from plants.

Which plant material was chewed as a painkiller?

[1 mark]

Tick (✓) **one** box.

- Blackcurrant berries ☐
- Foxglove leaves ☐
- Rose petals ☐
- Willow bark ☐

13

Turn over for the next question

Do not write outside the box

There are no questions on this page

DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED

Do not write outside the box

0 6 Data from 'The Million Women' survey in the UK was collected for over 15 years.

Scientists analysed the data to study the effect of consuming alcohol on liver disease.

The scientists:

- included 400 000 women who regularly consumed alcohol
- included 400 000 women who did **not** consume alcohol
- excluded women who already had a liver disease.

0 6 . 1 Age and gender were two factors controlled in this analysis.

Many other factors were also controlled.

Suggest **two** other factors which the scientists would have controlled.

[2 marks]

1 _____

_____

2 _____

_____

Question 6 continues on the next page

The data was analysed for:

- women who drank alcohol with meals
- women who drank alcohol **not** with meals
- women who did **not** drink alcohol.

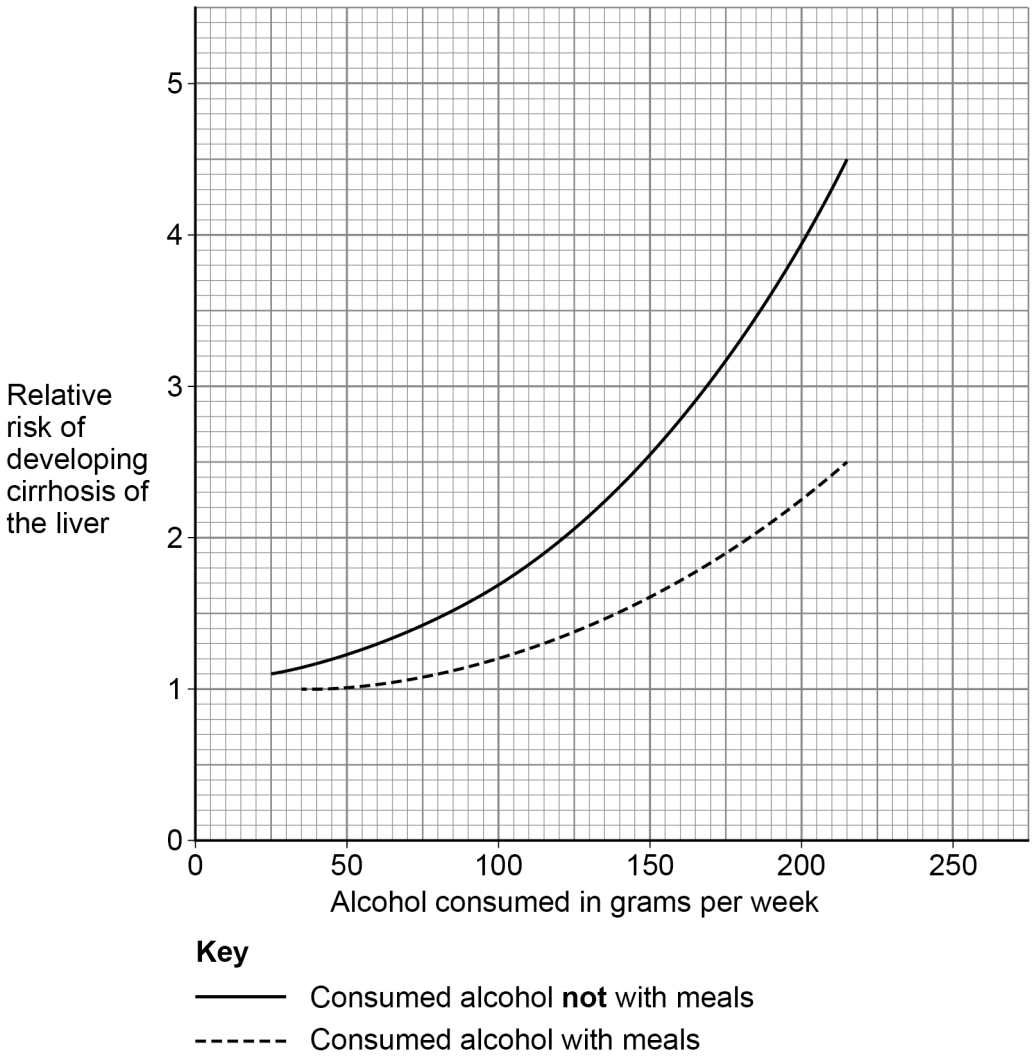
During the survey approximately 1500 women developed a liver disease called cirrhosis of the liver.

Scientists calculated the relative risk of developing cirrhosis of the liver for each group who consumed alcohol.

A relative risk of 1.0 means there was no statistical difference between the groups who did consume alcohol and the group who did **not** consume alcohol.

Figure 10 shows a summary of the results.

Figure 10



Do not write outside the box

0 6 . 2 A woman drinks 150 g of alcohol per week **not** with meals.

The woman decides to change to drinking 150 g of alcohol per week with meals.

Calculate the percentage decrease in relative risk of developing cirrhosis of the liver for this woman.

[2 marks]

Percentage decrease = _____ %

0 6 . 3 One glass of wine contains 12 g of alcohol.

A different woman drinks two glasses of wine each day with her meals.

Calculate the relative risk of developing cirrhosis of the liver for this woman.

[2 marks]

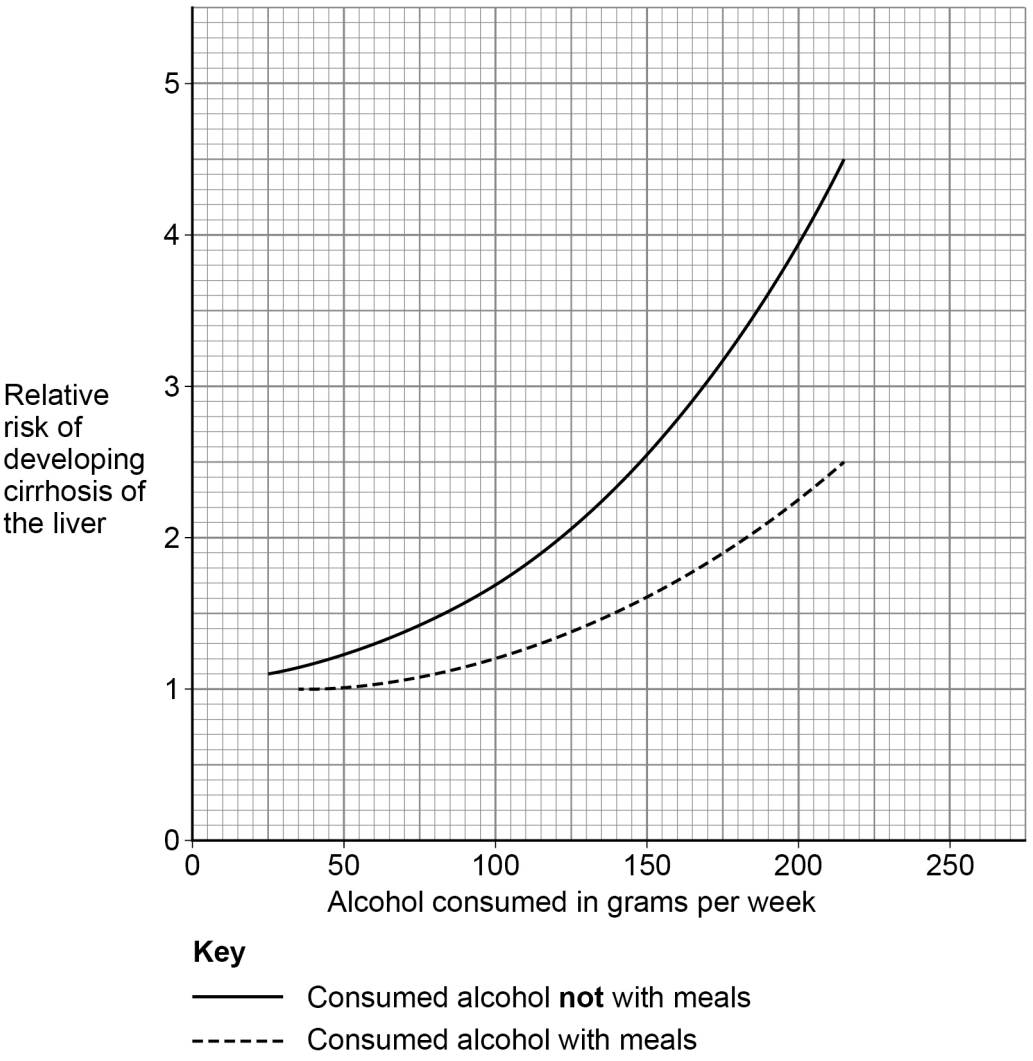
Relative risk = _____

Question 6 continues on the next page

Do not write outside the box

Figure 10 is repeated below.

Figure 10



0 6 . 4 Consuming alcohol with meals instead of not with meals decreases the relative risk of developing cirrhosis of the liver.

Give **two** other conclusions about the relative risk of developing cirrhosis of the liver related to alcohol consumption.

Use data from **Figure 10** in your answer.

[2 marks]

1 _____

_____

_____

2 _____

_____

_____

Do not write outside the box

0 6 . 5 Suggest **two** reasons why the data is considered to be valid.

[2 marks]

1 _____

_____

2 _____

_____

0 6 . 6 Suggest **one** aspect of the survey which might reduce validity.

[1 mark]

_____

_____

0 6 . 7 Cirrhosis of the liver leads to liver failure.

Describe the effects of liver failure on the human body.

[4 marks]

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

15

Turn over for the next question

Do not write outside the box

0 7 Monoclonal antibodies (mAbs) are usually made using mouse lymphocytes.

Candida albicans infection produces serious symptoms in patients with a poor immune system.

Recently scientists have produced mAbs to *Candida albicans* using human lymphocytes produced naturally after an infection.

0 7 . 1 *Candida albicans* lives in the throat of infected patients.

A sample is taken from the throat of a patient with a suspected *Candida albicans* infection.

The sample is transferred onto a microscope slide.

Describe how the mAbs and a fluorescent dye could be used to see any *Candida albicans* pathogens on the slide.

[3 marks]

Do not write outside the box

In a laboratory the human lymphocyte mAbs were injected into animals infected with *Candida albicans*.

The mAbs caused increased phagocytosis of the *Candida albicans* pathogens.

Doctors intend to start a trial to give the mAbs to patients severely ill with *Candida albicans.*

0 7 . 2 Explain how increased phagocytosis of the *Candida albicans* pathogen will help the patient.

[2 marks]

Question 7 continues on the next page

Do not write outside the box

0 7 . 3 It has been shown that this mAbs treatment is effective in the laboratory using both:

- infected tissue culture cells
- infected live animals.

The mAbs treatment for *Candida albicans* is now ready for clinical trials on people.

Describe how the clinical trials should be carried out.

[6 marks]

Do not write outside the box

0 7 . 4 Scientists have also used human lymphocytes to make mAbs to other pathogens and to some types of cancer cells.

Suggest **one** reason why these new mAbs have been more successful in treating diseases in humans than mAbs made using mice.

[1 mark]

12

END OF QUESTIONS

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ANSWER IN THE SPACES PROVIDED

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Question number	**Additional page, if required.** **Write the question numbers in the left-hand margin.**

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Question number	**Additional page, if required.** **Write the question numbers in the left-hand margin.**

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Question number	**Additional page, if required.** **Write the question numbers in the left-hand margin.**

Do not write outside the box

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ANSWER IN THE SPACES PROVIDED

AQA

Please write clearly in block capitals.

Centre number | | | | | | Candidate number | | | | |

Surname _____

Forename(s) _____

Candidate signature _____

I declare this is my own work.

GCSE
BIOLOGY

H

Higher Tier Paper 2H

Monday 1 June 2020 Afternoon Time allowed: 1 hour 45 minutes

Materials

For this paper you must have:
- a ruler
- a scientific calculator.

Instructions
- Use black ink or black ball-point pen.
- Pencil should only be used for drawing.
- Fill in the boxes at the top of this page.
- Answer **all** questions in the spaces provided.
- If you need extra space for your answer(s), use the lined pages at the end of this book. Write the question number against your answer(s).
- Do all rough work in this book. Cross through any work you do not want to be marked.
- In all calculations, show clearly how you work out your answer.

For Examiner's Use	
Question	Mark
1	
2	
3	
4	
5	
6	
7	
8	
TOTAL	

Information
- The maximum mark for this paper is 100.
- The marks for questions are shown in brackets.
- You are expected to use a calculator where appropriate.
- You are reminded of the need for good English and clear presentation in your answers.

Answer **all** questions in the spaces provided.

Do not write outside the box

0 1 This question is about the decay of milk.

0 1 . 1 Name **two** types of microorganism that cause decay.

[2 marks]

1 _____

2 _____

0 1 . 2 Cows' milk is pH 6.6.

As milk decays, lipids in the milk are broken down.

One of the products of the breakdown of lipids causes the pH of milk to decrease.

Name the product that causes the pH to decrease.

[1 mark]

_____

Do not write outside the box

A student investigated the effect of temperature on the time taken for different types of milk to decay.

This is the method used.

1. Put cows' milk in six test tubes.

2. Keep each test tube at a different temperature.

3. Measure the pH of the milk in each tube every day for 12 days.

4. Record the number of days taken to reach pH 5.

5. Repeat steps 1 to 4 with goats' milk and with almond milk.

0 1 . 3 Give **one** way the pH can be measured.

[1 mark]

_____

0 1 . 4 Give **two** control variables the student should have used in this investigation.

[2 marks]

1 _____

2 _____

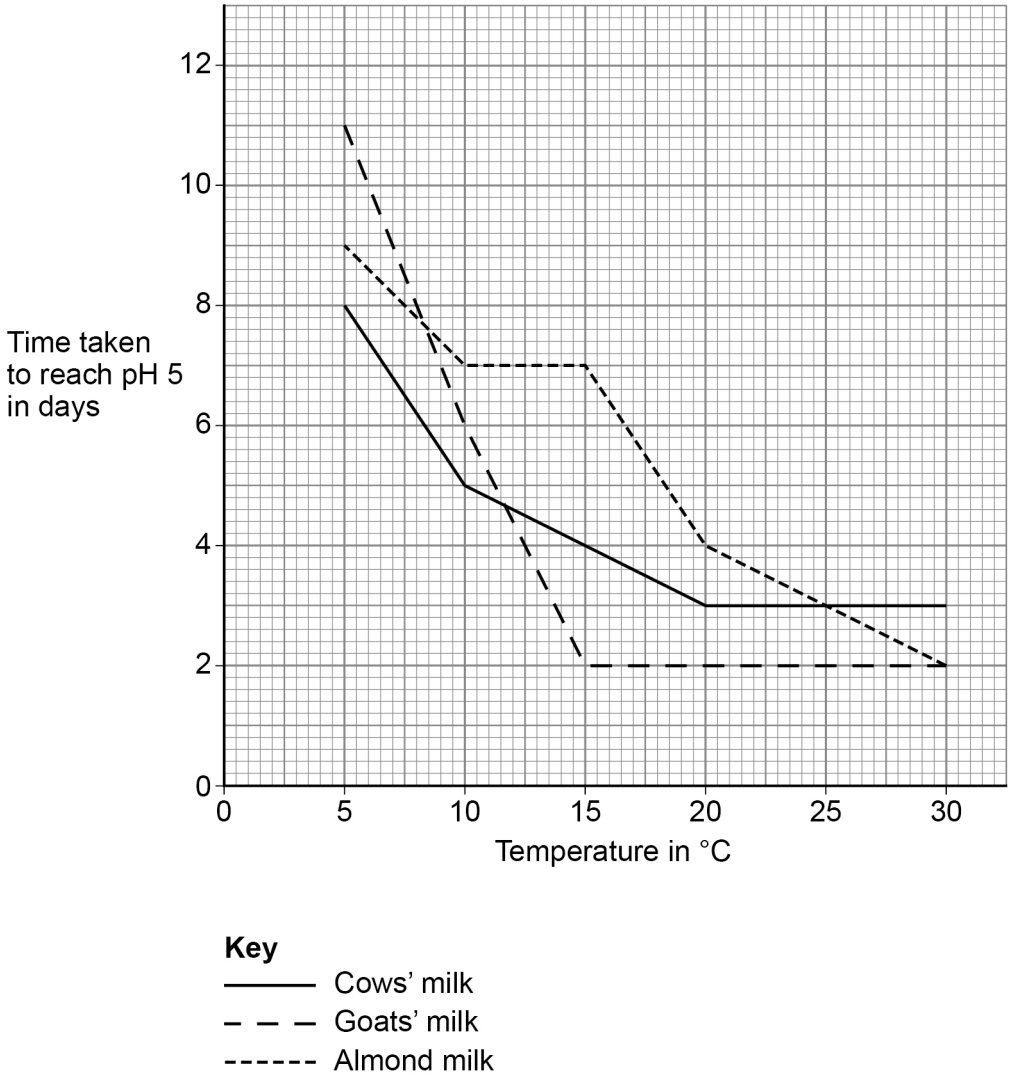
Question 1 continues on the next page

Do not write outside the box

The student improved the investigation to produce valid results.

Figure 1 shows the results.

Figure 1



0 1 . 5 Which type of milk stays fresh the longest at 10 °C?

[1 mark]

Do not write outside the box

0 1 . 6 Describe the effect of temperature on the time taken for **goats'** milk to reach pH 5.

Use data from **Figure 1** in your answer.

[2 marks]

0 1 . 7 The time taken for cows' milk to reach pH 5 at 10 °C is less than the time taken for cows' milk to reach pH 5 at 5 °C.

Suggest **one** reason why.

[1 mark]

0 1 . 8 Suggest **two** reasons why the different types of milk took different lengths of time to reach pH 5.

[2 marks]

1

2

Question 1 continues on the next page

Do not write outside the box

0 1 . 9 The student said:

‘The temperature milk is stored at affects how likely the milk is to cause food poisoning.’

How can the investigation be developed to find out if the student is correct?

[1 mark]

Tick (✓) **one** box.

