

GCSE (9-1)

Biology B (Twenty First Century)

Unit **J257F/02**: Foundation Tier – Depth in biology

General Certificate of Secondary Education

Mark Scheme for June 2018

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Annotations available in RM Assessor

Annotation	Meaning
	Correct response
	Incorrect response
	Omission mark
BOD	Benefit of doubt given
CON	Contradiction
RE	Rounding error
SF	Error in number of significant figures
ECF	Error carried forward
L1	Level 1
L2	Level 2
L3	Level 3
NBOD	Benefit of doubt not given
SEEN	Noted but no credit given
I	Ignore

Abbreviations, annotations and conventions used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions).

Annotation	Meaning
/	alternative and acceptable answers for the same marking point
✓	Separates marking points
DO NOT ALLOW	Answers which are not worthy of credit
IGNORE	Statements which are irrelevant
ALLOW	Answers that can be accepted
()	Words which are not essential to gain credit
—	Underlined words must be present in answer to score a mark
ECF	Error carried forward
AW	Alternative wording
ORA	Or reverse argument

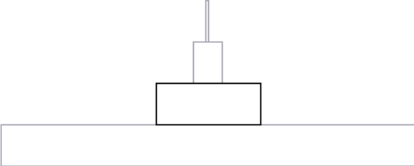
The breakdown of Assessment Objectives for GCSE (9-1) in Biology B:

	Assessment Objective
AO1	Demonstrate knowledge and understanding of scientific ideas and scientific techniques and procedures.
AO1.1	Demonstrate knowledge and understanding of scientific ideas.
AO1.2	Demonstrate knowledge and understanding of scientific techniques and procedures.
AO2	Apply knowledge and understanding of scientific ideas and scientific enquiry, techniques and procedures.
AO2.1	Apply knowledge and understanding of scientific ideas.
AO2.2	Apply knowledge and understanding of scientific enquiry, techniques and procedures.
AO3	Analyse information and ideas to interpret and evaluate, make judgements and draw conclusions and develop and improve experimental procedures.
AO3.1	Analyse information and ideas to interpret and evaluate.
AO3.1a	Analyse information and ideas to interpret.
AO3.1b	Analyse information and ideas to evaluate.
AO3.2	Analyse information and ideas to make judgements and draw conclusions.
AO3.2a	Analyse information and ideas to make judgements.
AO3.2b	Analyse information and ideas to draw conclusions.
AO3.3	Analyse information and ideas to develop and improve experimental procedures.
AO3.3a	Analyse information and ideas to develop experimental procedures.
AO3.3b	Analyse information and ideas to improve experimental procedures.

Question		Answer	Marks	AO element	Guidance															
1	(a)	<table border="1"> <thead> <tr> <th>both</th> <th>type 1</th> <th>type 2</th> </tr> </thead> <tbody> <tr> <td>✓</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td>✓</td> </tr> <tr> <td>✓</td> <td></td> <td></td> </tr> <tr> <td></td> <td>✓</td> <td></td> </tr> </tbody> </table>	both	type 1	type 2	✓					✓	✓				✓		4	1.1 x 4	
both	type 1	type 2																		
✓																				
		✓																		
✓																				
	✓																			
	(b)	<p>Any three from:</p> <p>having (type 2) diabetes increases his risk of cardiovascular disease / does not make it certain ✓</p> <p>example of lifestyle change to decrease his risk (of getting cardiovascular disease) ✓</p> <p>second example of lifestyle change to decrease his risk (of getting cardiovascular disease) ✓</p> <p>control/treat diabetes to reduce risk of developing cardiovascular disease ✓</p> <p>visit the doctor / get medical advice ✓</p>	3	2.1 x 3	<p>ALLOW examples including, e.g. stop smoking / (more) exercise / low salt diet / low fat diet / take medication to reduce blood pressure / lower BMI</p> <p>DO NOT ALLOW “eat healthy/go on a diet” unless explained</p> <p>ALLOW idea of low sugar diet (to control diabetes)</p>															
	(c)	(i)	<p>exercise/moving/activity/stress could increase the pulse rate / sitting quietly allows the pulse rate to return to normal / allows them to get (more) accurate measurement of the resting pulse rate ✓</p> <p>allows them to see the effect of exercise on the pulse rate / idea of comparison with rate after exercise ✓</p>	2	2.2 x 3	<p>ALLOW ‘closer to the true value’ for accurate</p>														

