

GCE

Biology

Unit **F215**: Control, Genomes and Environment

Advanced GCE

Mark Scheme for June 2016

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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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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning
DO NOT CREDIT	Answers which are not worthy of credit
IGNORE 	Statements which are irrelevant
ALLOW or ACCEPT	Answers that can be accepted
()	Words which are not essential to gain credit
—	Underlined words must be present in answer to score a mark
AW	Alternative wording
ORA	Or reverse argument
	Mark is awarded
X	Answer incorrect
	Omission mark
	Benefit of doubt
	Blank page
	Statement that contradicts a correct statement
	Use to indicate when part of a mark point has been achieved
	Error carried forward
	Mark has already been awarded (given mark)
	Horizontal wavy line to indicate incorrect statements
	Not giving the benefit of doubt

Here are the subject specific instructions for this question paper

Unless otherwise stated, accept phonetic spelling throughout unless there is clear ambiguity with another term.

For each correct mark point awarded the tick annotation should be used.

Ensure that the answers to all part questions are acknowledged with a suitable annotation – e.g.

an omission mark or NBOD if the answer is incomplete or not good enough

a wavy line if some information is inaccurate

CON if a potential mark point is contradicted

a cross if the answer is completely wrong.

Use BOD with care and only if you are certain that the answer is close enough to the required information for the mark.

Question			Answer	Marks	Guidance
1	(a)	(i)	<u>carrying capacity</u> ;	1	Mark the first answer. If that answer is correct and an additional answer is given that is incorrect or contradicts the correct answer then = 0 marks CREDIT <u>carrying capacity</u> written on the graph, if no answer written or answer crossed out on answer line
		(ii)	(supply / amount, of) food / mice / prey ; predation (upon mink) ; (inter/intraspecific) competition ; (lack of) breeding / nesting, sites ; disease;	2 max	<i>Mark first two answers only, ignoring the numbered sections</i> IGNORE activities of the Mink Project DO NOT CREDIT plants ACCEPT named predator e.g. eagles IGNORE mates / space / shelter / nests, alone IGNORE parasites
	(b)	(i)	loss of , (natural/original) biodiversity / species richness ; planting/felling , in one go / not continuous ; disruption to food chains/webs ; prevents a climax community (from being reached) ; destruction of habitats ; soil erosion ;	2 max	ACCEPT prevent other species, growing (in conifer monoculture) ACCEPT pressure on, rare / endangered, species ACCEPT deflected succession , plagioclimax IGNORE disrupts / disturbs, habitats

Question		Answer	Marks	Guidance
	(ii)	<p><i>social</i> amenity / recreation / (eco)tourism ; educational benefit (to visitors / children) ; improve (mental) well-being ;</p> <p><i>aesthetic</i> landscape more attractive / AW (for local people / visitors);</p> <p><i>ethical</i> (continuous management) better for local employment ; duty of care for, habitat / environment / biodiversity / food webs / ecosystems ;</p>	4 max	<p><i>Mark as continuous prose</i> IGNORE commercial / economic reasons</p> <p>ACCEPT landscape aesthetically pleasing e.g. greater variety of species to look at / deciduous leaf changes / more flowers to see</p> <p>ACCEPT prevents soil erosion IGNORE vague refs to “playing God” / species have the right to live</p>
	(c) (i)	<p>root suckers / basal sprouts ; from , meristem / undifferentiated , tissue ; grow , up around / in circle / between , felled trees ;</p> <p>correct ref. to time ;</p>	2 max	<p>IGNORE refs to genetics IGNORE suckers alone</p> <p>ACCEPT forms clonal patch / grows close to felled trees</p> <p>e.g. sprouts appear in a few months, not “years” / grow quickly</p>
	(ii)	<p>(new sprouts / trees are) <u>clones</u> / <u>genetically identical</u> OR no <u>genetic variation</u> ;</p> <p>(new sprouts) as susceptible, as parent tree (to fungus attack) ; <i>idea that</i> fungus , is systemic / remains in the tree ;</p>	2 max	<p>ACCEPT original / mother tree</p> <p>ACCEPT fungal hyphae spread in vascular tissue IGNORE fungal spread by, spores / beetles</p>
		Total	13	