Determine the types of bacteria present in the milk ☐

Record the pH every 12 hours ☐

Use more than three different types of milk ☐

13

Do not write outside the box

Turn over for the next question

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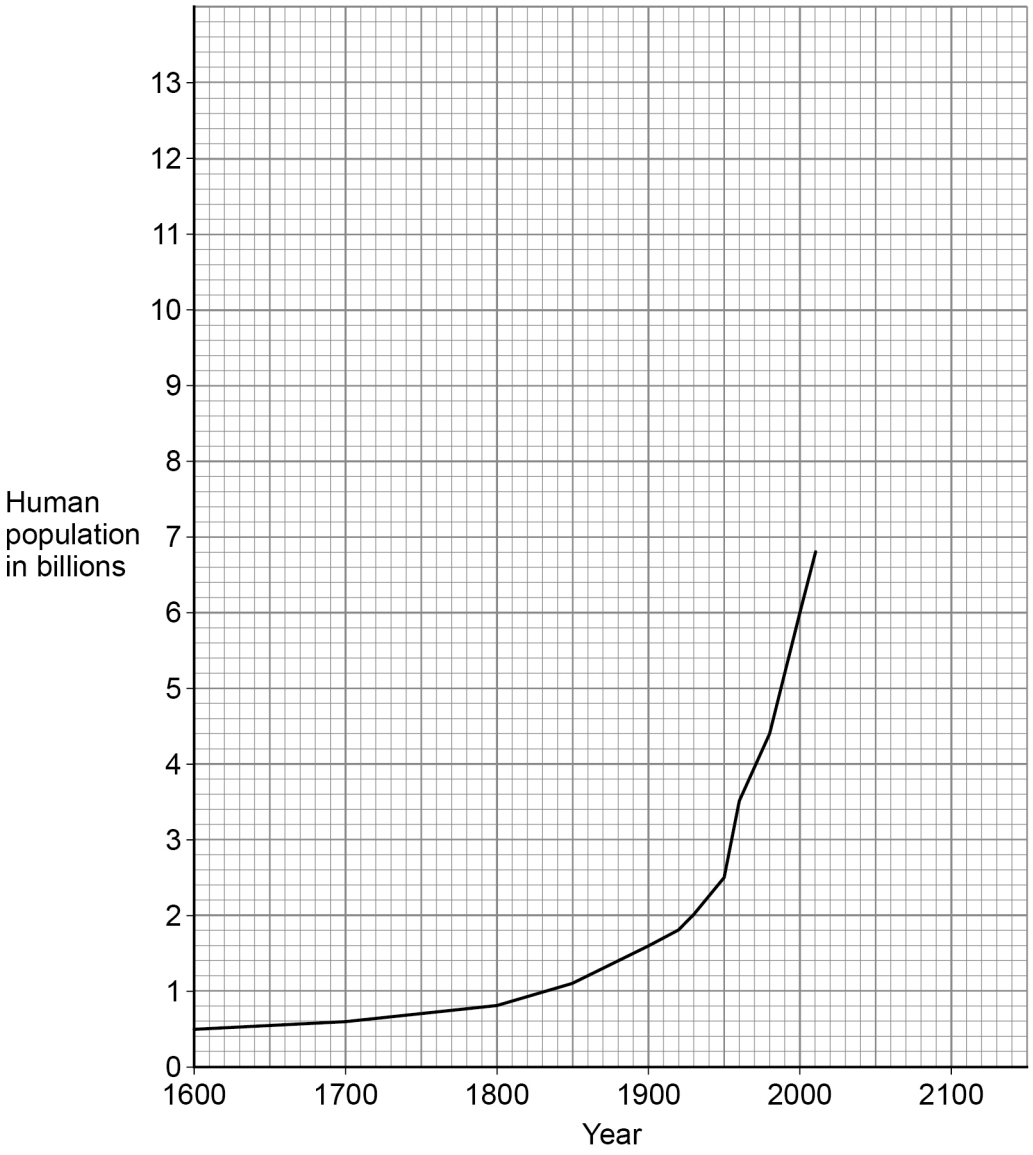
ANSWER IN THE SPACES PROVIDED

Do not write outside the box

0 2 **Figure 2** shows the human population from 1600 to 2010.

Figure 2



In 1900 the human population was 1.6 billion.

0 2 . 1 Calculate how many times greater the human population was in the year 2000 compared with the year 1900.

[2 marks]

Number of times greater = _____

Do not write outside the box

0 2 . 2 In 1950 the human population was 2.5 billion.

Calculate the mean annual increase in the human population between 1900 and 1950.

[2 marks]

Mean annual increase = _____ billion per year

0 2 . 3 Predict the human population in 2050 if the current rate of population increase continues.

You should draw an extrapolation line on **Figure 2**.

[2 marks]

Predicted human population = _____

0 2 . 4 The increasing human population has caused a decline in fish stocks.

Describe how fishing quotas can help to return fish stocks to a sustainable level.

[2 marks]

Question 2 continues on the next page

Do not write outside the box

0 2 . 5 Farming techniques have changed in recent years.

Describe:

- why more land is being used for farming
- how increased farming has decreased biodiversity.

[6 marks]

Do not write outside the box

0 2 . 6 Genetic modification of crop plants can help meet the demands of the increasing human population.

Golden rice is a genetically modified (GM) crop.

What is the advantage of golden rice compared with non-GM rice?

[1 mark]

Tick (✓) **one** box.

Golden rice contains protein-rich mycoprotein ☐

Golden rice has improved nutritional value ☐

Golden rice produces human insulin ☐

0 2 . 7 Suggest **one** reason why some people are concerned about the use of golden rice.

[1 mark]

_____

_____

16

Turn over for the next question

Do not write outside the box

0 3 This question is about plant hormones.

0 3 . 1 Farmers can spray seeds with gibberellins to start germination.

What are **two** other uses of gibberellins?

[2 marks]

Tick (✓) **two** boxes.

To help in tissue culture ☐

To help roots form ☐

To increase fruit size ☐

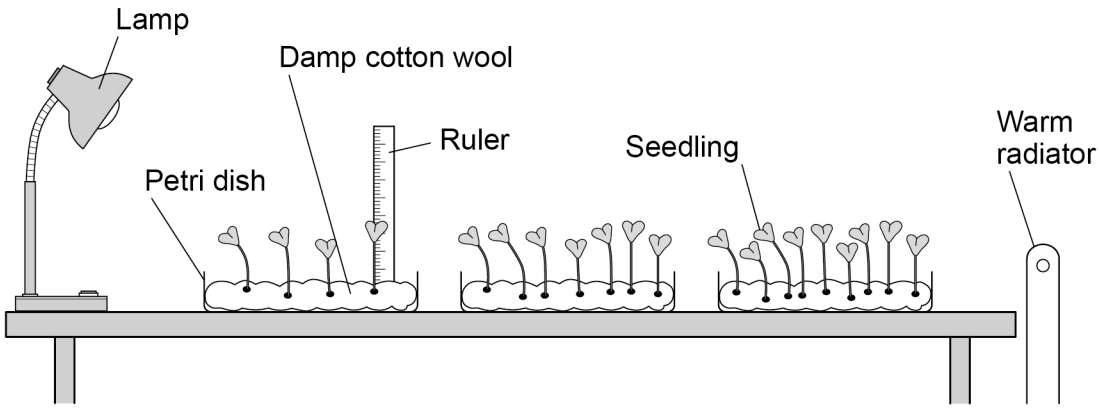
To kill weeds ☐

To promote flower production ☐

Students investigated the effect of light intensity on the height of seedlings.

Figure 3 shows the equipment.

Figure 3



0 3 . 2 Describe **two** improvements the students should make to their investigation.

[2 marks]

1 _____

_____

2 _____

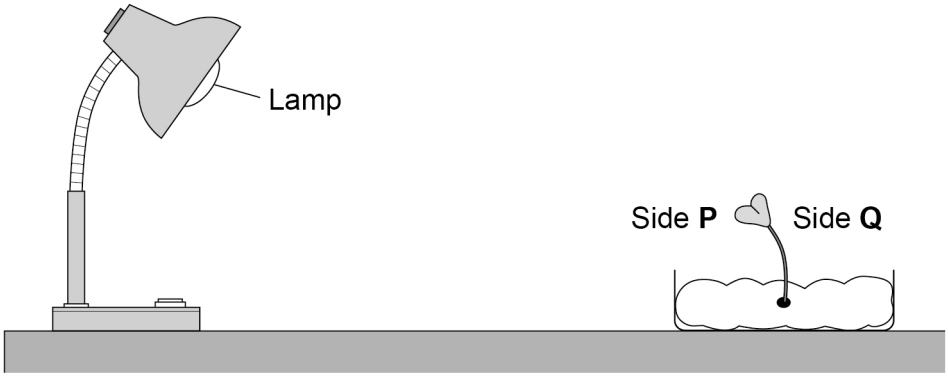
_____

Question 3 continues on the next page

Do not write outside the box

Figure 4 shows a seedling growing towards a lamp.

Figure 4



0 3 . 3 Suggest how the students measured the length of the curved seedling in **Figure 4**.

[1 mark]

Do not write outside the box

0 3 . 4 Explain what happened to the growth of the seedling on side **Q** compared with the growth on side **P**.

[3 marks]

0 3 . 5 Bananas are often stored separately from other fruits because bananas release a plant hormone.

Why does storing bananas with other fruits cause the other fruits to ripen faster?

[1 mark]

9

Turn over for the next question

Do not write outside the box

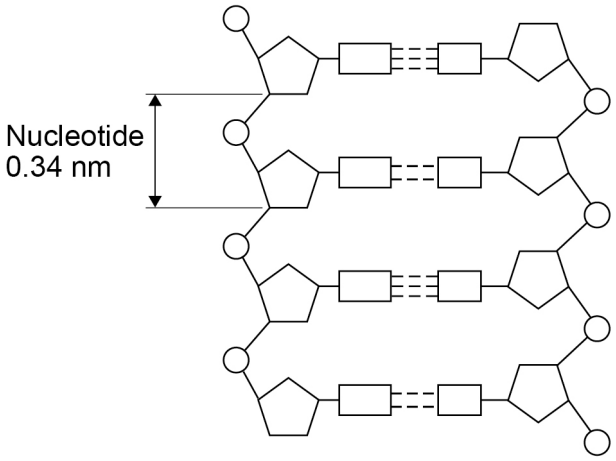
0 4 DNA is a polymer of nucleotides.

0 4 . 1 Why is DNA described as a polymer?

[1 mark]

Figure 5 shows part of a DNA molecule.

Figure 5



0 4 . 2 Describe the structure of a nucleotide.

[4 marks]

Do not write outside the box

0 4 . 3 The length of a DNA double helix increases by 0.34 nm for every pair of nucleotides.

The total number of nucleotides in a human body cell is 1.2×10^{10}.

Calculate the total length of double helix in a human body cell.

Give your answer in metres. Use information from **Figure 5**.

[5 marks]

Total length = _____ m

0 4 . 4 Some parts of DNA do **not** code for proteins.

Describe how non-coding parts of DNA can affect the expression of genes.

[1 mark]

11

Turn over for the next question

Do not write outside the box

There are no questions printed on this page

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ANSWER IN THE SPACES PROVIDED

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0 5 There are two types of cell division: mitosis and meiosis.

0 5 . 1 Describe **three** differences between the processes of mitosis and meiosis.

[3 marks]

1 _____

_____

_____

2 _____

_____

_____

3 _____

_____

_____

0 5 . 2 Describe **one** similarity between the processes of mitosis and meiosis.

[1 mark]

_____

_____

Question 5 continues on the next page

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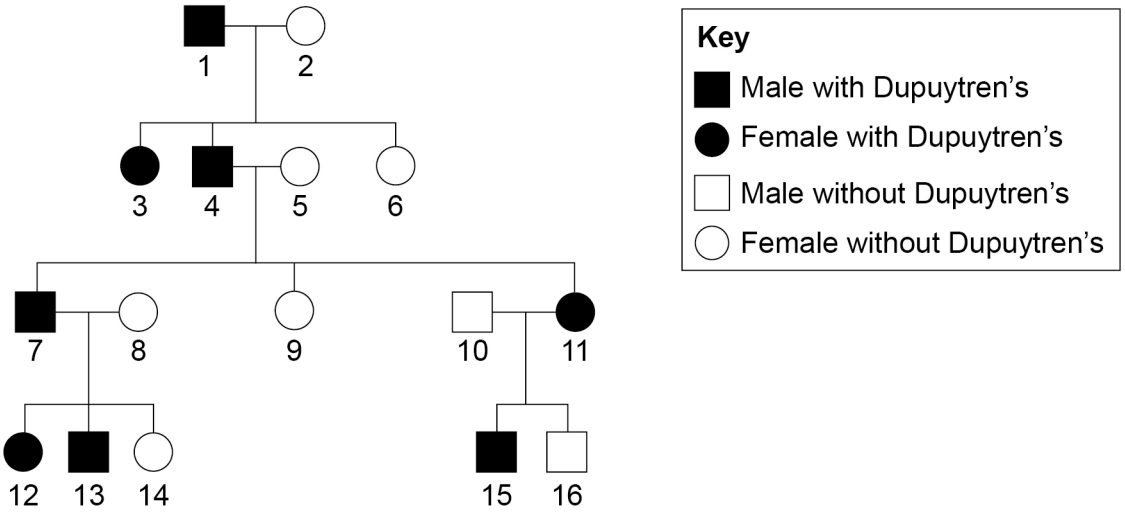
Dupuytren's is a disorder that affects the hands.

Figure 6 shows the inheritance of Dupuytren's in one family.

Figure 6



Dupuytren's is caused by a dominant allele in this family.

D = dominant allele

d = recessive allele

0 5 . 3 Give the genotype of person **1**.

Explain your answer.

[2 marks]

Genotype _____

Do not write outside the box

0 5 . 4 Person **7** and person **8** in **Figure 6** are expecting a fourth child.

What is the probability of the child having Dupuytren's?

You should:

- draw a Punnett square diagram
- identify which offspring have Dupuytren's

[5 marks]

Probability = _____

0 5 . 5 Explain how **Figure 6** shows the allele for Dupuytren's is **not** on the Y chromosome.

[2 marks]

_____

_____

_____

_____

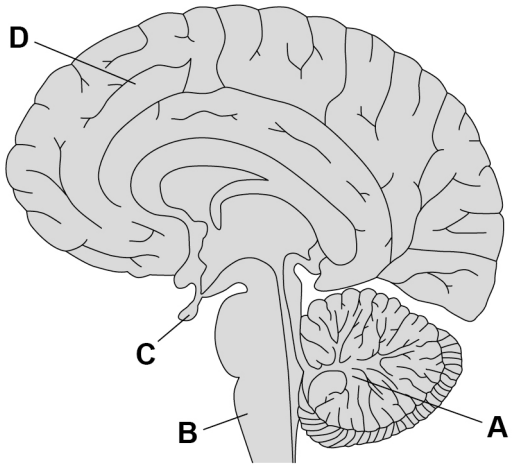
13

Turn over for the next question

Do not write outside the box

0 6 **Figure 7** shows the brain.

Figure 7



0 6 . 1 Which part of the brain becomes more active if a person balances on one leg instead of standing on two legs?

[1 mark]

Tick (✓) **one** box.

A ☐ **B** ☐ **C** ☐ **D** ☐

0 6 . 2 Name the part of the brain that is responsible for making a decision.

[1 mark]

_____

Do not write outside the box

0 6 . 3 In most MRI scanners the person being scanned needs to stay completely still.

A functional MRI (fMRI) scanner allows a person to move while the scanner makes images of the person's brain activity.

Suggest how the fMRI scanner could help to find out more about the brain damage a person has.

[3 marks]

0 6 . 4 Describe how the brain receives information about light entering the eye.

You should include the names of structures in your answer.

[3 marks]

Question 6 continues on the next page

Do not write outside the box

0 6 . 5 The eyes of some birds contain cells that detect ultraviolet (UV) light.

UV light is reflected by some fruits and the urine of small mammals.

Explain how birds that detect UV light have evolved from birds that could not detect UV light.

[6 marks]

14

Do not write outside the box

Turn over for the next question

DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED

Do not write outside the box

0 7 A new dog food has been developed that does **not** contain meat from cows, sheep or chickens.

The new dog food contains insects.

The insects in the dog food factory are fed on waste vegetables.

0 7 . 1 Sketch the pyramid of biomass for the food chain that produces food for dogs from insects.

Label the pyramid.

[2 marks]

0 7 . 2 Describe **two** reasons why the biomass of the insects eaten by dogs does **not** all become biomass of the dogs.

[2 marks]

1 _____

_____

2 _____

_____

Do not write outside the box

0 7 . 3 Explain how making dog food from insects could improve **human** food security in the future.

[4 marks]

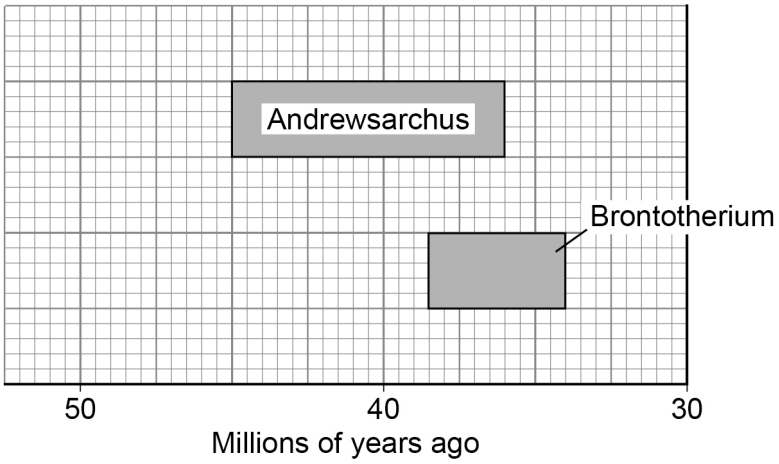
8

Turn over for the next question

Do not write outside the box

0 8 **Figure 8** shows when two mammals existed in Asia.

Figure 8



0 8 . 1 Determine the number of years both Andrewsarchus and Brontotherium existed together.

[2 marks]

Time = _____ years

Do not write outside the box

0 8 . 2 The oldest fossils of human ancestors found in this area are 700 000 years old.

Andrewsarchus was a carnivore and Brontotherium was a herbivore.

Suggest how the extinction of Andrewsarchus could have resulted in the extinction of Brontotherium.

[3 marks]

0 8 . 3 Information about extinct animals is often **not** clear because the fossil record is incomplete.

Give **three** reasons why the fossil record is **not** clear for older species.