Question			Answer	Marks	AO element	Guidance
1	(c)	(ii)	<p>use (two fingers to press gently against an artery in) a pulse point on their partner's body ✓</p> <p>Plus any two from: (use a stopwatch/clock/timer to) time a fixed period (e.g. 30 seconds) ✓ count/record the number of beats/pulses ✓ per minute ✓</p>	3	3.3a x 3	<p>ALLOW specific pulse point, e.g. wrist (radial artery), neck (carotid artery), upper arm (brachial artery), temples</p> <p>ALLOW ref. to (digital) heart (rate) monitor</p>
		(iii)	<p>mean ✓ median mode</p>	1	1.2	
		(iv)	<p>Any one from: likely to be closer to the true value/more accurate ✓ is the best estimate (of the true value) ✓ reduces the effects of random error and/or mistakes ✓</p>	1	1.2	
		(v)	25 ✓	1	3.1a	

Question			Answer	Marks	AO element	Guidance
1	(c)	(vi)	<p>Any two from: her/his/the student's fitness level is good ✓ she/he is fitter than most people in the class / fitter than 25 other people in the class / above average ✓ only 4 people/3 other people are the same level of fitness/good OR only 1 person is fitter ✓ idea that she/he is just 1 point above fair 'fair' is the category containing the highest number of people ✓</p>	2	3.2b x 2	Assume that references to "their" refer to the student (rather than to the classmates)
		(vii)	<p>yes because: (more) exercise will improve the fitness of the students (which is good for their health) ✓ Plus any two from: most/25 students are in the bottom three categories/≥79 ✓ 4 of the students have very poor fitness ✓ 10 (out of 30) / one third of the students have poor fitness ✓ 11 have fair fitness ✓ only 4 of the students have good fitness ✓ only 1 of the students has excellent fitness ✓</p>	3	2.1 3.2b x 2	no marks for saying yes; the marks are for the explanation

Question		Answer	Marks	AO element	Guidance
2	(a)	(molecules of) neurotransmitter (substances) diffuse across the synapse/gap ✓ and bind to/stick to/are detected by the receptors ✓ when the receptors are blocked by neonics there is no stimulation of neuron 2 / no generation of a nerve impulse in neuron 2 ✓	3	1.1 1.1 2.1	IGNORE 'neonics block receptors' unqualified, as this is given in the question
	(b)	Any two from: to protect them from pathogens/diseases carried by the insects ✓ to protect them from damage caused by insects / protect the crop from being eaten by insects ✓ to protect human food supply ✓ to protect farmer's livelihood / prevent loss of income/sales ✓ to prevent loss of crop / reduced yield ✓	2	1.1 x 2	
	(c)	(i)	2	2.1 x 2	birds 40 spiders 561 honey bees 2000 oil seed rape 7047
		(ii)	2	2.2 x 2	
		FIRST CHECK THE ANSWER ON ANSWER LINE If answer = 25 (%) award 2 marks (2000 ÷ 8000) x 100% ✓ = 25 (%) ✓			

Question			Answer	Marks	AO element	Guidance
2	(d)	(i)	bees are pollinators/collect pollen (so are likely to visit flowering crops) ✓	1	2.1	ALLOW bees collect nectar / feed on flowers / use flowers to make honey
		(ii)	killing bees/spiders therefore birds have less/no food ✓ idea of bioaccumulation / neonics passed through/along/up the food chain ✓	2	2.1 x 2	
		(iii)	<i>yes because:</i> Any three from: we need to protect our crops/food from pathogens/diseases carried by insects ✓ we need to protect our crops/food from damage done by insects ✓ need to protect farmers' livelihoods ✓ to ensure we have enough crops/food to eat ✓ OR <i>no because:</i> Any three from: it kills/harms bees/insects/spiders/birds ✓ idea of lack of food for animals that eat bees/insects/spiders/birds ✓ idea of bioaccumulation / neonics passed through/along/up the food chain ✓ idea that we should protect bees because they are pollinators (which is important/useful/vital) ✓ moral/ethical argument against harming animals ✓ need more research/data before discontinuing use ✓ ref. to switching to alternative methods (of protecting crops from insects) ✓	3	3.2a x 3	no mark for saying yes; the marks are for the justification no mark for saying no; the mark are for the justification

Question		Answer	Marks	AO element	Guidance
3	(a)		2	1.1 x 2	<p>two or three correct lines = 2 marks one correct line = 1 mark</p> <p>IGNORE any line that branches/splits IGNORE any box with more than 1 line joined to it</p>
	(b)	(i)	3	3.3b x 3	<p>DO NOT ALLOW “clean”, as this may not be sterile</p> <p>DO NOT ALLOW “seal the Petri dish”</p>
		(ii)	3	2.2 x3	<p>Award 2 marks for correct answer not given to 3 s.f. (i.e. 379.94)</p>
		<p>FIRST CHECK THE ANSWER ON ANSWER LINE If answer = 380 (mm²) award 3 marks</p> <p>3.14 × 11² OR 3.14 × 121 OR π × 11² ✓</p> <p>= 379.94 ✓</p> <p>= 380 (mm²) ✓</p>			