Question		Answer	Marks	Guidance
2	(a)	DNA ; polypeptide(s) ; tertiary, structure / shape ;	3	Mark the first answer. If that answer is correct and an additional answer is given that is incorrect or contradicts the correct answer then = 0 marks IGNORE chromosomes IGNORE protein ACCEPT 3D, shape / structure IGNORE active site
	(b) (i)	animal and plant and fungi ;	1	any order DO NOT CREDIT other kingdoms
	(ii)	head-tail orientation / anterior-posterior axis ; position / development, of limbs ; (traces of) segmentation ; position / development , of eyes ;	1 max	IGNORE dorso-ventral orientation / head , thorax , abdomen / polarity unqualified ACCEPT head at one end, tail at the other ACCEPT has limbs DO NOT CREDIT head segment / thorax segment / abdomen segment
	(iii)	(A to B) disappearance of tail / AW ; (B to C) webbing / tissues / cells, removed between fingers / toes ;	2	(B to C) ACCEPT fingers / toes / digits , become more defined / separate / form individual digits IGNORE fingers / toes / digits, forming / developing

Question		Answer	Marks	Guidance
	(c)	1. (at start / parental) grey mice may be heterozygous / AW ; 2. breed (grey) mice together ; 3. only breed from individuals that never produce black offspring ; 4. (continue breeding grey offspring together) for many generations ; 5. carry out test cross (with black mice) ;	4 max	ACCEPT mp1 from annotated genetic diagram 2. IGNORE homozygous / heterozygous / IVF 3. ACCEPT exclude parents of black offspring from further breeding ; 4. ACCEPT repeat the breeding (process) 5. ACCEPT breed black mice with grey mice 5. IGNORE back cross
		QWC ;	1	Answer must obtain mp 2 followed by one mark from mps 3 to 5 Please insert next to the pencil icon: <ul style="list-style-type: none"> • a tick (✓) if QWC has been awarded • or a cross (×) if QWC has not been awarded • You should use the green dot to identify the QWC terms that you are crediting.
			Total	12

Question			Answer	Marks	Guidance
3	(a)	(i)	<p><i>Biotic</i> - any one from mowing (by workers) ; impoverished soil community ; fewer, bees / insects / pollinators ; lack of grazers ;</p> <p><i>Abiotic</i> - any one from limited space ; soil chemistry ;</p> <p>(named) pollution from vehicles (exhaust gases) ;</p> <p>wind from vehicle (slipstream) ; mud / dust , covering leaves ;</p>	2	<p>Mark the first answer on each line. If that answer is correct and an additional answer is given that is implausible or contradicts the correct answer then = 0 marks</p> <p>IGNORE any suggestion that would apply equally to both surroundings.</p> <p>ACCEPT nitrifiers / worms</p> <p>ACCEPT road-salt, toxins from oil or rubber , soil pH</p> <p>ACCEPT particulates / lead / NO_x / SO_x / CO DO NOT CREDIT carbon dioxide</p>
		(ii)	<p>(<i>the shoot is</i>) <u>growing</u>, towards light / upwards ;</p>	1	<p>Mark the first answer. If that answer is correct and an additional answer is given that is incorrect or contradicts the correct answer then = 0 marks</p> <p>IGNORE bending unqualified / away from wall / towards sun e.g. 'shoot bends and grows towards the light' = 1</p>