[3 marks]

1

2

3

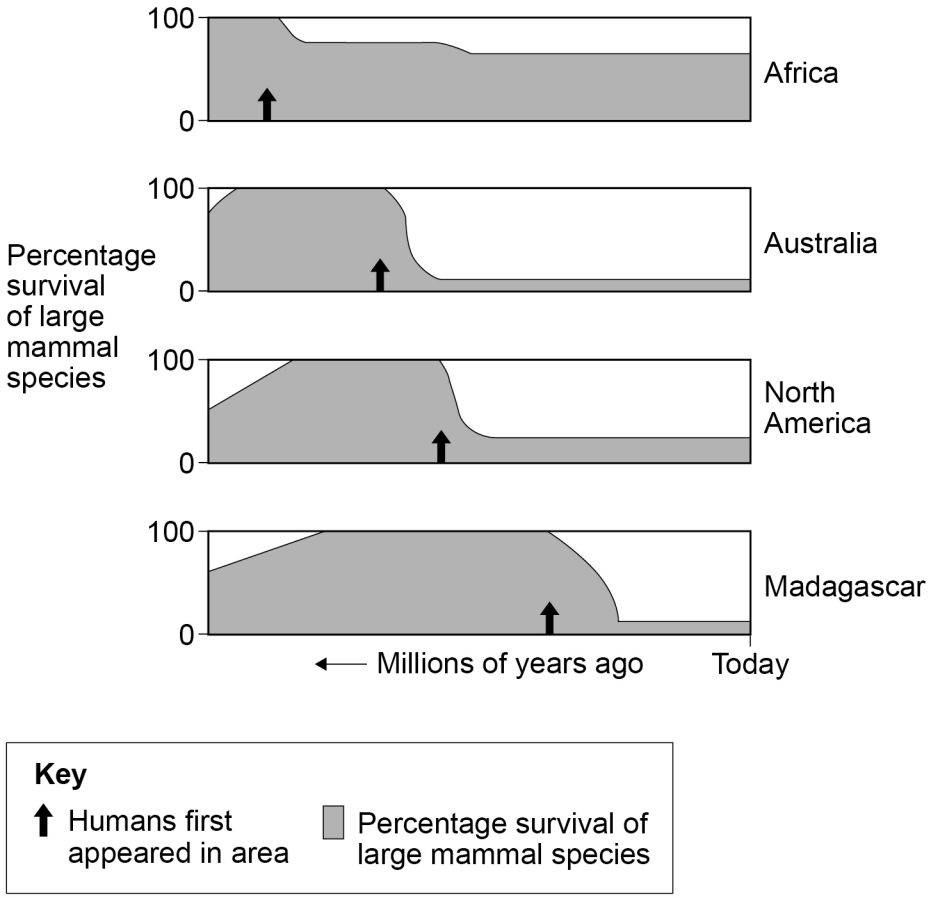
Question 8 continues on the next page

Do not write outside the box

Figure 9 shows the percentage (%) survival of large mammal species in four areas of the world.

The time at which humans first appeared in each of the four areas is also shown.

Figure 9



Do not write outside the box

A mass extinction is a rapid decrease in biodiversity on Earth.

0 8 . 4 A student stated:

'The data in **Figure 9** shows that humans caused mass extinctions.'

Evaluate the student's statement.

[6 marks]

Question 8 continues on the next page

Do not write outside the box

0 8 . 5 Give **one** disadvantage and **one** advantage of mass extinction events.

Answer in terms of evolution.

[2 marks]

Disadvantage _____

_____

Advantage _____

_____

16

END OF QUESTIONS

Do not write outside the box

Question number	**Additional page, if required.** **Write the question numbers in the left-hand margin.**

Do not write outside the box

Question number	**Additional page, if required.** **Write the question numbers in the left-hand margin.**

Do not write outside the box

Question number	**Additional page, if required.** **Write the question numbers in the left-hand margin.**

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There are no questions printed on this page

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ANSWER IN THE SPACES PROVIDED

GCSE
BIOLOGY
8461/1H

Paper 1 Higher Tier

Mark scheme

June 2022

Version: 1.0 Final Mark Scheme

226G8461 1H/MS

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

Information to Examiners

1. General

The mark scheme for each question shows:

- the marks available for each part of the question
- the total marks available for the question
- the typical answer or answers which are expected
- extra information to help the examiner make their judgement
- the Assessment Objectives and specification content that each question is intended to cover.

The extra information is aligned to the appropriate answer in the left-hand part of the mark scheme and should only be applied to that item in the mark scheme.

At the beginning of a part of a question a reminder may be given, for example: where consequential marking needs to be considered in a calculation; or the answer may be on the diagram or at a different place on the script.

In general the right-hand side of the mark scheme is there to provide those extra details which confuse the main part of the mark scheme yet may be helpful in ensuring that marking is straightforward and consistent (for example, a scientifically correct answer that could not reasonably be expected from a student's knowledge of the specification)..

2. Emboldening and underlining

2.1 In a list of acceptable answers where more than one mark is available 'any **two** from' is used, with the number of marks emboldened. Each of the following bullet points is a potential mark.

2.2 A bold **and** is used to indicate that both parts of the answer are required to award the mark.

2.3 Alternative answers acceptable for a mark are indicated by the use of **or**.
Alternative words in the mark scheme are shown by a solidus eg allow smooth / free movement.

2.4 Any wording that is underlined is essential for the marking point to be awarded.

3. Marking points

3.1 Marking of lists

This applies to questions requiring a set number of responses, but for which students have provided extra responses. The general principle to be followed in such a situation is that 'right + wrong = wrong'.

Each error / contradiction negates each correct response. So, if the number of errors / contradictions equals or exceeds the number of marks available for the question, no marks can be awarded.

However, responses considered to be neutral (indicated as * in example 1) are not penalised.

Example 1: What is the pH of an acidic solution?

[1 mark]

Student	Response	Marks awarded
1	green, 5	0
2	red*, 5	1
3	red*, 8	0

Example 2: Name **two** magnetic materials.

[2 marks]

Student	Response	Marks awarded
1	iron, steel, tin	1
2	cobalt, nickel, nail*	2

3.2 Use of symbols / formulae

If a student writes a chemical symbol / formula instead of a required chemical name, or uses symbols to denote quantities in a physics equation, full credit can be given if the symbol / formula is correct and if, in the context of the question, such action is appropriate.

3.3 Marking procedure for calculations

Marks should be awarded for each stage of the calculation completed correctly, as students are instructed to show their working. At any point in a calculation students may omit steps from their working. If a subsequent step is given correctly, the relevant marks may be awarded.

Full marks are **not** awarded for a correct final answer from incorrect working.

3.4 Interpretation of 'it'

Answers using the word 'it' should be given credit only if it is clear that the 'it' refers to the correct subject.

3.5 Errors carried forward

An error can be carried forward from one question part to the next and is shown by the abbreviation 'ecf'.

Within an individual question part, an incorrect value in one step of a calculation does not prevent all of the subsequent marks being awarded.

3.6 Phonetic spelling

Marks should be awarded if spelling is not correct but the intention is clear, **unless** there is a possible confusion with another technical term.

3.7 Brackets

(…..) are used to indicate information which is not essential for the mark to be awarded but is included to help the examiner identify the sense of the answer required.

3.8 Allow

In the mark scheme additional information, 'allow' is used to indicate creditworthy alternative answers.

3.9 Ignore

Ignore is used when the information given is irrelevant to the question or not enough to gain the marking point. Any further correct amplification could gain the marking point.

3.10 Do <u>not</u> accept

Do **not** accept means that this is a wrong answer which, even if the correct answer is given as well, will still mean that the mark is not awarded.

3.11 Numbered answer lines

Numbered lines on the question paper are intended to support the student to give the correct number of responses. The answer should still be marked as a whole.

4. Level of response marking instructions

Extended response questions are marked on level of response mark schemes.

- Level of response mark schemes are broken down into levels, each of which has a descriptor.
- The descriptor for the level shows the average performance for the level.
- There are two marks in each level.

Before you apply the mark scheme to a student's answer, read through the answer and, if necessary, annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1: Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level.

The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer. Do **not** look to penalise small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level.

Use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 2 with a small amount of level 3 material it would be placed in level 2 but be awarded a mark near the top of the level because of the level 3 content.

Step 2: Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the indicative content to reach the highest level of the mark scheme.

You should ignore any irrelevant points made. However, full marks can be awarded only if there are no incorrect statements that contradict a correct response.

An answer which contains nothing of relevance to the question must be awarded no marks.

Question 1

Question	Answers	Extra information	Mark	AO / Spec. Ref.
01.1		must be in this order		AO1 4.1.1.1
	nucleus	allow chromosomes allow plasmid	1	4.1.1.2
	(site of aerobic) respiration	allow makes ATP **or** releases energy do **not** accept produces / makes / creates energy do **not** accept anaerobic respiration	1	
	(cell) membrane		1	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
01.2	photosynthesis	allow produce glucose / sugar allow to absorb (sun) light ignore contains chlorophyll	1	AO1 4.1.1.2 4.4.1.1

Question	Answers	Extra information	Mark	AO / Spec. Ref.
01.3	root (hair)	allow xylem / phloem / epidermis / meristem	1	AO1 4.1.1.3 4.2.3.1 4.2.3.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
01.4	concentration of salt solution		1	AO1 4.1.3.2 RPA3

Question	Answers	Extra information	Mark	AO / Spec. Ref.
01.5	to make sure **only** the potato mass was measured **or** if water / solution / liquid was left on (the potato), the mass would be higher / affected	allow (to) remove **excess** water / solution / liquid do **not** accept if water / solution / liquid was left on (potato) the mass would be lower ignore to remove water / solution / liquid on the outside / surface (of potato)	1	AO2 4.1.3.2 RPA3

Question	Answers	Extra information	Mark	AO / Spec. Ref.
01.6	$\frac{0.2}{2.5} \times 100$	allow $\frac{2.7 - 2.5}{2.5} \times 100$	1	AO2 4.1.3.2 RPA3
	8(%)	if no other mark awarded allow **1** mark for $\frac{2.5 - 2.7}{2.5} \times 100 = -8\ (\%)$	1	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
01.7 Mark with 01.8		max **3** marks for bar chart		AO2 4.1.3.2 RPA3
	correct scale **and** axis labelled (concentration (of salt solution) in mol/dm^3)	scale must take up at least 50% of grid	1	
	all points plotted correctly	allow a tolerance of ± ½ small square allow 3 or 4 correct plots for **1** mark	2	
	curved line of best fit	ignore line extended beyond 0.4 mol/dm^3 ignore line joined point to point with straight lines	1	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
01.8 Mark with 01.7	correct answer from their line drawn on **Figure 1**	allow a tolerance of ± ½ small square ignore line joined point to point with straight lines if a line of best fit is drawn if no line of best fit is drawn, allow an answer in the range 0.31 – 0.33 (mol/dm^3)	1	AO2 4.1.3.2 RPA3

Question	Answers	Extra information	Mark	AO / Spec. Ref.
01.9	<u>water</u> moves out of cells / potato	allow 'pieces' for potato throughout	1	AO2 4.1.3.2 RPA3
	by osmosis	allow by diffusion through a partially / selectively / semi permeable membrane	1	
	(because) the solution in the cells / potato is less concentrated than outside **or** (because) the solution in the cells / potato is more dilute than outside	allow (because) the solution outside the cells / potato is more concentrated than inside allow (because) the solution outside the cells / potato is less dilute than inside allow correct references to <u>water concentration</u> / <u>potential</u> ignore reference to amount of water or salt do **not** accept water moves from an area of high (solute) concentration to an area of low (solute) concentration	1	

Total Question 1		**17**

Question 2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
02.1	(cell) wall **or** (large / permanent) vacuole	ignore cellulose	1	AO3 4.1.1.1 4.1.1.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
02.2	rose black spot		1	AO1 4.3.1.4

Question	Answers	Extra information	Mark	AO / Spec. Ref.
02.3	$\frac{24 \times 60}{90}$ **or** $\frac{24}{1.5}$ 16	allow $\frac{1440}{90}$ do **not** accept if a unit is given	1 1	AO2 4.1.1.6 4.1.1.1

Question	Answers	Extra information	Mark	AO / Spec. Ref.
02.4	stomach		1	AO1 4.2.2.1

Question	Answers	Extra information	Mark	AO / Spec. Ref.
02.5	biuret reagent		1	AO1 4.2.2.1 RPA4

Question	Answers	Mark	AO / Spec. Ref.
02.6	**Level 3:** A judgement, strongly linked and logically supported by a sufficient range of correct reasons, is given.	5-6	AO3
	Level 2: Some logically linked reasons are given. There may also be a simple judgement.	3-4	AO2
	Level 1: Relevant points are made. They are not logically linked.	1-2	AO1
	No relevant content.	0	4.2.2.1 4.2.2.4 4.2.2.5 4.2.2.6

	Indicative content
	
	• meat-free burgers contain more fibre
	  • aids digestion **or** prevents constipation
	
	• meat burgers contain more protein
	  • for growth
	
	• meat burgers contain more fat
	  • can cause CHD **or** heart attack **or** narrowing of arteries
	  • may lead to needing a stent
	  • may lead to obesity
	  • obesity is a risk factor for (type 2) diabetes
	
	• meat burgers contain more cholesterol
	  • can cause narrowing of arteries **or** CHD **or** heart attack
	  • may lead to needing a stent
	  • may need to take statins
	
	• both burgers have similar amounts of carbohydrate
	  • good for providing energy
	
	• no information on vitamins / minerals provided for either burger
	
	• meat burgers require animals to be farmed
	  • increase in methane in atmosphere
	  • (methane) contributes to global warming
	
	• meat burgers require animals to be slaughtered
	  • ethical issues
	
	• some people won't eat meat-free burgers
	  • (because) some people don't like the idea of eating fungus
	  • (because) some people prefer the taste of meat
	
	For **Level 2**, comparisons and linked reasons using own knowledge are required.		

Total Question 2		**12**

Question 3

<table>
<tr><th>Question</th><th>Answers</th><th>Extra information</th><th>Mark</th><th>AO / Spec. Ref.</th></tr>
<tr><td>03.1</td><td>
<table>
<tr><th>Hazard</th><th>Risk</th><th>Plan to minimise risk</th></tr>
<tr><td>Iodine solution is an irritant</td><td>May cause allergic reaction or skin rash</td><td>wash skin immediately (after contact)
or
wear gloves
or
clean up spills

allow method to prevent spills e.g. use a dropper bottle

ignore do not spill</td></tr>
<tr><td>Sharp knife</td><td>may cut you / someone / skin</td><td>cut away from the body
or
cut on a chopping board
or
keep fingers away from blade (when cutting)

allow description of how to carry knife safely

ignore use a blunt knife</td></tr>
</table>
1 mark for each correct row
</td><td>1

1</td><td>AO3
4.1.1.5
RPA1</td></tr>
</table>

Question	Answers	Extra information	Mark	AO / Spec. Ref.
03.2	**thin layer** (to) help see individual cells	allow so light can penetrate	1	AO2 4.1.1.5 RPA1
	iodine solution (to) stain / see the parts of the cell	allow visible named sub-cellular structures e.g. nucleus, cytoplasm, cell wall, starch grains ignore chloroplast ignore (to) stain the cell	1	
	at an angle (to) prevent / reduce air bubbles		1	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
03.3	*recall of equation* magnification = $\frac{\text{size of image}}{\text{size of real object}}$	allow magnification = $\frac{\text{length of image}}{\text{length of real object}}$ ignore use of equation triangle	1	AO1
	rearrangement of equation size of real object = $\frac{\text{size of image}}{\text{magnification}}$	allow length of real object = $\frac{\text{length of image}}{\text{magnification}}$ allow recall and rearrangement of equation implied at any stage	1	AO2
	substitution $\frac{4.8}{400}$	allow substitution of incorrectly converted value	1	AO2
	0.012 (cm)	allow answer using incorrectly converted value	1	AO2
	conversion 120 (μm)	allow conversion to μm at any stage	1	AO2 4.1.1.5 RPA1

Question	Answers	Extra information	Mark	AO / Spec. Ref.
03.4	any **two** from: • include magnification / scale • use continuous lines **or** ensure no gaps in lines • do not draw overlapping cells • draw (wider) cell walls • do not shade • draw all the cells present • draw correct cell shapes • do not have gaps between cells • draw nuclei in correct location • label cell part(s)	ignore make it neater allow do not colour allow label named cell part(s)	2	AO3 4.1.1.2 RPA1

Question	Answers	Extra information	Mark	AO / Spec. Ref.
03.5	(would) look more magnified / bigger	ignore reference to zoom	1	AO1 4.1.1.5
	(cell would) have more detail **or** (would) be at a higher resolution **or** (could) see more sub-cellular structures **or** sub-cellular structures seen in detail	allow correct examples of sub-cellular structures such as ribosomes, mitochondria, cell membrane ignore chloroplast allow (could) be in 3D allow would be in black and white	1	

Total Question 3		**14**

Question 4

<table>
<tr><th>Question</th><th>Answers</th><th>Extra information</th><th>Mark</th><th>AO / Spec. Ref.</th></tr>
<tr><td>04.1</td><td>
<table>
<tr><td>Thick, waxy layer on leaf surface</td><td></td><td>✓</td></tr>
<tr><td>Berries that are poisonous</td><td>✓</td><td></td></tr>
<tr><td>Bark on trees that falls off</td><td></td><td>✓</td></tr>
</table>
all three rows correct = 2 marks
two rows correct = 1 mark
one row correct = 0 marks
</td><td></td><td>2</td><td>AO1
4.3.3.2</td></tr>
</table>

Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.2	(it looks like the hornet so) predators / animals are tricked / deceived (by the colouring) **and** so avoid eating it	allow (it looks like the hornet so) predators / animals are warned off **and** so avoid eating it allow correctly named predators eg birds	1	AO2 4.3.3.2

Question	Answers	Mark	AO / Spec. Ref.
04.3	**Level 3:** Relevant points (reasons / causes) are identified, given in detail and logically linked to form a clear account.	5–6	AO2 4.2.3.1 4.2.3.2 4.4.1.1 4.4.1.3 4.3.3.1
	Level 2: Relevant points (reasons / causes) are identified, and there are attempts at logical linking. The resulting account is not fully clear.	3–4	
	Level 1: Points are identified and stated simply, but their relevance is not clear and there is no attempt at logical linking.	1–2	
	No relevant content	0	

	Indicative content
	
	• less absorption of water
	  ○ less water so lower rate of photosynthesis
	  ○ so less glucose produced
	  ○ for respiration / energy release
	  ○ so less cellulose produced so fewer cells walls / cells made
	  ○ so fewer amino acids produced to make new proteins
	  ○ cells lose turgidity
	
	• less absorption of (named) ions / minerals
	  ○ fewer nitrates so fewer proteins made for growth
	  ○ fewer magnesium ions so less chlorophyll produced
	  ○ so lower rate of photosynthesis
	
	• damage to phloem
	  ○ less transport of sugars to root cells
	  ○ for respiration / energy release
	
	• damage to xylem
	  ○ less water transported (to cells)
	  ○ fewer nitrates reach cells
	  ○ so fewer proteins made for growth
	  ○ fewer magnesium ions reach cells
	  ○ so less chlorophyll produced
	  ○ less magnesium / chlorophyll so lower rate of photosynthesis
	
	• less anchorage		

Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.4	genetic material / DNA / chromosomes is doubled / replicated / copied / duplicated		1	AO1 4.1.2.2
	the (replicated) chromosomes are pulled / moved apart	the (replicated) chromosomes are separated	1	
	cytoplasm divides into two (cells) **or** cell membrane divides to form two cells	allow two new nuclei form allow the nucleus divides (into two)	1	
	the set of chromosomes in each new cell are identical (to one another)	allow each new cell has the same set of DNA / alleles / genes (as the other)	1	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.5	differentiation	ignore specialisation	1	AO1 4.1.2.3 4.1.1.4