Question			Answer	Marks	AO element	Guidance
3	(b)	(iii)	<p>Disc 2 in Petri dish 2 ✓</p> <p>Plus any one from:</p> <p>the area of the clear zone is much higher / outside the range of results for this disc in the other dishes / it is an outlier ✓</p> <p>the area of the clear zone is in the range of results for disc 1 in the other dishes ✓</p> <p>the area of the clear zone suggests it was soaked in antibiotic A ✓</p>	2	3.2b 3.1b	<p>ALLOW Disc B in Petri dish 2</p> <p>ALLOW same as disc 1 in dish 2</p>
	(c)		<p>antimicrobial substances kill / protect plants from (death/damage caused by) pathogens/disease(s) ✓</p> <p>Plus any two from:</p> <p>we depend on plants for food ✓</p> <p>(photosynthesising) plants add oxygen to the air / remove carbon dioxide from the air / provide breathable air ✓</p> <p>plants are an essential part of the carbon cycle ✓</p> <p>all organisms (in an ecosystem) are <u>interdependent</u> ✓</p>	3	1.1 x 3	DO NOT ALLOW idea of plants being “immune” to diseases/pathogens
	(d)	(i)	<p>$2 \times 10^6 \text{ m}$ 20^6 m $2 \times 10^{-6} \text{ m}$ ✓ 20^{-6} m</p>	1	2.2	

Question			Answer	Marks	AO element	Guidance
		(ii)	80-6 μm 80 μm ✓ 75 μm 40 μm 0.00008 μm	1	2.2	
3	(d)	(iii)	<i>No because:</i> 250 nm = 0.25 μm / is smaller than 1 μm ✓ (viruses are) too small for his light microscope to see/resolve ✓	2	3.2b 3.1a	no mark for saying no; the mark is for the explanation
		(iv)	electron microscope ✓ because it provides greater magnification / higher resolving power / can see things smaller than 1 μm ✓	2	2.1 1.1	IGNORE references to scanning or transmission DO NOT ALLOW “electric/electronic” microscope DO NOT ALLOW “lets you see smaller things” or similar unless explained
	(e)		Any three from: plants do not have white blood cells ✓ plants cannot make antibodies ✓ plants cannot make memory cells ✓ therefore plants cannot develop immunity against a specific pathogen/antigen from a vaccination ✓	3	2.1 x 3	DO NOT ALLOW references to “remembering”; must refer to immunity or becoming immune
4	(a)	(i)	 An enzyme speeds up a chemical reaction <input checked="" type="checkbox"/> <input type="checkbox"/>	1	1.1	

Question			Answer	Marks	AO element	Guidance
		(ii)	B ✓	1	2.1	
	(b)	(i)	<p>low dose is less risky / reduces the risk / is safer ✓</p> <p>Plus any two from: (reduces risk of) side-effects from a high dose / high dose could be toxic / overdose / kill ✓</p> <p>high dose could prevent patient from being able to seal/clot wounds / lead to excess blood loss and/or risk of infection ✓</p> <p>it is easier to add more warfarin (bit by bit) than it is to take it out of the blood if too high a dose ✓</p>	3	2.1 x 3	
		(ii)	<p>different people have different genetic variants/alleles/mutations ✓</p> <p>some variants/alleles/mutations will affect how the body reacts to warfarin / how warfarin is broken down in the body / (how well warfarin fits into) blood clotting enzyme active site ✓</p>	2	1.1 2.1	DO NOT ALLOW different genes
4	(b)	(iii)	<p>genetic testing/test(s) ✓</p> <p>for variants/alleles/mutations that affect how the body reacts to warfarin / how warfarin is broken down in the body / (how well warfarin fits into) blood clotting enzyme active site</p> <p>OR to develop <u>personalised medicine</u> for the patient ✓</p>	2	1.1 2.1	DO NOT ALLOW genes