Question		Answer	Marks	Guidance										
(b)		<table border="1"> <thead> <tr> <th>Problem to be solved</th> <th>Hormone</th> </tr> </thead> <tbody> <tr> <td>Bananas picked green and shipped in a container are not ripe when the ship arrives.</td> <td>E / Ethene ;</td> </tr> <tr> <td>Pot plants grown for sale at Christmas will not be bought if their leaves drop off.</td> <td>A / Auxin ;</td> </tr> <tr> <td>Barley grains delivered to a brewery do not contain much maltose for the yeast.</td> <td>G / Gibberellins ;</td> </tr> <tr> <td>In plant tissue culture, calluses on plain agar will be too slow in developing shoot buds.</td> <td>C / Cytokinins ;</td> </tr> </tbody> </table>	Problem to be solved	Hormone	Bananas picked green and shipped in a container are not ripe when the ship arrives.	E / Ethene ;	Pot plants grown for sale at Christmas will not be bought if their leaves drop off.	A / Auxin ;	Barley grains delivered to a brewery do not contain much maltose for the yeast.	G / Gibberellins ;	In plant tissue culture, calluses on plain agar will be too slow in developing shoot buds.	C / Cytokinins ;	4	Mark the first answer in each box. If that answer is correct and other material is added that is incorrect or contradicts the correct answer then = 0 mark
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(c)	<p>fungi / bacteria / microorganisms ;</p> <p>on / from, the <u>explant</u> ;</p> <p>contaminates / in, agar / medium ;</p> <p><i>idea of competition for resources (between microorganisms and explant) / decrease in nutrients (in culture medium) ;</i></p>	2 max	<p>ACCEPT pathogens IGNORE parasites</p> <p>ACCEPT culture IGNORE infection</p> <p>IGNORE competition for space</p>											
				(d)	(i)	<p><i>idea that Rhizobium is, involved in nitrogen fixation / not involved in nitrification ;</i></p> <p><i>(Rhizobium) will not reduce / increases levels of, ammonia / ammonium ions ;</i></p>	1 max	<p>IGNORE refs to plant host / symbiosis / legume / nodules / not aquatic / not free living</p> <p>ACCEPT description e.g. <i>Rhizobium</i> produces, ammonia / ammonium ions from nitrogen gas</p> <p>ACCEPT NH₃ / NH₄⁺</p>						

Question		Answer	Marks	Guidance
	(ii)	use of (micro)organisms to, remove / oxidise, ammonia / ammonium ions ; use of (micro)organisms for , commercial process / industrial process ;	1 max	ACCEPT NH ₃ / NH ₄ ⁺ IGNORE 'prevents build- up of ammonia' IGNORE refs to products of nitrification / food production / drug production / for human benefit
	(iii)	<i>idea that</i> the desired product is <i>Nitrosomonas (europaea)</i> (cells) ; enzymes / proteins , are <u>denatured</u> (by incorrect pH) ; enzymes needed for , (named metabolic) processes in growth ; (incorrect pH) disruption of, tertiary / 3D,structure / shape ; <i>ref to</i> effect of hydrogen ions on , H / ionic , bonds ;	3 max	ACCEPT increases yield of <i>N. europaea</i> IGNORE ref to products of <i>Nitrosomonas europaea</i> DO NOT CREDIT nitrogenase is denatured CREDIT enzymes for, respiration / protein synthesis / cell reproduction / DNA replication IGNORE active site
(e)	(i)	unit should be in (column) headings ;	1	
	(ii)	number of bacteria (in bacterial suspensions) ; plantlets not sterilized ; (initial) size / mass , of plantlets ; concentration of ammonia solution ;	1 max	ACCEPT "concentration" of bacteria IGNORE amount of bacteria IGNORE decimal places of grams / duration of trial / age of plantlets / time of day dry mass measured / volume of sand / number of plantlets
Total			16	

Question			Answer	Marks	Guidance
4	(a)	(i)	25 (%);	1	IGNORE working
		(ii)	<p>1. (island edges / cacti) subject to, sea/salt, spray ;</p> <p>2. qq (genotype) confers ability to obtain water from <u>salt</u> spray;</p> <p>3. (gives) <u>selective</u> advantage ;</p> <p>4. (individuals with qq genotype) survive / reproduce ;</p> <p>5. allele / q, frequency increases ;</p> <p>6. <u>directional selection</u> ;</p> <p>7. geographic , isolation / barrier ;</p> <p>8. (means) no new alleles coming in ;</p>	4 max	<p>ACCEPT ORA for mp 2 – 5</p> <p>IGNORE mist / sea water for mp1 and 2 ACCEPT homozygous recessive / 'they' for qq genotype</p> <p>2.ACCEPT qq gets water supply from <u>salt</u> spray 2.ACCEPT qq genotype confers tolerance to <u>salt</u> (spray)</p> <p>3.ACCEPT description e.g. 'they are (at an advantage and are) selected for'</p> <p>5.DO NOT CREDIT gene frequency increases 5. IGNORE 'qq frequency increases'</p> <p>6.IGNORE natural selection</p>