Total Question 4		**14**

Question 5

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.1	guard (cells)		1	AO1 4.2.3.2 4.2.3.1

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.2	any **two** from: • transpiration (stream) involves xylem **and** translocation involves phloem • transpiration (stream) transports water (and minerals / ions) **and** translocation transports (dissolved) sugars • transpiration (stream) moves substances upwards **and** translocation moves substances upwards and downwards	allow transpiration (stream) involves dead cells **and** translocation involves living cells allow transpiration (stream) transports water (and minerals / ions) **and** translocation transports (dissolved) sucrose ignore glucose / ions / minerals in translocation allow transpiration (stream) moves substances unidirectionally **and** translocation moves substances bidirectionally allow transpiration (stream) does not require energy (to move substances) **and** translocation does (require energy to move substances)	2	AO1 4.2.3.1 4.2.3.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.3	warm with low humidity		1	AO1 4.2.3.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.4		ignore values for time and width		
	stomata (almost) closed at (mid)night because there is no / less light for photosynthesis	ignore dark for no / less light	1	AO3 4.2.3.2 4.4.1.1 4.4.1.2
	(closing stomata) reduces / prevents water loss		1	
	stomata open wide(st) at midday as maximum light intensity for photosynthesis	allow stomata open wider as light intensity increases throughout the morning for photosynthesis	1	
	(stomata open wide) to take in most / more carbon dioxide for photosynthesis	ignore (stomata open) to take in carbon dioxide unqualified	1	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.5		allow descriptions of the area of open stomata for width		AO3 4.2.3.2 4.4.1.1 4.4.1.2
	stomata are open wider **and** for more time		1	
	(so allows plant) to take in more carbon dioxide for photosynthesis	allow (so allows) plant to take in as much carbon dioxide as in normal conditions for photosynthesis	1	

Total Question 5		**10**

Question 6

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.1	$\frac{9.96 \times 10^{-3}}{1.35 \times 10^{-4}}$ 73.77… 74 (:1)	if no answer in answer space allow answer in **Table 6** allow $\frac{0.00996}{0.000135}$ allow a correctly derived whole number from an incorrect calculation do **not** accept if unit is given	1 1 1	AO2 4.1.3.1

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.2	as size increases, (surface area to volume) ratio decreases	allow they are inversely proportional **or** they are negatively correlated allow as one increases, the other decreases allow as size decreases, (surface area to volume) ratio increases	1	AO2 4.1.3.1

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.3	**D** has a smaller surface area to volume ratio (than **B**) (so) diffusion distance is too large (to meet demands of cells / organism)	allow converse for **B** throughout allow (so) diffusion takes too long (to meet demands of cells / organism)	1 1	AO3 AO2 4.1.3.1

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.4		allow converse for **E** throughout		AO3
	D has a larger surface area to volume ratio **and** so will lose heat more quickly (per unit volume than **E**)	allow **D** has a larger surface area to volume ratio **and** so temperature of **D** will drop more quickly ignore **E** loses more heat (overall)	1	AO2
	(**D**) requires greater rate of respiration		1	AO2
	(as) respiration is a (large) part of metabolism		1	AO2
	(so) need to generate more <u>heat</u> (to keep itself warm)	allow (so) needs to release more <u>heat</u> (to keep itself warm) do **not** accept energy produced / made / created	1	4.1.3.1 4.4.2.1 4.4.2.3

Question	Answers	Mark	AO / Spec. Ref.
06.5	**Level 2:** Scientifically relevant facts, events or processes are identified and given in detail to form an accurate account.	3−4	AO1 4.1.3.1 4.1.3.3 4.2.2.2
	Level 1: Facts, events or processes are identified and simply stated but their relevance is not clear.	1−2	
	No relevant content	0	
	Indicative content • **both** have a large surface area o to maximise diffusion • **both** have thin walls **or** have walls that are one cell thick o to reduce diffusion distance / time • **both** are in close proximity to blood supply o to reduce diffusion distance / time • **both** have a good blood supply **or** both have a capillary network o to maintain concentration gradient • villi have microvilli o to (further) increase surface area • cells of villi contain many mitochondria o for active transport For **Level 2** reference to functions of structural details of **both** alveoli and villi is required.		

Total Question 6		**14**

Question 7

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.1	any **one** from: • sexual contact / intercourse • exchange of body fluids	allow intercourse unqualified ignore kissing allow example of exchange such as (drug) users sharing needles **or** blood transfusion **or** passage from mother to foetus in uterus	1	AO1 4.3.1.1 4.3.1.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.2	(number of cases) in women decreases then increases, then decreases (number of cases) in men increases then decreases	ignore use of figures allow **total** numbers (of men and women together) increase then decrease ignore reference to differences between men and women if no other marks awarded allow overall trend decreases in **both** for **1** mark	1 1	AO3 4.3.1.1 4.3.1.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.3	any **one** from: • better education (into prevention of spread of HIV) • condoms more widely available **or** condoms easier to source **or** condoms cheaper • new / better drugs (to prevent HIV infection / spread) • better / more testing / identification (of people with HIV)	allow increased awareness about HIV ignore contraception / protection unqualified allow PrEP / anti-retrovirals stop the virus being passed on ignore new treatments do **not** accept antibiotics allow less promiscuity ignore vaccination	1	AO3 4.3.1.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.4	$\frac{242}{1288}$		1	AO2 4.3.1.2
	0.1878…	allow a rounded answer	1	
	0.188 (:1)	allow a correctly rounded answer from student's incorrect division using numbers from **Table 8** do **not** accept if a unit is given	1	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.5	any **one** from: • calculate as a percentage • give the numbers per 100 000 people	ignore calculate as a proportion allow any standard number eg 10 000 / 1000	1	AO3 4.3.1.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.6		ignore reference to WBC unqualified		AO1 4.3.1.7
	inactive HIV / virus is injected (into bloodstream / muscle / body)	allow dead HIV / virus is injected (into bloodstream / muscle / body) allow (named) part of HIV / virus is injected (into bloodstream / muscle / body)	1	4.3.1.6 4.3.1.2
	white bloods cells produce antibodies (against inactive virus)	allow lymphocytes produce antibodies (against inactive virus) do **not** accept phagocytes produce antibodies (against inactive virus)	1	
	(if infected with HIV) correct / specific antibodies are produced quickly		1	
	antibodies destroy the (active) virus / HIV	allow antibodies 'kill' the (active) virus / HIV	1	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.7	HIV / antigen / protein injected into mouse	allow other correct small mammals eg rat	1	AO1 4.3.2.1
	extract / collect (mouse) lymphocytes that make a specific antibody to HIV / antigen / protein	allow extract specific lymphocytes from someone with HIV for **2** marks	1	
	lymphocytes are combined with a tumour cell to create a <u>hybridoma</u>	allow lymphocytes are combined with a myeloma / cancer cell to create a <u>hybridoma</u>	1	
	(hybridoma) <u>cloned</u> to create many cells that produce the antibody		1	
		alternative route HIV / antigen / protein injected into mouse (1) lymphocytes from mouse are combined with a tumour cell to create a <u>hybridoma</u> (1) the hybridoma that makes the specific / correct antibody is isolated (1) (hybridoma) <u>cloned</u> to create many cells that produce the antibody (1)		

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.8		allow 'the virus' for HIV throughout		AO3 4.3.2.1 4.3.2.2
	monoclonal antibody is complementary / specific to HIV antigen	allow correct description of complementarity	1	
	monoclonal antibodies attach to (all the) HIV antigens		1	
	(so) HIV cannot bind to (human) cell **or** (so) HIV genetic material cannot enter (human) cell	allow white blood cells **or** phagocytes identify (monoclonal) antibodies and engulf / destroy (antibody bound) HIV **alternative route** monoclonal antibody is complementary / specific to HIV antigen (1) monoclonal antibody with (anti-retroviral) drug attached attaches to the HIV antigens (1) drug destroys the virus **or** drug destroys genetic material (1)	1	

Total Question 7		**19**

GCSE
BIOLOGY
8461/2H

Paper 2 Higher Tier

Mark scheme

June 2022

Version: 1.0 Final Mark Scheme

226G84612H/MS

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

Information to Examiners

1. General

The mark scheme for each question shows:

- the marks available for each part of the question
- the total marks available for the question
- the typical answer or answers which are expected
- extra information to help the examiner make their judgement
- the Assessment Objectives and specification content that each question is intended to cover.

The extra information is aligned to the appropriate answer in the left-hand part of the mark scheme and should only be applied to that item in the mark scheme.

At the beginning of a part of a question a reminder may be given, for example: where consequential marking needs to be considered in a calculation; or the answer may be on the diagram or at a different place on the script.

In general the right-hand side of the mark scheme is there to provide those extra details which confuse the main part of the mark scheme yet may be helpful in ensuring that marking is straightforward and consistent (for example, a scientifically correct answer that could not reasonably be expected from a student's knowledge of the specification).

2. Emboldening and underlining

2.1 In a list of acceptable answers where more than one mark is available 'any **two** from' is used, with the number of marks emboldened. Each of the following bullet points is a potential mark.

2.2 A bold **and** is used to indicate that both parts of the answer are required to award the mark.

2.3 Alternative answers acceptable for a mark are indicated by the use of **or**.
Alternative words in the mark scheme are shown by a solidus eg allow smooth / free movement.

2.4 Any wording that is underlined is essential for the marking point to be awarded.

3. Marking points

3.1 Marking of lists

This applies to questions requiring a set number of responses, but for which students have provided extra responses. The general principle to be followed in such a situation is that 'right + wrong = wrong'.

Each error / contradiction negates each correct response. So, if the number of errors / contradictions equals or exceeds the number of marks available for the question, no marks can be awarded.

However, responses considered to be neutral (indicated as * in example 1) are not penalised.

Example 1: What is the pH of an acidic solution?

[1 mark]

Student	Response	Marks awarded
1	green, 5	0
2	red*, 5	1
3	red*, 8	0

Example 2: Name **two** magnetic materials.

[2 marks]

Student	Response	Marks awarded
1	iron, steel, tin	1
2	cobalt, nickel, nail*	2

3.2 Use of symbols / formulae

If a student writes a chemical symbol / formula instead of a required chemical name, or uses symbols to denote quantities in a physics equation, full credit can be given if the symbol / formula is correct and if, in the context of the question, such action is appropriate.

3.3 Marking procedure for calculations

Marks should be awarded for each stage of the calculation completed correctly, as students are instructed to show their working. At any point in a calculation students may omit steps from their working. If a subsequent step is given correctly, the relevant marks may be awarded.

Full marks are **not** awarded for a correct final answer from incorrect working.

3.4 Interpretation of 'it'

Answers using the word 'it' should be given credit only if it is clear that the 'it' refers to the correct subject.

3.5 Errors carried forward

An error can be carried forward from one question part to the next and is shown by the abbreviation 'ecf'.

Within an individual question part, an incorrect value in one step of a calculation does not prevent all of the subsequent marks being awarded.

3.6 Phonetic spelling

Marks should be awarded if spelling is not correct but the intention is clear, **unless** there is a possible confusion with another technical term.

3.7 Brackets

(…..) are used to indicate information which is not essential for the mark to be awarded but is included to help the examiner identify the sense of the answer required.

3.8 Allow

In the mark scheme additional information, 'allow' is used to indicate creditworthy alternative answers.

3.9 Ignore

Ignore is used when the information given is irrelevant to the question or not enough to gain the marking point. Any further correct amplification could gain the marking point.

3.10 Do <u>not</u> accept

Do **not** accept means that this is a wrong answer which, even if the correct answer is given as well, will still mean that the mark is not awarded.

3.11 Numbered answer lines

Numbered lines on the question paper are intended to support the student to give the correct number of responses. The answer should still be marked as a whole.

4. Level of response marking instructions

Extended response questions are marked on level of response mark schemes.

- Level of response mark schemes are broken down into levels, each of which has a descriptor.
- The descriptor for the level shows the average performance for the level.
- There are two marks in each level.

Before you apply the mark scheme to a student's answer, read through the answer and, if necessary, annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1: Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level.

The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer. Do **not** look to penalise small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level.

Use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 2 with a small amount of level 3 material it would be placed in level 2 but be awarded a mark near the top of the level because of the level 3 content.

Step 2: Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the indicative content to reach the highest level of the mark scheme.

You should ignore any irrelevant points made. However, full marks can be awarded only if there are no incorrect statements that contradict a correct response.

An answer which contains nothing of relevance to the question must be awarded no marks.

Question 1

Question	Answers	Extra information	Mark	AO / Spec. Ref.
01.1	<table><tr><th></th><th>Sexual reproduction</th><th>Asexual reproduction</th></tr><tr><td>Cell division occurs</td><td>✓</td><td>✓</td></tr><tr><td>Fertilisation occurs</td><td>✓</td><td></td></tr><tr><td>Genes are passed on from parent to offspring</td><td>✓</td><td>✓</td></tr><tr><td>Offspring are genetically identical to each other</td><td></td><td>✓</td></tr></table> allow **1** mark for 1 or 2 correct rows ignore 'x' in blank boxes		2	AO1 4.6.1.1

Question	Answers	Extra information	Mark	AO / Spec. Ref.
01.2	pollen (grain)	allow nucleus in pollen (grain)	1	AO1 4.6.1.1

Question	Answers	Extra information	Mark	AO / Spec. Ref.
01.3	between 3 and 4 hours		1	AO2 4.6.1.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
01.4	5 hours 6 hours		1 1	AO2 4.6.1.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
01.5	2		1	AO2 4.6.1.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
01.6	4		1	AO2 4.6.1.2

Total Question 1		**8**

Question 2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
02.1	**abiotic** any **two** from: • water • oxygen / air (in soil) • pH (of soil) • minerals / ions • temperature • size of soil particles **or** texture / type of soil **biotic** any **two** from: • food • predators / consumers / carnivores • disease / pathogens / bacteria / fungi	 allow moisture / humidity / rain(fall) allow dryness ignore carbon dioxide allow acidity / alkalinity (of soil) allow salts allow named example of an ion ignore nutrients allow named example of soil type ignore space / toxins / weather allow amount of dead / decaying matter (in soil) ignore nutrients allow example – such as birds allow microorganisms / microbes / parasites if **no** other marks awarded allow **2** marks for **four** factors in reverse categories	2 2	AO1 4.7.1.1 4.7.1.2 4.7.1.3

Question	Answers	Mark	AO / Spec. Ref.
02.2	**Level 3:** The method would lead to the production of a valid outcome. The key steps are identified and logically sequenced.	5–6	AO2
	Level 2: The method would not necessarily lead to a valid outcome. Most steps are identified, but the method is not fully logically sequenced.	3–4	AO2
	Level 1: The method would not lead to a valid outcome. Some relevant steps are identified, but links are not made clear.	1–2	AO1
	No relevant content	0	
	Indicative content • same concentration of chemical / **X** applied to the soil • same volume / amount of chemical / **X** applied to the soil • same size of area sampled – eg 1 m^2 or 0.25 m^2 • use of a quadrat • same time between application and collecting worms • same time allowed for collecting worms after application • each sample area selected randomly • method of achieving randomness – eg random coordinates • (collect and) count worms in each of areas **A** and **B** • at least 5 repeats in each of areas **A** and **B** • calculate mean (per unit area) **or** total for each of areas **A** and **B** • compare means / totals for areas **A** and **B**		4.7.2.1 RPA9

Total Question 2		**10**

Question 3

Question	Answers	Extra information	Mark	AO / Spec. Ref.
03.1	an answer in the range 1.1 to 2(.0) (hours)		1	AO2 4.5.3.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
03.2	*effect* : lowered *explanation*: glucose taken in **or** glucose converted to glycogen **or** glucose used in respiration by cells / liver / muscles		1 1 1	AO1 4.5.3.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
03.3	underweight		1	AO3 4.5.3.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
03.4	(from) 67.5 (kg to) 90 (kg)	allow in the range 67 to 68 (kg) for 67.5 (kg) allow in the range 90 to 90.5(kg) for 90 (kg) allow from 90 (kg to) 67.5 (kg)	1	AO2 4.5.3.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
03.5		answers must be comparative		AO3 4.5.3.2
	(person **C** has) higher glucose (than mean)	allow comparison of higher glucose using numbers allow (person **C**'s) glucose is too high	1	
	(person **C** has) higher insulin (than mean)	allow comparison of higher insulin using numbers allow (person **C**'s) insulin is too high do **not** accept (person **C** has) higher cholesterol ignore unprocessed data	1	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
03.6	(more) exercise	allow example of (more) exercise	1	AO1 4.5.3.2
	eat less carbohydrate / sugar **or** eat a low carbohydrate diet	allow eat less fat allow eat a carbohydrate controlled diet if no other marks awarded allow **1** mark for lose weight **or** maintain healthy weight **or** eat less **or** eat fewer calories ignore references to healthy / balanced diet **or** diet unqualified	1	

Total Question 3		**10**

Question 4

Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.1	carbon dioxide **or** acidic gas(es)	allow other named example of acidic gas such as sulfur dioxide allow chemical formula e.g. SO_2 allow carbon monoxide allow particulates / smoke / soot allow methane / CFCs	1	AO1 4.7.3.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.2	any **three** from: • fertiliser • sewage • toxic chemicals • herbicide • fungicide	 allow nitrate / phosphate allow organic matter / faeces / urine / urea allow a named toxic chemical such as mercury **or** sulfur dioxide **or** acid rain allow insecticide allow oil allow nuclear waste allow other examples of water pollutants if herbicide / fungicide / insecticide not given allow (named) pesticide for **1** mark	3	AO1 4.7.3.2

Question	Answers	Mark	AO / Spec. Ref.
04.3	**Level 2:** Scientifically relevant facts, events or processes are identified and given in detail to form an accurate account.	4–6	AO1 4.4.1.1 4.2.2.6 4.4.2.1 4.7.3.2 4.7.3.5
	Level 1: Facts, events or processes are identified and simply stated but their relevance is not clear.	1–3	
	No relevant content	0	

	Indicative content
	
	air pollution:
	(carbon dioxide **or** methane **or** greenhouse gases)
	• global warming / climate change / traps heat
	  ○ floods / fire / drought **or** ice caps melt **or** rise in sea level **or** extreme weather
	  ○ loss of habitat / food
	  ○ migration
	
	(acidic gas / named – eg SO_2 / NO_x)
	• damage to leaves so less photosynthesis
	• damage to roots or alters ions in soil (/ e.g. phosphates / iron)
	  ○ (so) less protein manufacture
	• damage to lungs
	  ○ breathing difficulties / bronchitis / asthma
	