Question		Answer	Marks	AO element	Guidance
4	(c) *	<p><i>Please refer to the marking instructions on page 5 of this mark scheme for guidance on how to mark this question.</i></p> <p>Level 3 (5–6 marks) Explanation of how the rat population became resistant to warfarin includes ideas about genetic variant/allele.</p> <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <p>Level 2 (3–4 marks) Explanation at phenotypic level of how the rat population became resistant to warfarin.</p> <p><i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.</i></p> <p>Level 1 (1–2 marks) Explains the advantage of resistance and recognises that the change in the population is an example of evolution/adaptation but does not explain how it occurs.</p> <p><i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i></p> <p>0 marks <i>No response or no response worthy of credit.</i></p>	6	2.1 x 6	<p>AO2.2 Applying understanding of natural selection of variants to the context of rats and warfarin resistance</p> <p>Indicative scientific points at Level 3 may include:</p> <ul style="list-style-type: none"> • there was <u>genetic</u> variation within the population of rats • a mutation created a genetic variant/allele that gives resistance to warfarin • mutated <u>variant/allele was passed on to offspring when the rat mated/reproduced</u> • over many generations the resistance <u>variant/allele</u> became more common in the population <p>Indicative scientific points at Level 2 may include:</p> <ul style="list-style-type: none"> • there was variation within the population of rats • at first, one rat was resistant to warfarin • mutation created resistance • resistant rats have an advantage / are better suited to their environment • resistance rat(s) more likely to reproduce (than non-resistant rats) • resistant rats pass on the mutation to their offspring <p>ALLOW ref. to passing on the “gene”</p> <ul style="list-style-type: none"> • over many generations resistance became more common in the population • this is natural selection <p>Indicative scientific points at Level 1 may</p>

Question		Answer	Marks	AO element	Guidance
					include: <ul style="list-style-type: none"> • resistance means the warfarin/poison does not kill/affect the rats • resistance passed on to offspring • the rats evolved/adapted IGNORE 'survival of the fittest' without explanation
5	(a)	(nitrate ions are the plant's only source of) nitrogen ✓ to make amino acids/proteins/nitrogenous compounds ✓	2	1.1 x 2	ALLOW examples e.g. enzymes / DNA
	(b)	(i) A (cell/partially-permeable) membrane ✓ B mitochondrion ✓	2	2.1 x2	ALLOW mitochondria
		(ii) A (transports nitrate ions into the cell by) <u>active transport</u> (using carrier proteins) (against a concentration gradient) ✓ B provides ATP/energy (from cellular respiration) (for active transport) ✓	2	1.1 x2	
		(iii) increased/large surface area (to volume ratio) ✓ so there is increased/more active transport/absorption/uptake (of nitrate ions) ✓	2	1.1 x 2	ALLOW quicker (but not quickly, as comparison required)
	(c)	osmosis ✓ xylem ✓ diffusion ✓ stomata ✓	4	1.1 x 4	

Question	Answer	Marks	AO element	Guidance
5 (d) *	<p><i>Please refer to the marking instructions on page 5 of this mark scheme for guidance on how to mark this question.</i></p> <p>Level 3 (5–6 marks) A detailed description of the apparatus/procedure and variables that will be controlled. AND A detailed description of how the results should be processed or the measurements to be taken.</p> <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <p>Level 2 (3–4 marks) A detailed description of apparatus/procedure or variables. AND A description of how the results should be processed or the measurements to be taken.</p> <p><i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.</i></p> <p>Level 1 (1–2 marks) A description of the apparatus/procedure or variables. OR A description of how the results should be processed or the measurements to be taken.</p> <p><i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i></p> <p>0 marks No response or no response worthy of credit.</p>	6	3.3a x 3 2.2 x 3	<p>AO3.3a Developing an experimental procedure</p> <p>Apparatus and procedure</p> <ul style="list-style-type: none"> • use the lamp • to change/vary the light intensity • by placing it at different distances from the leafy shoot • use metre ruler • to measure distance of lamp from leafy shoot • use at least four different distances • use the stopwatch • repeat the experiment several times at each distance/light intensity <p>IGNORE ref. to thermometer</p> <p>Variables to control or keep the same</p> <ul style="list-style-type: none"> • same amount of time for each distance/light intensity and for each repeat (ALLOW example e.g. 30 min) • control the amount of ambient light e.g. by closing blinds • control air movement e.g. by closing doors/windows • control temperature by shining lamp through tank of water / use the tank of water as a heat shield <p>DO NOT ALLOW use thermometer to <u>control</u> temperature</p> <p>AO2.2 Applying understanding of measurement and data processing techniques to this type of investigation</p>

Question	Answer	Marks	AO element	Guidance
				<p>Measurements to be taken For each distance/light intensity/repeat:</p> <ul style="list-style-type: none"> • record the volume of water in the pipette at the start • record the volume of water in the pipette at the end (e.g. after 30 min) • how much water taken up / how much water decreased <p>Processing the results</p> <ul style="list-style-type: none"> • calculate the change in volume of water at each distance/light intensity • by subtracting the final volume from the starting volume • calculate the mean change in volume of water of all the repeats at each distance/light intensity • calculate the rate of water uptake by dividing the (mean) change in volume of water by the time • compare results for different light intensities/distances

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