	(carbon monoxide)
	• combines with haemoglobin
	  ○ less oxygen carried (by haemoglobin / blood)
	
	(particulates / 'soot')
	• cover leaves **or** block light
	  ○ less photosynthesis so less glucose made
	• damage to lungs
	  ○ breathing difficulties / bronchitis / asthma
	
	water pollution:
	(sewage)
	• bacteria multiply
	  ○ use oxygen in respiration
	  ○ water animals cannot respire
	  ○ pathogens in water
	
	(fertiliser)
	• algae multiply
	  ○ (algae) block light so plants cannot photosynthesise
	  ○ lack of oxygen for respiration – fish die		

	(toxic substances)
	• damages / harms cells **o**r bioaccumulation
	  ○ interferes with metabolism – e.g. respiration / protein synthesis
	
	(plastics)
	• entrap animals or causing internal damage if swallowed
	
	(particles)
	• block light
	  ○ plants / algae cannot photosynthesise so less glucose made
	
	(oil)
	• damages birds' feathers
	  ○ cannot fly so cannot find food **or** escape predators
	
	(acid rain / acids)
	• lowers pH of water
	  ○ damages fish gills
	  ○ bleaches coral		

Total Question 4		**10**

Question 5

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.1	parents without MSUD have a child with MSUD	allow 1 and 2 (without MSUD) have child 5 (with MSUD) **or** 7 and 8 (without MSUD) have child 12 (with MSUD) ignore MSUD skips a generation	1	AO3 4.6.1.6 4.6.1.7

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.2	gametes correct: **N + n** and **N + n**		1	AO2
	correct derivation of offspring genotypes: **NN Nn Nn nn**	allow correct for gametes stated	1	AO2
	correct phenotype for each genotype	allow correct for offspring genotypes ignore carrier	1	AO2
	correct probability: 0.25 / ¼ / 25% / 1 in 4	allow correct answer only allow 1:3 do **not** accept 1 in 3 / 1:4	1	AO3 4.6.1.6 4.6.1.7

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.3	liver		1	AO2 4.5.3.3

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.4		allow **P** for toxic substance throughout		AO2 4.2.2.1
	(no enzyme 2 made **so**) cannot break down the toxic substance	allow (no enzyme 2 made **so**) cannot change toxic substance into harmless products	1	4.1.3.1 4.6.1.5 4.6.1.6
	the toxic substance is still made (from the amino acids)	allow toxic substance builds up over time ignore concentration of toxic substance is high(er)	1	
	toxic substance diffuses / moves (from cells) into the blood	ignore incorrect name of organ	1	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.5	the toxic substance passes through filter in kidney **or** **P** passes through filter in kidney		1	AO1 4.5.3.3
	(some / all) not reabsorbed	allow (some / all) not absorbed **back** into the blood **or** (some / all) not taken **back** into the blood ignore (some / all) not absorbed into the blood **or** (some / all) not taken into the blood	1	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.6	proteins contain amino acids **or** proteins are made of amino acids	allow proteins are broken down into amino acids	1	AO1
	must keep (certain) amino acids in low amount	allow (so) (certain) amino acids do not build up allow (so) less of (certain) amino acids are produced	1	AO2
	(so) toxic substance **or P** does not build up in the body **and** cause damage to cells / tissues / organs		1	AO2 4.6.1.5 4.6.1.7 4.4.2.3

Total Question 5		**14**

Question 6

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.1	evaporation	allow vaporisation	1	AO1 4.7.2.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.2	osmosis	allow diffusion ignore absorption	1	AO1 4.7.2.2 4.2.3.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.3	any **two** from: • photosynthesis • support • (solvent for) transport **or** translocation **or** for the transpiration <u>stream</u>	 allow turgor allow to fill vacuole allow opening of stomata allow to prevent wilting allow (as a) solvent allow (as a) medium for chemical reactions allow hydrolysis / digestion / breakdown of stored food allow cooling allow making cytoplasm	2	AO1 4.7 4.7.2.2 4.1.1.2 4.2.3.2 4.4.1.1 4.4.2.3

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.4	*substitution* $\frac{21\,800}{1\,700\,000} \times 100$ 1.282(3529) *comparative efficiency* $\frac{4.098}{1.282}$ 3.196..... *significant figures* 3.20	 allow 1.28 **or** 1.3 allow an incorrectly calculated value for efficiency correctly substituted do **not** accept 3.2 do **not** accept if a unit is given	 1 1 1 1 1	AO2 4.7.2.1 4.7.4.3

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.5	less energy lost as heat less energy lost in movement	allow less heat lost allow less energy lost keeping warm **or** less energy for maintaining body temperature ignore less movement ignore less energy lost unqualified ignore controlling diet do **not** accept energy used for respiration do **not** accept energy produced / made / created	1 1	AO1 4.7.4.3 4.7.5.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.6	any **two** from: • increased spread of disease **or** increased use of drugs / antibiotics (to reduce disease) • more antibiotics in meat / milk • (extra) cost of heating / lighting / food / drugs • aggressive behaviour (causing harm) **or** 'emotional' stress reduces productivity	 allow diseases spread (more) easily allow (extra) energy used for heating / lighting ignore (extra) cost unqualified ignore cruelty / unethical ignore need to clean out barns / sheds ignore need to maintain / build barns	2	AO3 4.7.5.1 4.7.5.2

Total Question 6		**13**

Question 7

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.1	any **one** from: a change in • DNA • base code **or** nucleotide sequence • a base (in DNA) • a gene / allele • part of a chromosome • number of chromosomes • genetic code / material	ignore genetic information	1	AO1 4.6 4.6.1.5

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.2	16 / sixteen		1	AO3 4.7.2.1 RPA9

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.3	*volume of sample in mm^3* 0.004 *number of cells in 1 mm^3* ***diluted*** *pond water* $14 \div 0.004$	 allow $14 \div (0.2 \times 0.2 \times 0.1)$ allow use of an incorrectly calculated volume of 0.04	 1 1	AO2 4.7.2.1 RPA9
	3 500	allow ecf from answer to q.07.2 for number of algal cells	1	
	correct dilution factor ¼	allow dilution = ×4 **or** 4 times	1	
	number of cells in 1 mm^3 ***undiluted*** *pond water* $3\,500 \times 4$	allow a calculation based on a dilution factor of 5	1	
	14 000 **or** 1.4×10^4		1	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.4	to make it easier to count	ignore easier to see **or** more spread out ignore quicker to count	1	AO3 4.7.2.1 RPA9

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.5	smaller volume	allow (some) liquid / cells would leak out (from under the cover slip)	1	AO3 4.7.2.1 RPA9
	so fewer cells **or** lower cell count	allow this mark **only** if there is an attempt at an explanation	1	

Total Question 7		**11**

Question 8

Question	Answers	Extra information	Mark	AO / Spec. Ref.
08.1	echidna: 27 to 35 **or** by 8 (°C) **and** human: 36.2 to 37.2 **or** by 1 (°C)	allow a tolerance of ± 0.5 (°C) allow a tolerance of ± 0.1 (°C)	1	AO3 4.5.1 4.5.2.4
	echidna is more variable **or** human fluctuates less	allow echidna is 7 (°C) more variable for **2** marks allow echidna is 8 times more variable for **2** marks	1	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
08.2		do **not** accept energy produced / made / created do **not** accept energy used for respiration		AO2 4.5.2.4 4.5.3.2 4.4.2.1
	loses less energy (from its body)	allow loses / wastes less heat	1	4.4.2.3
	(so) body energy store lasts longer	allow glycogen / fat lasts longer allow stored food lasts longer	1	
	OR			
	lower temperature gradient (between echidna and air) (1)			
	(so) loses less energy (1)	allow loses less heat		
	OR			
	less energy transferred maintaining (higher) body temperature (1)	allow less energy transferred for keeping warm		
	(so) more energy available for processes vital for life (1)	allow more energy for eg heart / brain function ignore metabolism		

Question	Answers	Extra information	Mark	AO / Spec. Ref.
08.3	activity / movement requires energy from respiration (and) respiration / metabolism releases <u>heat</u> (which increases body temperature) **OR** respiration / metabolism releases <u>heat</u> (which increases body temperature) (1) (which) increases the rate of chemical reactions **or** increases enzyme activity (1)	do **not** accept energy produced / made / created **once** only	1 1	AO2 4.5.2.4 4.4.2.1

Question	Answers	Extra information	Mark	AO / Spec. Ref.
08.4	more blood flow near surface (of skin) **or** more blood flow to the skin (so) more heat / energy is lost (from the blood) cools blood which cools the body	do **not** accept blood vessels move nearer to surface of skin ignore cools blood / body unqualified	1 1 1	AO1 4.5.2.4

Question	Answers	Extra information	Mark	AO / Spec. Ref.
08.5	$\frac{20\,000 \times 40}{100 \times 2.5}$ **or** $\frac{8000}{2.5}$		1	AO2 4.5.2.4
	3 200 (cm^3)		1	
	3.2 (dm^3)	allow an incorrectly calculated value correctly divided by 1000	1	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
08.6	to replace ions / salt lost (in sweat)	allow named example such as Na^+ allow because ions / salt lost in sweat allow to prevent (muscle) cramp	1	AO2 4.5.2.4 4.5.3.3

Total Question 8		**13**

Question 9

Question	Answers	Extra information	Mark	AO / Spec. Ref.
09.1	any **two** from: • (same volume of) water • (same) temperature • (same) species / type of plant • (same) age of shoot	allow (same amount of) water allow (amount of) minerals / ions / salts ignore (same) time ignore (same) height of shoot ignore carbon dioxide (concentration) do **not** accept light	2	AO3 4.5.4.1 RPA8

Question	Answers	Extra information	Mark	AO / Spec. Ref.
09.2	**B** shows response (in **A**) is due to light (as **B** has no light)	allow **B** gives a comparison between no light and (one-sided) light ignore **B** shows the effect of no light	1	AO2 4.5.4.1 RPA8
	C shows response (in **A**) is due to one-sided light (as **C** has light from all sides)	allow **C** gives a comparison between all-round light and one-sided light ignore **C** shows the effect of light from all sides	1	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
09.3		ignore reference to auxin ignore reference to left and right sides		AO3 4.5.4.1 RPA8
	growth / elongation occurs (just) behind / below / at the tip	allow no growth **or** very little growth at the base ignore shoot is taller	1	
	bending occurs (just) behind / below / at the tip **or** more growth on the side away from the light		1	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
09.4	phototropism / phototropic	allow positive phototropism ignore tropism do **not** accept negative phototropism do **not** accept phototrophic / phototrophism	1	AO1 4.5.4.1 RPA8

Question	Answers	Extra information	Mark	AO / Spec. Ref.
09.5		ignore references to **D** and **E** ignore references to left and right sides unless at least one is identified as side nearer to or further from the light		AO3 4.5.4.1
	in **F** there is more auxin in the side furthest from the light		1	
	in **G** there is the same mass of auxin in each side		1	
	in **F** auxin can move through the shoot but in **G** the glass prevents this		1	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
09.6	all four (blocks) have (approximately) the same mass of <u>auxin</u>	allow examples such as mass of <u>auxin</u> in **D** / **E** is (about) the same as in **F** / **G** **or** those in light have same mass of <u>auxin</u> as those in dark	1	AO3 4.5.4.1

Total Question 9		**11**

AQA

Please write clearly in block capitals.

Centre number | | | | | | Candidate number | | | | |

Surname _____

Forename(s) _____

Candidate signature _____

I declare this is my own work.

GCSE BIOLOGY

H

Higher Tier Paper 1H

Time allowed: 1 hour 45 minutes

Materials

For this paper you must have:
- a ruler
- a scientific calculator.

Instructions
- Use black ink or black ball-point pen.
- Pencil should only be used for drawing.
- Fill in the boxes at the top of this page.
- Answer **all** questions in the spaces provided.
- If you need extra space for your answer(s), use the lined pages at the end of this book. Write the question number against your answer(s).
- Do all rough work in this book. Cross through any work you do not want to be marked.
- In all calculations, show clearly how you work out your answer.

For Examiner's Use	
Question	Mark
1	
2	
3	
4	
5	
6	
7	
TOTAL	

Information
- The maximum mark for this paper is 100.
- The marks for questions are shown in brackets.
- You are expected to use a calculator where appropriate.
- You are reminded of the need for good English and clear presentation in your answers.

Do not write outside the box

There are no questions on this page

DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED

Answer **all** questions in the spaces provided.

Do not write outside the box

0 1 This question is about cells and transport.

0 1 . 1 Complete **Table 1**.

[3 marks]

Table 1

Name of cell part	Function of cell part
	Contains genetic information
Mitochondria	
	Controls the movement of substances into and out of the cell

Cells in potatoes are plant cells.

Cells in potatoes do **not** contain chloroplasts.

0 1 . 2 What is the function of chloroplasts?

[1 mark]

0 1 . 3 Name **one** type of cell in a potato plant that does **not** contain chloroplasts.

[1 mark]

Question 1 continues on the next page

Turn over ►

Do not write outside the box

A student investigated the effect of salt concentration on pieces of potato.

This is the method used.

1. Cut three pieces of potato of the same size.

2. Record the mass of each potato piece.

3. Add 150 cm^3 of 0.4 mol/dm^3 salt solution to a beaker.

4. Place each potato piece into the beaker.

5. After 30 minutes, remove each potato piece and dry the surface with a paper towel.

6. Record the mass of each potato piece.

7. Repeat steps 1 to 6 using different concentrations of salt solution.

0 1 . 4 What is the independent variable in the investigation?

[1 mark]

Tick (✓) **one** box.

Concentration of salt solution ☐

Mass of potato piece ☐

Time potato is left in salt solution ☐

Volume of salt solution ☐

0 1 . 5 Why did the student dry the surface of each potato piece with a paper towel in step **5**?

[1 mark]

Do not write outside the box

The student calculated the percentage change in mass of each potato piece.

0 1 . 6 For one potato piece:

- the starting mass was 2.5 g
- the end mass was 2.7 g.

Calculate the percentage increase in mass of the potato piece.

[2 marks]

Use the equation:

$$\text{percentage increase in mass} = \frac{\text{increase in mass}}{\text{starting mass}} \times 100$$

Percentage increase in mass = _____ %

Question 1 continues on the next page

Do not write outside the box

The student used the results from each potato piece to calculate the mean percentage change in mass at each concentration.

Table 2 shows the results.

Table 2

Concentration of salt solution in mol/dm^3	Mean percentage (%) change in mass
0.0	9.8
0.1	9.5
0.2	7.0
0.3	0.4
0.4	−1.4

0 1 . 7 Complete **Figure 1**.

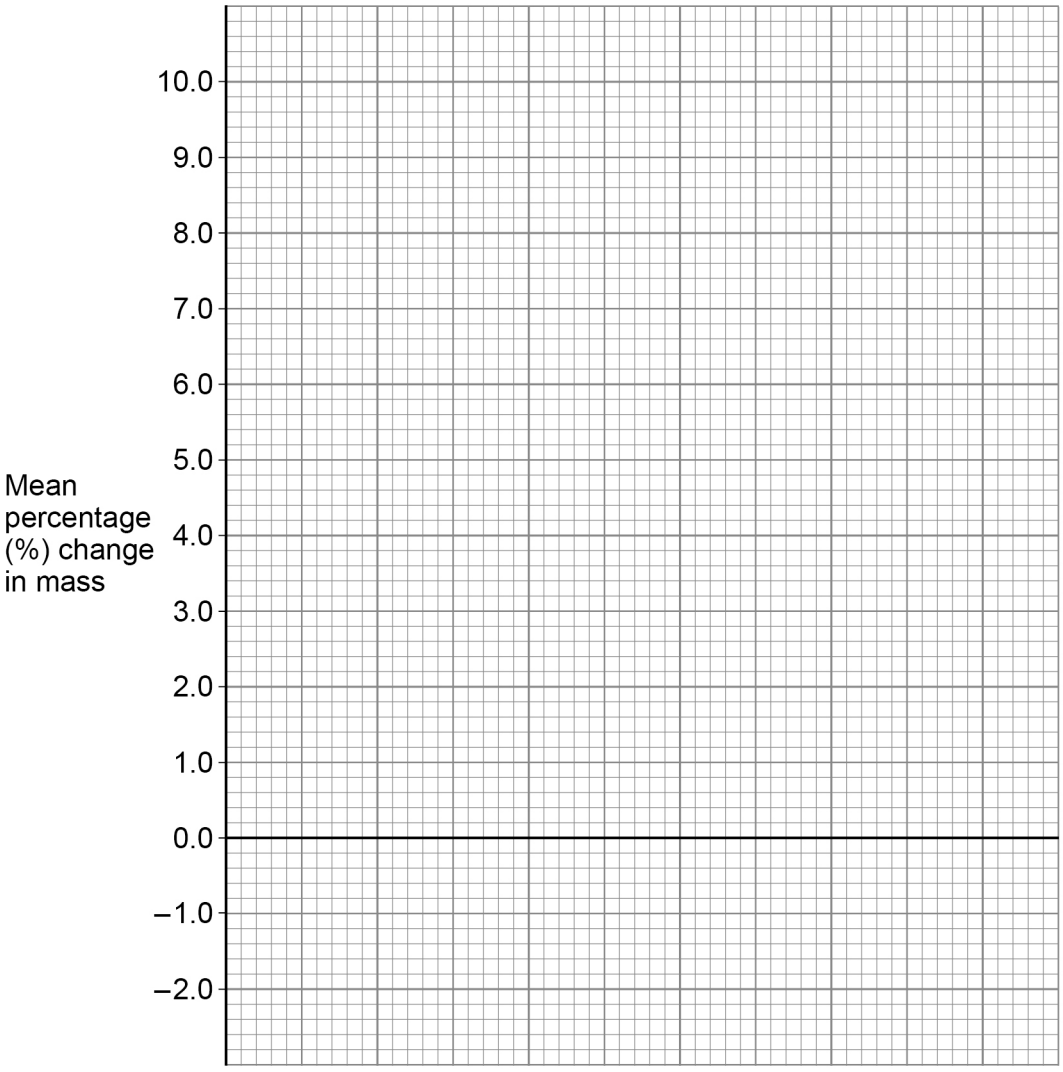
You should:

- label the x-axis
- use a suitable scale for the x-axis
- plot the data from **Table 2**
- draw a line of best fit.

[4 marks]

Do not write outside the box

Figure 1



0 1 . 8 What concentration of salt solution was equal to the concentration of the solution inside the potato pieces?

Use **Figure 1**.

[1 mark]

Concentration = _____ mol/dm^3

Question 1 continues on the next page

Do not write outside the box

0 1 . 9 Explain why the potato pieces in the 0.4 mol/dm^3 salt solution decreased in mass.

[3 marks]

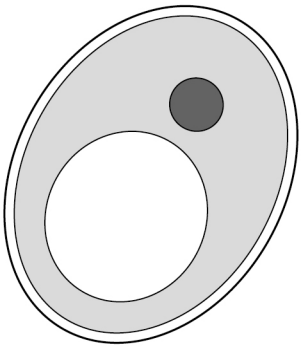
17

Do not write outside the box

0 2 Plant cells and fungal cells are similar in structure.

Figure 2 shows a fungal cell.

Figure 2



0 2 . 1 Name **one** structure in **Figure 2** which is present in both plant cells and fungal cells but **not** in animal cells.

[1 mark]

---

0 2 . 2 Which disease is caused by a fungus?

[1 mark]

Tick (✓) **one** box.

Gonorrhoea ☐

Malaria ☐

Measles ☐

Rose black spot ☐

Question 2 continues on the next page

Do not write outside the box

0 2 . 3 A fungal cell divides once every 90 minutes.

How many times would this fungal cell divide in 24 hours?

[2 marks]

Number of times cell divides in 24 hours = _____

Do not write outside the box

Some types of fungal cell are grown to produce high-protein food.

The high-protein food can be used to make meat-free burgers.

0 2 . 4 Where is protein digested in the human digestive system?

[1 mark]

Tick (✓) **one** box.

- Large intestine ☐
- Liver ☐
- Salivary glands ☐
- Stomach ☐

0 2 . 5 Which chemical could be used to test if the burgers contain protein?

[1 mark]

Tick (✓) **one** box.

- Benedict's reagent ☐
- Biuret reagent ☐
- Ethanol ☐
- Iodine solution ☐

Question 2 continues on the next page

Do not write outside the box

0 2 . 6 **Table 3** shows some information about burgers made from meat and meat-free burgers.

Table 3

	Mass per 100 g of burger	
	Burgers made from meat	**Meat-free burgers**
Protein in g	14.0	9.0
Fibre in g	0.9	5.5
Fat in g	16.0	5.2
Carbohydrate in g	15.5	15.1
Cholesterol in mg	120.0	0.0

Evaluate the use of burgers made from meat compared with meat-free burgers in providing humans with a healthy, balanced diet.

Use information from **Table 3** and your own knowledge.

[6 marks]

Do not write outside the box

12

Turn over for next question

Do not write outside the box

0 3 A student prepared some onion cells.

The student viewed the onion cells using a light microscope.

This is the method used.

1. Cut an onion into pieces using a sharp knife.
2. Peel off a thin layer of onion epidermis from one piece of onion.
3. Place the onion epidermis onto a microscope slide in a single flat layer.
4. Add three drops of iodine solution.
5. Slowly lower a cover slip at an angle onto the onion epidermis.
6. Place the slide on the stage of the microscope.

0 3 . 1 **Table 4** shows a risk assessment for this experiment.

Complete **Table 4**.

[2 marks]

Table 4

Hazard	Risk	Plan to minimise risk
Iodine solution is an irritant	May cause allergic reaction or skin rash	
Sharp knife		

Do not write outside the box

0 3 . 2 Give a reason for each of the following steps in the method.

[3 marks]

A **thin layer** of onion epidermis is used.

Iodine solution is added to the onion epidermis.

The cover slip is lowered onto the onion epidermis **at an angle**.

Question 3 continues on the next page

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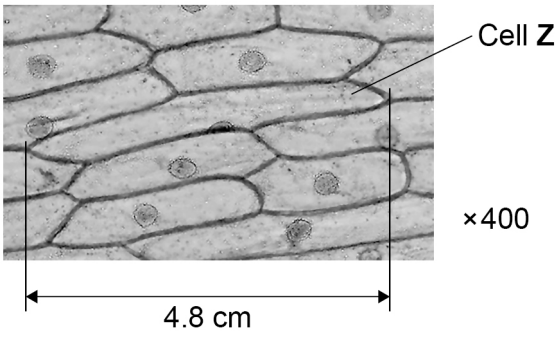
Figure 3 shows what the student saw under the microscope at a magnification of ×400.

Figure 3



0 3 . 3 The length of cell **Z** in **Figure 3** is 4.8 cm.

Calculate the real length of cell **Z**.

Give your answer in micrometres (μm).

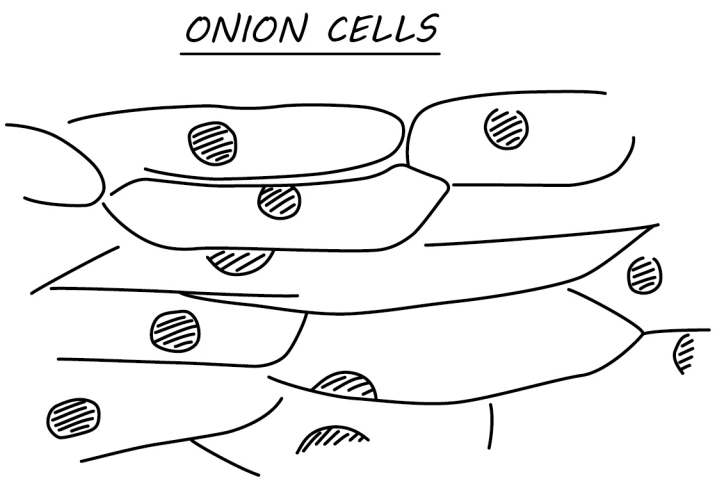
[5 marks]

Real length of cell **Z** = _____ μm

Do not write outside the box

Figure 4 shows the student's drawing of **Figure 3**.

Figure 4



0 3 . 4 Give **two** ways the student could improve the drawing in **Figure 4**.

[2 marks]

1 _____

_____

2 _____

_____

0 3 . 5 Onion cells can be seen using an electron microscope.

Give **two** ways onion cells would look different when seen using an electron microscope.

[2 marks]

1 _____

_____

2 _____

_____

14

Turn over for the next question

Do not write outside the box

0 4 Plants and animals have many defence responses.

0 4 . 1 **Table 5** shows some plant defences.

Identify whether each defence is a chemical response or a physical response.

[2 marks]

Tick (✓) **one** box in each row.

Table 5

	Type of response	
Plant defence	**Chemical**	**Physical**
Thick, waxy layer on leaf surface		
Berries that are poisonous		
Bark on trees that falls off		

Do not write outside the box

Mimicry is a mechanical adaptation seen in both plants and animals.

Figure 5 shows two insects.

Figure 5

Hornet **Hornet Moth**

0 4 . 2 Hornets are insects that sting other animals and cause pain.

Hornet moths do **not** sting other animals.

Suggest how mimicry helps the **hornet moth** survive.

[1 mark]

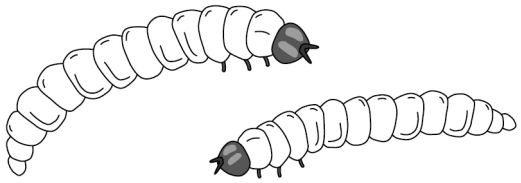
Question 4 continues on the next page

Do not write outside the box

Adult hornet moths lay eggs that hatch into larvae.

Figure 6 shows the larvae of a hornet moth.

Figure 6



0 4 . 3 The larvae of the hornet moth:

- live inside the roots of trees
- use the tree roots as a source of food
- cause damage to the tree roots.

Explain why a tree might die if the roots of the tree are damaged.

[6 marks]

Do not write outside the box

0 4 . 4 The larvae of the hornet moth form when fertilised eggs divide by mitosis.

Describe how mitosis produces two genetically identical cells.

[4 marks]

0 4 . 5 The cells which are first formed from the fertilised eggs of the hornet moth are stem cells.

Name the process by which these stem cells then form specialised cells.

[1 mark]

14

Turn over for the next question

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ANSWER IN THE SPACES PROVIDED

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0 5 Water and carbon dioxide are exchanged between leaves and the atmosphere through pores called stomata.

0 5 . 1 Name the cells that control the opening and closing of the stomata.

[1 mark]

Water moves through a plant in the transpiration stream.

0 5 . 2 Describe **two** differences between the transpiration stream and translocation.

[2 marks]

1

2

0 5 . 3 Which environmental conditions would cause the rate of transpiration to be greatest in a plant?

[1 mark]

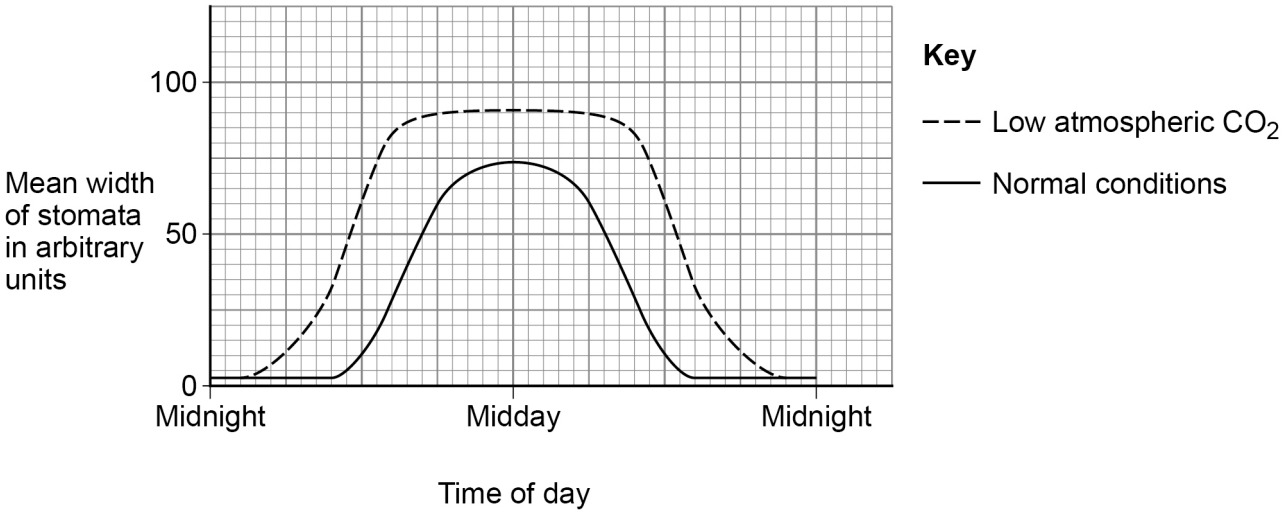
Tick (✓) **one** box.

- Cold with low humidity ☐
- Cold with high humidity ☐
- Warm with low humidity ☐
- Warm with high humidity ☐

Do not write outside the box

Figure 7 shows information about the mean width of the stomata in a plant.

Figure 7



0 5 . 4 The changes in the mean width of the stomata in **normal conditions** are an advantage to the plant.

Explain how.

[4 marks]

Do not write outside the box

0 5 . 5 The changes in the mean width of the stomata in low atmospheric carbon dioxide are different from the changes in normal conditions.

Explain how the difference helps the plant to survive in low atmospheric carbon dioxide.

[2 marks]

10

Turn over for the next question

Do not write outside the box

0 6 **Table 6** shows information about five different organisms.

Table 6

Organism	Surface area in m^2	Volume in m^3	Surface area to volume ratio
A	6.04×10^{-8}	1.65×10^{-12}	36606:1
B	3.21×10^{-3}	1.25×10^{-6}	2568:1
C	9.96×10^{-3}	1.35×10^{-4}	**X**:1
D	4.61×10^{-1}	1.57×10^{-2}	29:1
E	1.99×10^{1}	6.12×10^{0}	3:1

0 6 . 1 Calculate value **X** in **Table 6**.

Give your answer to the nearest whole number.

[3 marks]

X (nearest whole number) = _____

0 6 . 2 What is the relationship between the size of an organism and its surface area to volume ratio?

Use **Table 6**.

[1 mark]

Do not write outside the box

0 6 . 3 Organism **B** exchanges gases with the environment directly through its skin.

Organism **D** exchanges gases with the environment using its respiratory system.

Explain why organism **D** requires a respiratory system, but organism **B** does **not** require a respiratory system.

[2 marks]

Question 6 continues on the next page

Do not write outside the box

Table 6 is repeated below.

Table 6

Organism	Surface area in m^2	Volume in m^3	Surface area to volume ratio
A	6.04×10^{-8}	1.65×10^{-12}	36606:1
B	3.21×10^{-3}	1.25×10^{-6}	2568:1
C	9.96×10^{-3}	1.35×10^{-4}	**X**:1
D	4.61×10^{-1}	1.57×10^{-2}	29:1
E	1.99×10^{1}	6.12×10^{0}	3:1

Table 7 shows information about organism **D** and organism **E**.

Table 7

Organism	Metabolic rate in arbitrary units
D	890
E	75

Do not write outside the box

0 6 . 4 Organisms **D** and **E** both keep a constant body temperature (warm-blooded).

Explain why the metabolic rate of organism **D** is greater than the metabolic rate of organism **E**.

Use information from **Table 6** and **Table 7**.

[4 marks]

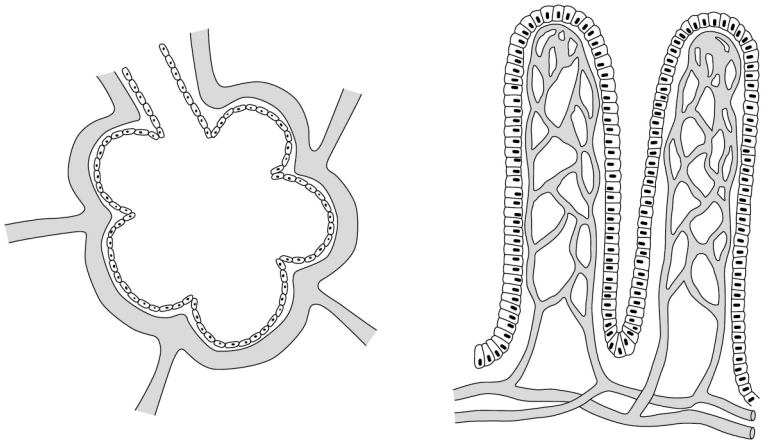
Question 6 continues on the next page

Do not write outside the box

0 6 . 5 Organism **D** and organism **E** both have alveoli in the lungs and villi in the small intestine.

Figure 8 shows some alveoli and some villi.

Figure 8



Alveoli **Villi**

Describe how the alveoli and the villi are adapted to increase absorption.

[4 marks]

14

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Turn over for the next question

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ANSWER IN THE SPACES PROVIDED

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0 7 Human immunodeficiency virus (HIV) is a pathogen.

0 7 . 1 Give **one** way HIV can spread from one person to another person.

[1 mark]

Table 8 shows information about new cases of HIV diagnosed in the UK.

Table 8

Year	Number of new HIV cases in women	Number of new HIV cases in men
2010	376	2266
2012	361	2310
2014	397	2370
2016	298	1886
2018	242	1288

0 7 . 2 Describe the trends shown in **Table 8** between 2010 and 2018.

[2 marks]

0 7 . 3 Suggest **one** reason for the change in the number of new HIV cases between 2014 and 2018.

[1 mark]

Do not write outside the box

0 7 . 4 Calculate the ratio of new cases of HIV in women to new cases of HIV in men in 2018.

Give your answer to 3 significant figures.

[3 marks]

Ratio (3 significant figures) = _____ : 1

0 7 . 5 In the UK population the total number of women is greater than the total number of men.

The data in **Table 8** is used to compare the proportions of new cases of HIV in the population for men and women.

Suggest how the data could be presented differently so that a more valid comparison can be made.

[1 mark]

Question 7 continues on the next page

Do not write outside the box

Scientists have been working to produce a vaccine for HIV for many years.

0 7 . 6 Explain how a vaccine for HIV could work to prevent a person developing HIV infection.

[4 marks]

A person with late stage HIV infection has AIDS.

Scientists have produced monoclonal antibodies for HIV.
The monoclonal antibodies can prevent a person infected with HIV developing AIDS.

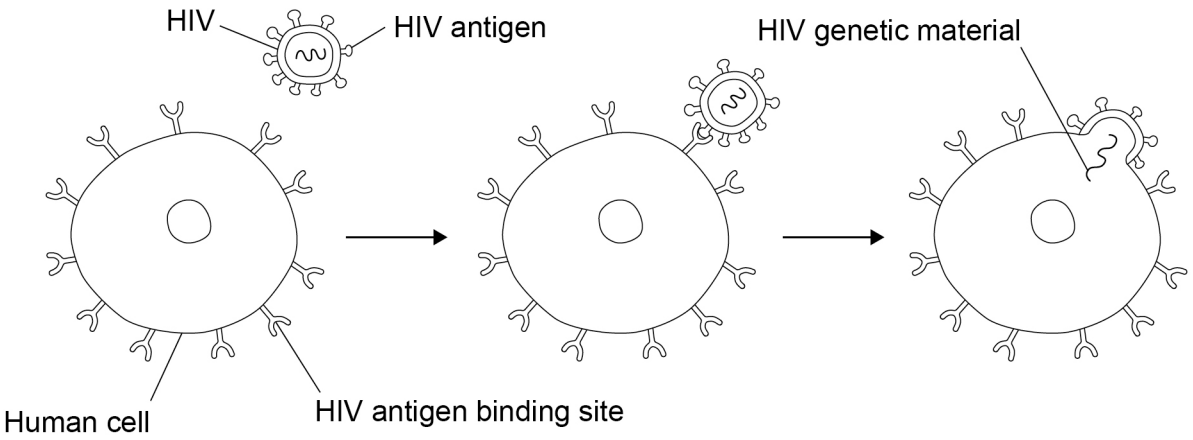
0 7 . 7 Describe how the monoclonal antibody for HIV can be produced.

[4 marks]

Do not write outside the box

0 7 . 8 **Figure 9** shows how HIV enters a human cell.

Figure 9



Suggest how the monoclonal antibody for HIV helps to prevent a person infected with HIV developing AIDS.

Use information from **Figure 9**.

[3 marks]

19

END OF QUESTIONS

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ANSWER IN THE SPACES PROVIDED

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Question number	**Additional page, if required.** **Write the question numbers in the left-hand margin.**

Do not write outside the box

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Question number	**Additional page, if required.** **Write the question numbers in the left-hand margin.**

Do not write outside the box

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ANSWER IN THE SPACES PROVIDED

AQA

Please write clearly in block capitals.

Centre number | | | | | | Candidate number | | | | |

Surname _____

Forename(s) _____

Candidate signature _____

I declare this is my own work.

GCSE
BIOLOGY

H

Higher Tier Paper 2H

Time allowed: 1 hour 45 minutes

Materials

For this paper you must have:
- a ruler
- a scientific calculator.

Instructions
- Use black ink or black ball-point pen.
- Pencil should only be used for drawing.
- Fill in the boxes at the top of this page.
- Answer **all** questions in the spaces provided.
- If you need extra space for your answer(s), use the lined pages at the end of this book. Write the question number against your answer(s).
- Do all rough work in this book. Cross through any work you do not want to be marked.
- In all calculations, show clearly how you work out your answer.

Information
- The maximum mark for this paper is 100.
- The marks for questions are shown in brackets.
- You are expected to use a calculator where appropriate.
- You are reminded of the need for good English and clear presentation in your answers.

For Examiner's Use	
Question	Mark
1	
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8	
9	
TOTAL	

Do not write outside the box

There are no questions printed on this page

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ANSWER IN THE SPACES PROVIDED

Do not write outside the box

Answer **all** questions in the spaces provided.

0 1 There are two types of reproduction:

- sexual reproduction
- asexual reproduction.

0 1 . 1 Complete **Table 1** to compare sexual reproduction with asexual reproduction.

Write a tick (✓) in the box if the statement is true.

The first row has been completed for you.

[2 marks]

Table 1

	Sexual reproduction	Asexual reproduction
Cell division occurs	✓	✓
Fertilisation occurs		
Genes are passed on from parent to offspring		
Offspring are genetically identical to each other		

0 1 . 2 Gametes are formed in sexual reproduction.

Name the male gamete formed in flowering plants.

[1 mark]

_____

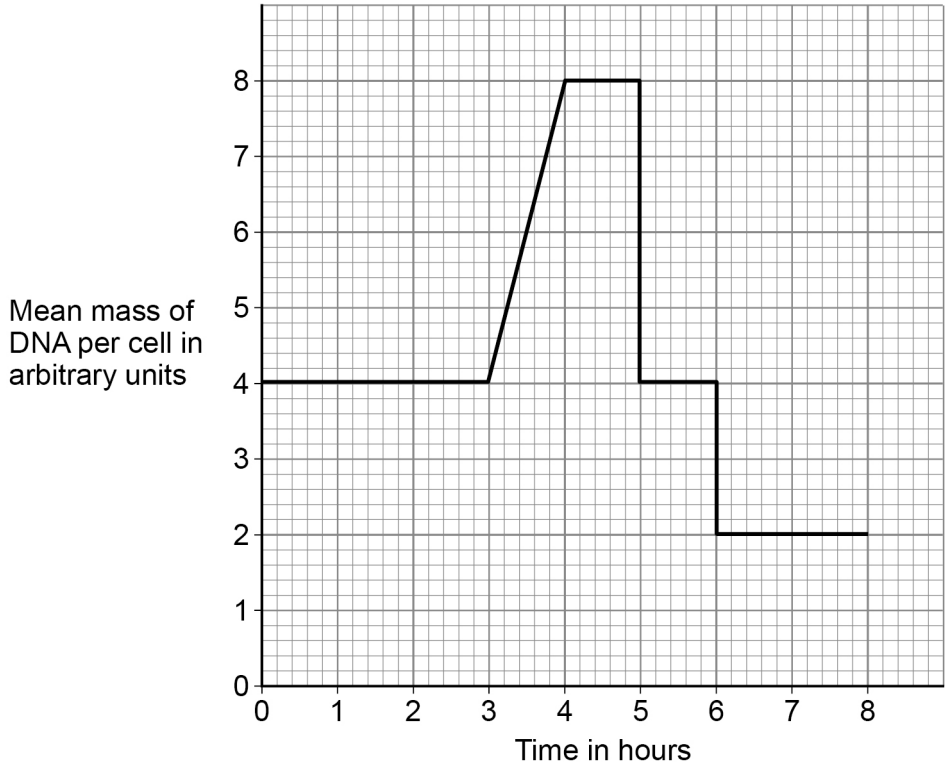
Question 1 continues on the next page

Do not write outside the box

Cell division by meiosis forms gametes.

Figure 1 shows the mean mass of DNA per cell before, during and after meiosis.

Figure 1



Use information from **Figure 1** to answer questions **01.3** to **01.6**.

0 1 . 3 When is the DNA in the chromosomes being copied?

[1 mark]

Tick (✓) **one** box.

Between 0 and 3 hours ☐

Between 3 and 4 hours ☐

Between 4 and 5 hours ☐

Between 5 and 6 hours ☐

Do not write outside the box

0 1 . 4 Cells divide twice during meiosis.

Which **two** times in **Figure 1** show one cell dividing into two cells?

[2 marks]

Tick (✓) **two** boxes.

3 hours ☐

4 hours ☐

5 hours ☐

6 hours ☐

8 hours ☐

0 1 . 5 What is the mean mass of DNA in arbitrary units in a sperm cell?

[1 mark]

Tick (✓) **one** box.

2 ☐ 4 ☐ 8 ☐ 16 ☐

0 1 . 6 What is the mean mass of DNA in arbitrary units in each cell in an embryo?

[1 mark]

Tick (✓) **one** box.

2 ☐ 4 ☐ 8 ☐ 16 ☐

8

Turn over for the next question

Do not write outside the box

0 2 Earthworms:

- live in soil
- feed on dead and decaying plant matter
- have soft, moist skin
- exchange gases through their skin.

0 2 . 1 Give **two** abiotic factors and **two** biotic factors that could affect the size of an earthworm population.

[4 marks]

Abiotic factors

1 _____

_____

2 _____

_____

Biotic factors

1 _____

_____

2 _____

_____

Do not write outside the box

0 2 . 2 Students investigated the populations of earthworms in the soil in two different areas:

- Area **A**: a grass lawn
- Area **B**: a farmer's field.

Chemical **X** can be mixed with water and poured onto the soil.

The mixture brings earthworms to the surface of the soil but does **not** harm the earthworms.

Plan an investigation using chemical **X** to compare the number of earthworms per m^2 in areas **A** and **B**.

[6 marks]

10

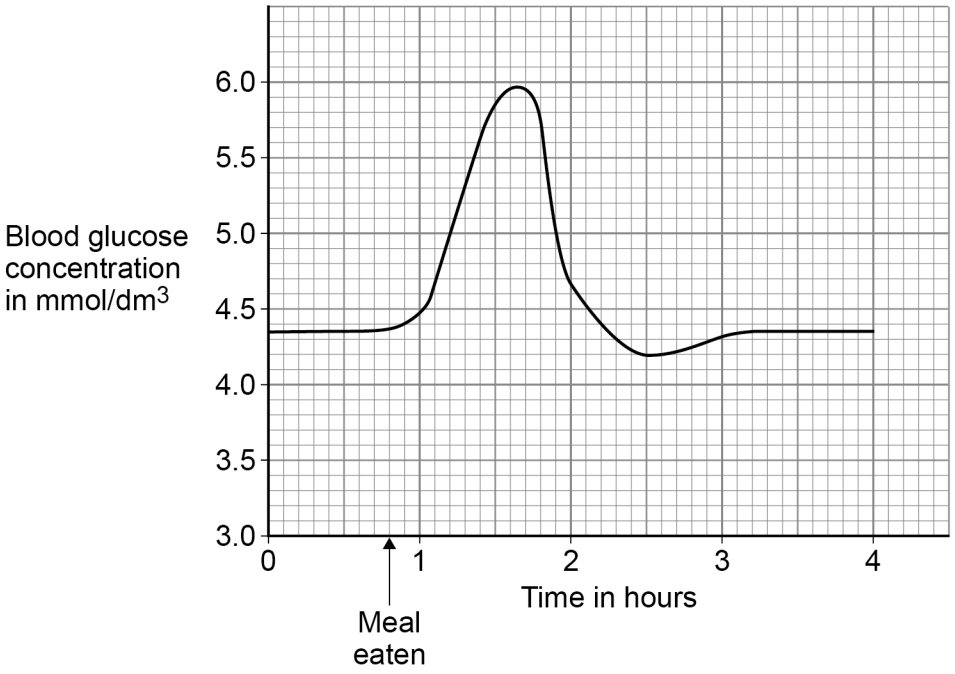
Turn over for the next question

Do not write outside the box

0 3 It is important to control the concentration of glucose in the blood.

Figure 2 shows how the concentration of glucose in the blood of a person changed over 4 hours.

Figure 2



0 3 . 1 Give **one** time when the concentration of **insulin** in the person's blood would be high.

Use **Figure 2**.

[1 mark]

Time = _____ hours

Do not write outside the box

0 3 . 2 Explain the effect a high concentration of insulin has on blood glucose concentration.

[3 marks]

Effect _____

Explanation _____

_____

_____

_____

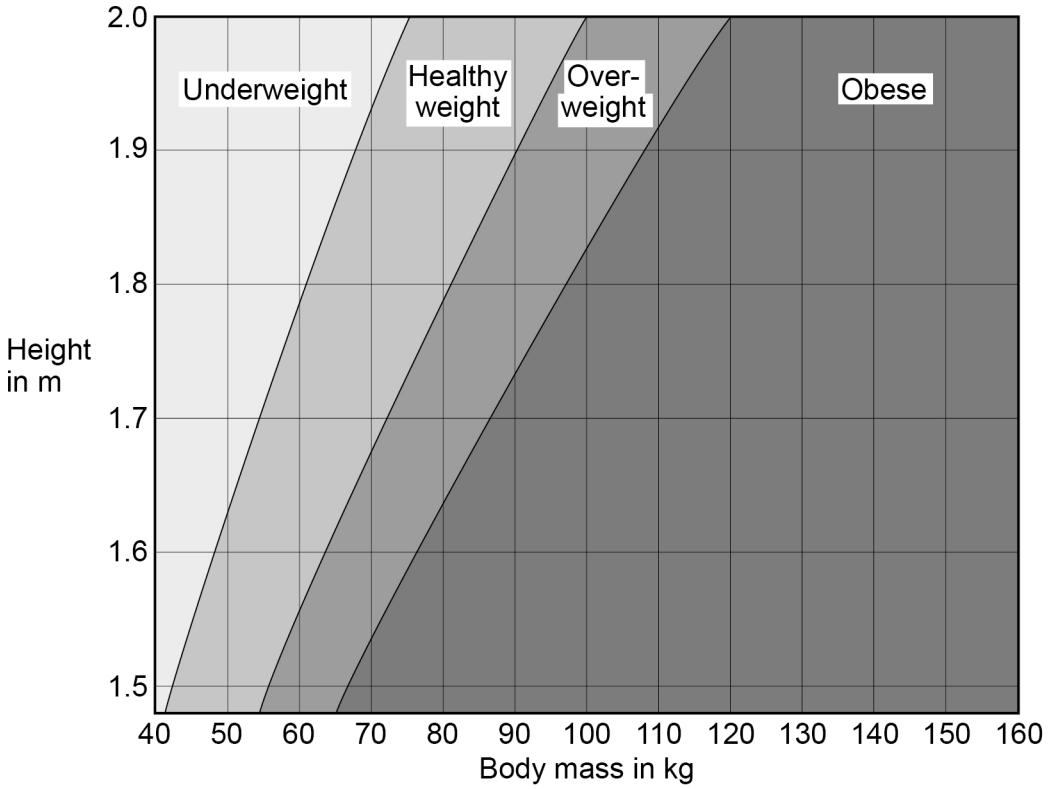
Question 3 continues on the next page

People with diabetes have difficulty controlling the concentration of glucose in their blood.

Type 2 diabetes is linked to obesity.

Figure 3 shows how to find if an adult's body mass is healthy for their height.

Figure 3



Do not write outside the box

0 3 . 3 Person **A**:

- is 1.75 m in height
- has a body mass of 52 kg.

What is person **A**'s weight category?

[1 mark]

Tick (✓) **one** box.

Underweight ☐

Healthy weight ☐

Overweight ☐

Obese ☐

0 3 . 4 Person **B** is 1.9 m in height.

Give the range of body masses that would put person **B** in the healthy weight category.

[1 mark]

Range from _____ kg to _____ kg

Question 3 continues on the next page

Do not write outside the box

0 3 . 5 Person **C** is obese.

A doctor thinks that person **C** has Type 2 diabetes.

The doctor tests a sample of blood from person **C**.

Table 2 shows:

- the results of the blood test
- the mean results for people who do **not** have diabetes.

Table 2

	Concentration in blood	
	Person C	**Mean for people who do not have diabetes**
Cholesterol in mmol/dm^3	6.21	5.20
Glucose in mmol/dm^3	9.56	4.51
Insulin in arbitrary units	24.32	14.83

Type 2 diabetes occurs when body cells have a reduced response to insulin.

Give **two** ways the results of the blood test show that person **C** might have Type 2 diabetes.

[2 marks]

1 _____

_____

2 _____

_____

Do not write outside the box

0 3 . 6 Give **two** ways that a person can reduce the chance of developing Type 2 diabetes.

[2 marks]

1 _____

_____

2 _____

_____

10

Turn over for the next question

Do not write outside the box

0 4 The rapid growth in human population means that more waste substances are released into the environment.

The release of substances into the environment can cause pollution.

0 4 . 1 Name **one** harmful substance that could cause air pollution.

[1 mark]

_____

0 4 . 2 Name **three** harmful substances that could cause water pollution.

Do **not** refer to plastic or to litter in your answer.

[3 marks]

1 _____

2 _____

3 _____

Do not write outside the box

0 4 . 3 Describe how substances that pollute air and water could be harmful to humans and other living organisms.

[6 marks]

10

Turn over for the next question

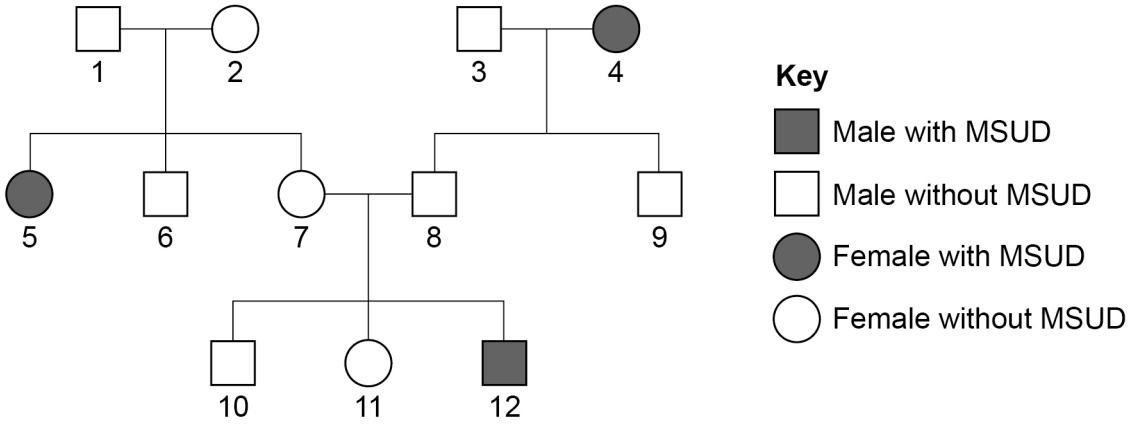
Do not write outside the box

0 5 Maple syrup urine disease (MSUD) is a rare inherited human condition.

MSUD is usually diagnosed early in childhood and can be controlled by having a low-protein diet.

Figure 4 shows the inheritance of MSUD in one family.

Figure 4



The allele for MSUD is recessive.

0 5 . 1 Give **one** piece of evidence from **Figure 4** which shows that MSUD is a recessive condition.

[1 mark]

Do not write outside the box

0 5 . 2 Persons **7** and **8** in **Figure 4** are expecting a fourth child.

Determine the probability that the child will have MSUD.

You should:

- draw a Punnett square diagram
- identify the phenotype of each offspring genotype
- use the symbols:

N = allele for **not** having MSUD
n = allele for MSUD.

[4 marks]

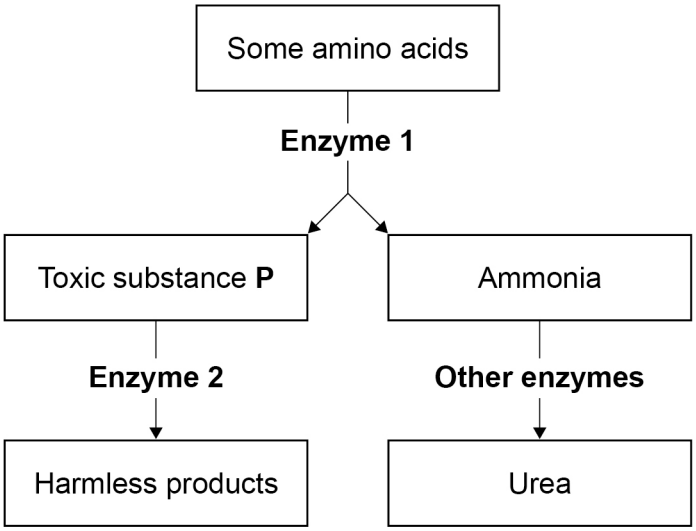
Probability = _____

Question 5 continues on the next page

Do not write outside the box

Figure 5 shows chemical reactions involved in the normal breakdown of some types of amino acid inside body cells.

Figure 5



A person with MSUD **cannot** make **Enzyme 2**.

0 5 . 3 One of the final products shown in **Figure 5** is urea.

Where in the human body are the reactions shown in **Figure 5** most likely to occur?

[1 mark]

Tick (✓) **one** box.

Kidney ☐

Liver ☐

Pancreas ☐

Small intestine ☐

Do not write outside the box

Scientists can analyse blood samples or urine samples to see if a person has MSUD.

The test identifies high concentrations of toxic substance **P**, shown in **Figure 5**.

0 5 . 4 Explain why the **blood** of a person with MSUD will have a high concentration of toxic substance **P**.

Use information from **Figure 5**.

[3 marks]

0 5 . 5 Explain why the **urine** of a person with MSUD will have a high concentration of toxic substance **P**.

[2 marks]

Question 5 continues on the next page

Do not write outside the box

0 5 . 6 Explain why a person with MSUD must have a low-protein diet.

[3 marks]

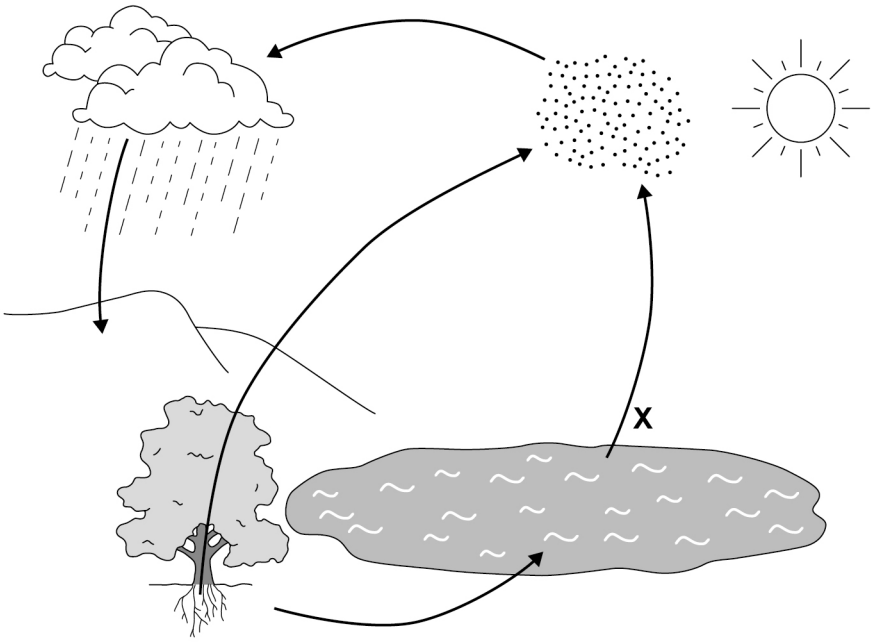
14

Do not write outside the box

0 6 Energy flows through an ecosystem and materials are recycled.

Figure 6 shows the water cycle.

Figure 6



0 6 . 1 Name process **X**.

[1 mark]

0 6 . 2 Name the process by which water is absorbed into plant roots.

[1 mark]

0 6 . 3 Give **two** uses of water in plants.

[2 marks]

1

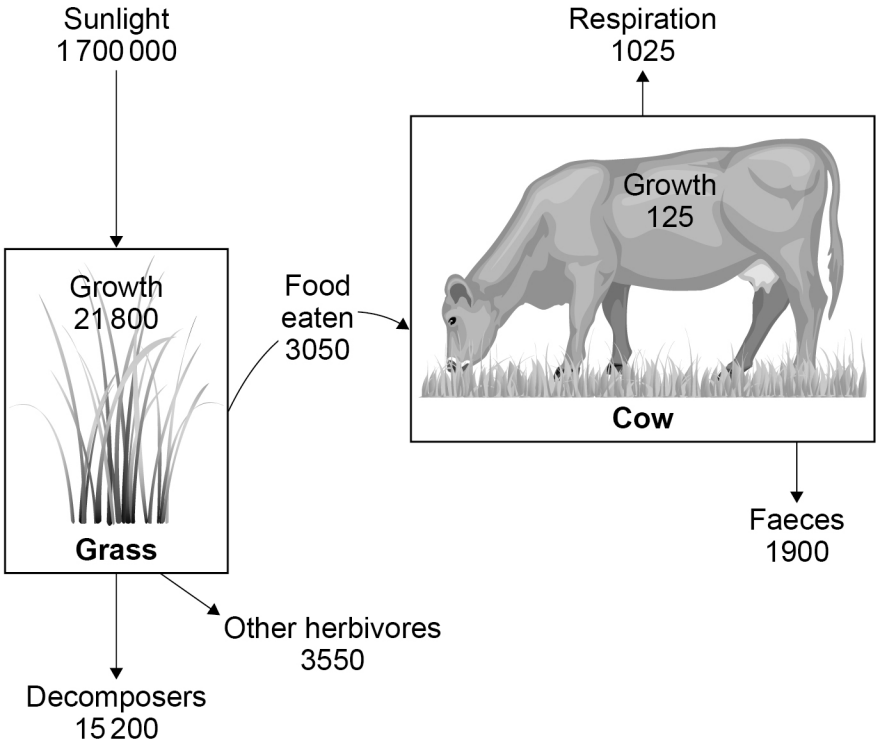
2

Do not write outside the box

Figure 7 shows the flow of energy through a food chain.

The numbers are in kilojoules/m^2/year.

Figure 7



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0 6 . 4 The cow is more efficient than the grass at converting energy.

The energy conversion efficiency of the cow is 4.098%.

Calculate how many times more efficient the cow is at converting energy than the grass.

The equation for energy conversion efficiency is:

$$\text{energy conversion efficiency} = \frac{\text{energy used for growth}}{\text{energy input}} \times 100$$

Give your answer to 3 significant figures.

[5 marks]

Number of times (3 significant figures) = _____

Question 6 continues on the next page

Do not write outside the box

0 6 . 5 It is more energy-efficient to rear cows indoors than to rear cows outdoors.

Give **two** reasons why.

[2 marks]

1 _____

_____

2 _____

_____

0 6 . 6 Suggest **two** possible disadvantages of rearing cows indoors.

[2 marks]

1 _____

_____

2 _____

_____

13

Do not write outside the box

0 7 A scientist found a polluted pond which had a new type of blue algae in the water.

The blue colour of the algae was caused by a mutation.

0 7 . 1 What is a mutation?

[1 mark]

Question 7 continues on the next page

Do not write outside the box

The scientist measured the number of blue algal cells in a sample of the pond water.

The scientist used a special slide which has a counting grid.

This is the method used.

1. Dilute 2.5 cm^3 of pond water to a volume of 10 cm^3 with distilled water.
2. Place a drop of the diluted pond water on the special slide, as shown in **Figure 8**.
3. Place a thick coverslip over the diluted pond water to give a depth of 0.1 mm of pond water.
4. Use a microscope to count the number of algal cells in a 0.2 mm × 0.2 mm square on the counting grid.

Figure 8 shows a side view of the special slide.

Figure 8

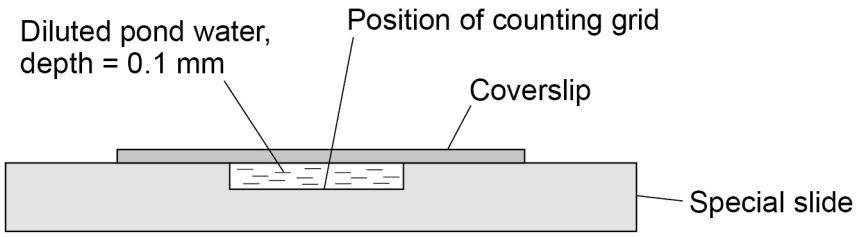
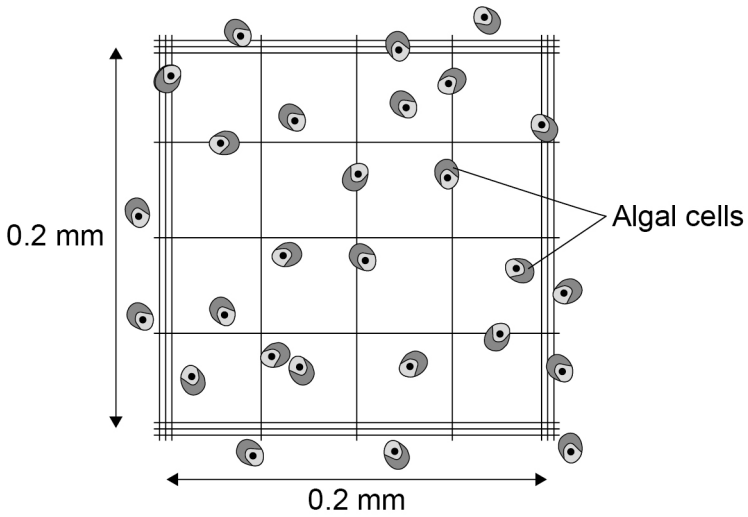


Figure 9 shows the view of the counting grid through a microscope.

Figure 9



Do not write outside the box

0 7 . 2 How many algal cells are in the 0.2 mm × 0.2 mm square in **Figure 9**?

Use the following procedure:

- Count all cells that are completely within the 0.2 mm × 0.2 mm square in the counting grid.
- Count cells that are touching the left side or the lower side of the square.
- Do **not** count cells that are touching the right side or the top side of the square.

[1 mark]

Number of algal cells in the 0.2 mm × 0.2 mm square = _____

0 7 . 3 One week later the scientist repeated the test and counted 14 cells on the 0.2 mm × 0.2 mm counting grid.

Calculate the number of algal cells in 1.0 mm^3 of **undiluted** pond water.

Use the scientist's second count of 14 cells.

[6 marks]

Number of algal cells in 1.0 mm^3 of undiluted pond water = _____

Question 7 continues on the next page

Do not write outside the box

0 7 . 4 Suggest why the scientist diluted the pond water before placing it on the special slide.

[1 mark]

0 7 . 5 A student repeated the scientist's method.

The student used a thin coverslip over the diluted pond water instead of the thick coverslip.

The liquid pulled the thin coverslip downwards slightly.

Explain how the use of the thin coverslip would affect the results for the cell count.

[2 marks]

11

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Turn over for the next question

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0 8 An echidna is a mammal that lives in Australia.

Figure 10 shows an echidna.

Figure 10

Figure 11 shows how the body temperature of the echidna varies in warm weather and in cold weather.

Figure 11

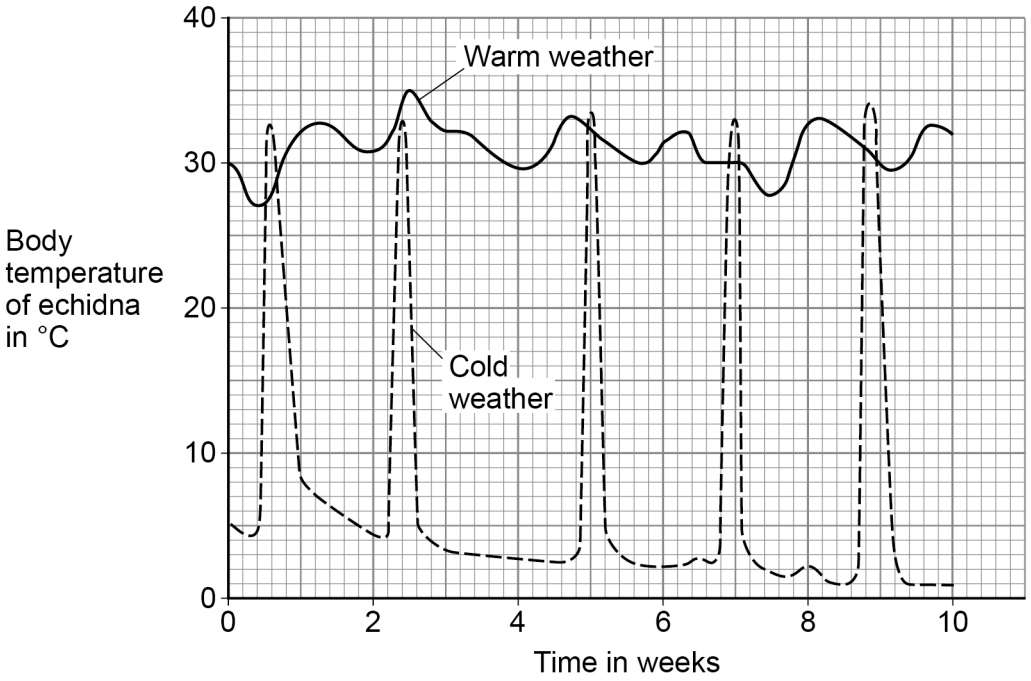
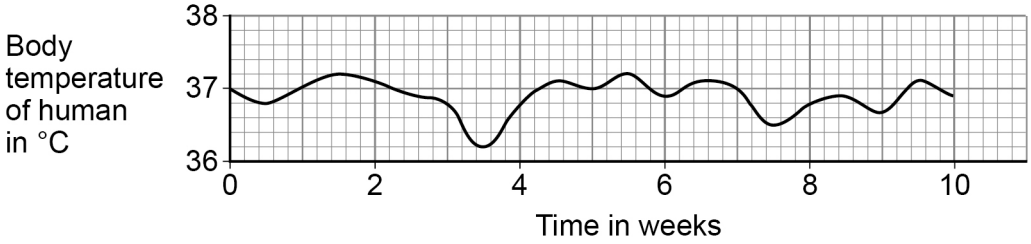


Figure 12 shows how human body temperature varies.

Figure 12



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0 8 . 1 Compare the variation in body temperature of the echidna in warm weather with the variation in body temperature of the human.

Use data from **Figure 11** and **Figure 12**.

[2 marks]

In the cold winter months, the echidna hibernates.

During hibernation:

- the echidna's body temperature decreases to below 5 °C
- the echidna sleeps for up to 17 days at a time
- the echidna's rate of metabolism slows down.

0 8 . 2 Explain why the decrease in body temperature is an advantage to the echidna during hibernation.

[2 marks]

Question 8 continues on the next page

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0 8 . 3 During hibernation the echidna wakes up several times.

Each time the echidna wakes up it becomes active and its body temperature increases to over 30 °C.

Explain why the echidna has a higher body temperature when it is active.

[2 marks]

0 8 . 4 An echidna can dilate and constrict blood vessels in its skin.

Explain how the **dilation** of blood vessels in the skin can help to decrease body temperature.

[3 marks]

Do not write outside the box

An athlete trained in a hot climate.

The athlete lost a large volume of water each day in sweat.

0 8 . 5 The athlete's energy intake each day from food was 20 000 kJ.

Evaporation of 1 cm^3 of sweat requires 2.5 kJ of energy.

40% of the athlete's daily energy intake was used to evaporate sweat.

Calculate the volume of sweat the athlete lost each day.

Give your answer in dm^3

1 dm^3 = 1 000 cm^3

[3 marks]

Volume of sweat lost in one day = _____ dm^3

0 8 . 6 Suggest why the athlete was advised to take salt tablets each day.

[1 mark]

13

Turn over for the next question

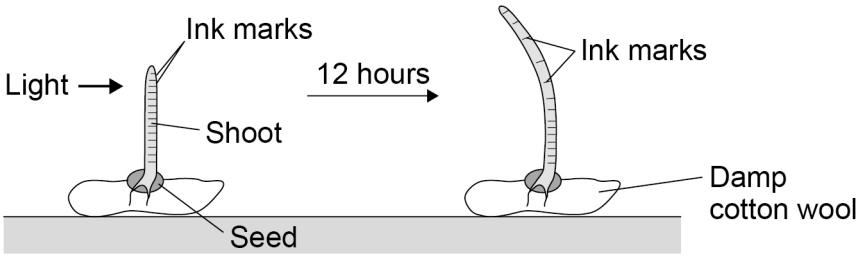
Do not write outside the box

0 9 Students investigated the response of plant shoots to one-sided light.

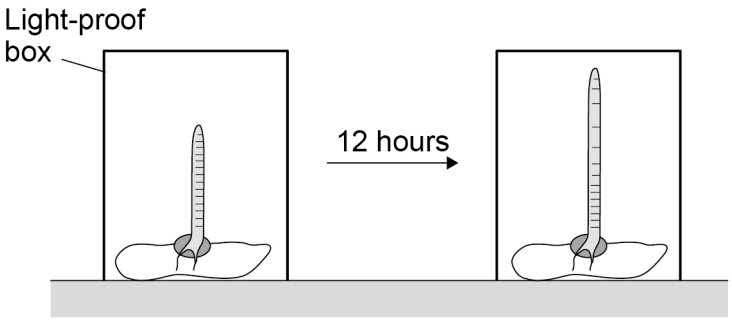
Figure 13 shows how the students set up three experiments.

Figure 13

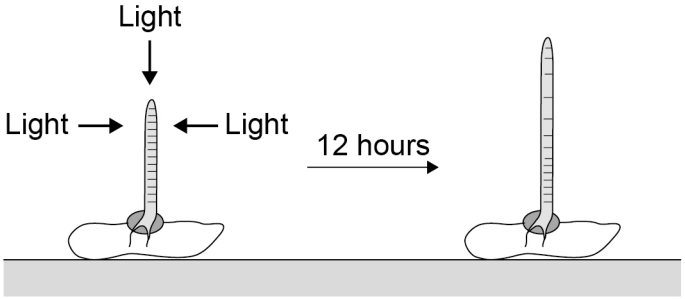
Experiment A



Experiment B



Experiment C



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0 9 . 1 Suggest **two** control variables the students should have used in their investigation.

[2 marks]

1 _____

_____

2 _____

_____

0 9 . 2 Describe how experiment **B** and experiment **C** acted as controls for the investigation.

[2 marks]

Experiment **B** _____

_____

Experiment **C** _____

_____

0 9 . 3 Give **two** conclusions that the students could make from the **ink marks** on the shoot in experiment **A**.

[2 marks]

1 _____

_____

2 _____

_____

0 9 . 4 Name the type of response shown by the seedling in experiment **A**.

[1 mark]

_____

Question 9 continues on the next page

Auxin is a plant hormone. Auxin is made in the shoot tip.

Scientists investigated the role of auxin in the response of shoot tips to light.

This is the method used.

1. Grow four seedlings in the dark for a few days.

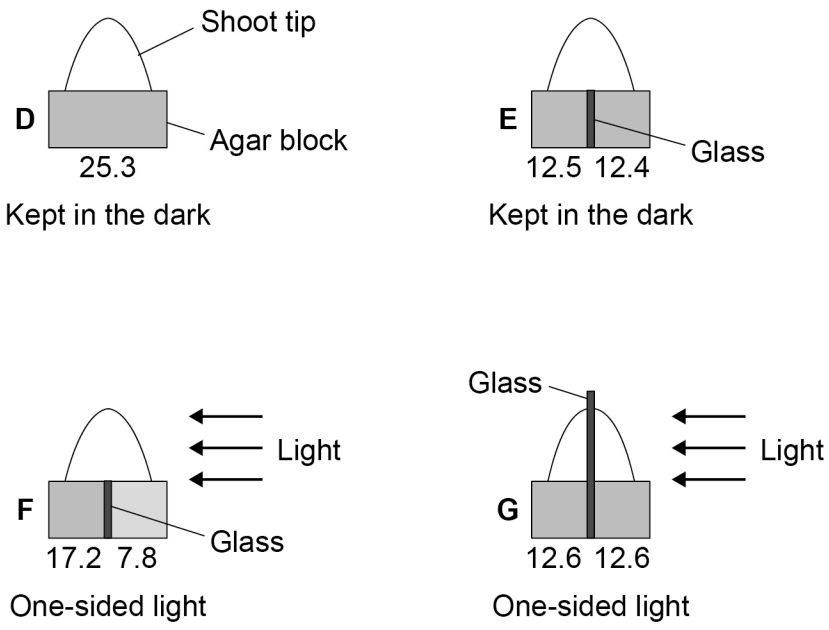
2. Cut the tip off the shoot of each seedling.

3. Place each shoot tip on a small block of agar jelly.

4. Place the shoot tips and agar in different conditions as shown in **Figure 14**.

5. After 24 hours, measure the mass of auxin in the agar blocks.

Figure 14



The numbers under each block show the mass of auxin that diffused into the blocks from the shoot tips.

The mass of auxin is given in arbitrary units.

Do not write outside the box

0 9 . 5 A scientist made a hypothesis:

'Light causes auxin to move from the side of the shoot nearest to the light to the side furthest from the light.'

Describe the evidence from **Figure 14** which supports the hypothesis.

[3 marks]

0 9 . 6 Another scientist made a different hypothesis:

'Light causes the breakdown of auxin.'

Give the evidence from **Figure 14** that shows that auxin is **not** broken down by light.

[1 mark]

11

END OF QUESTIONS

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