Question	Answer	Marks	Guidance
(b)	<p>T1. lay, tape / string , in a line / across zones ; T2. from sea to post-pioneer (boundary) / AW ;</p> <p>T3. perform , line / belt, <u>transect</u> ;</p> <p>Q4. (frame / open / point) <u>quadrat</u> ; Q5. placed systematically / back to back / intervals (along tape) ;</p> <p>K6. use a <u>key</u> ; K7. identify <u>species</u> present ; K8. estimate percentage cover / count plants / <u>species</u> frequency / use ACFOR scale ;</p> <p>R9. ref. to repeated sampling over time ; R10. ref. to repeated sampling in one area ;</p>	6 max	<p>Look for wording that indicates up to the end of the pioneers or to first post-pioneers, e.g. top of dune 'lay tape across salt spray and rain - watered zone' = T1 and T2</p> <p>Q5. DO NOT CREDIT randomly</p> <p>K8. IGNORE percentage abundance</p>
	<p>QWC – award if TWO items of equipment above is linked to description of correct use ;</p>	1	<p>Award if any TWO of the following pairs of marking points have been awarded :</p> <p>T1,T2/ T3</p> <p>Q4,Q5</p> <p>K6,K7/ K8</p> <p>Please insert next to the pencil icon:</p> <ul style="list-style-type: none"> • You should use the green dot to identify each pair of mps that you are crediting • a tick (✓) if QWC has been awarded • or a cross (×) if QWC has not been awarded

Question	Answer	Marks	Guidance
(c)	<p><i>Activity:</i> agriculture / farming / roads / building / deforestation ,</p> <p><i>Effect:</i> soil erosion / habitat destruction / loss of biodiversity;</p> <p><i>Activity:</i> introduced (animal) species,</p> <p><i>Effect:</i> (native) animal / bird / egg, predation OR (native) plant damage / grazing OR (interspecific) competition ;</p> <p><i>Activity:</i> tourism / recreation,</p> <p><i>Effect:</i> litter / sewage / habitat destruction / loss of biodiversity ;</p> <p><i>Activity:</i> shipping ,</p> <p><i>Effect:</i> oil spills / sewage / bilge / (named) flotsam ;</p> <p><i>Activity:</i> (over-)fishing / hunting,</p> <p><i>Effect:</i> disruption of food chains</p> <p style="text-align: center;">OR</p> <p>(native) species , are threatened / may become extinct;</p>	<p>3 max</p>	<p><i>Marks awarded for activity (within the categories given) correctly linked to effect</i></p> <p>IGNORE disruption / disturbance, of, habitat / biodiversity</p> <p>ACCEPT named animal species e.g. cats ACCEPT destroys nests</p> <p>IGNORE pollution unqualified IGNORE disruption / disturbance, of, habitat / biodiversity</p> <p>ACCEPT named example (e.g.plastic) IGNORE pollution unqualified</p> <p>IGNORE loss of biodiversity</p> <p>ACCEPT 'kills species' ACCEPT named species e.g. sea cucumber / sharks / tortoises</p>
	Total	15	

Question		Answer	Marks	Guidance
5	(a)	<p>1 (named) receptor detects, stimulus / change in environment ;</p> <p>2 sensory neurones conduct action potentials ;</p> <p>3 (from receptors) to CNS ;</p> <p>4 motor neurones conduct action potentials ;</p> <p>5 (from CNS) to <u>effector</u> ;</p> <p>6 relay / intermediate, neurones conduct action potentials ;</p> <p>7 from sensory to motor neurones;</p> <p>8 <i>ref to</i> role of synapses ;</p> <p>9 (CNS / brain) coordinates response ;</p>	4 max	<p>For mp2,4,6 action potentials / impulses must be mentioned at least once</p> <p>2.ACCEPT impulses 2.IGNORE messages / signals. 3.ACCEPT brain/spinal cord</p> <p>4.ACCEPT impulses 4.IGNORE messages / signals.</p> <p>6.ACCEPT impulses 6.IGNORE messages / signals.</p> <p>8.ACCEPT summation / creation of new pathways / interconnection of existing pathways / memory / learning / filtering (out) low-level <u>stimuli</u> / inhibitory / excitatory</p> <p>9.ACCEPT coordination described</p>
	(b)	<p>glycogen converted into glucose (in liver); glucose released into blood ; (carried / available) to cells ;</p> <p>(glucose needed for) respiration / glycolysis ; to release energy / make ATP ;</p> <p>for increased, breathing rate / heart rate / muscle contraction ;</p>	3 max	<p>ACCEPT increased levels of blood glucose</p> <p>DO NOT CREDIT ref to producing / creating , energy ACCEPT more energy available</p> <p>ACCEPT increased muscle activity IGNORE 'adrenaline increases breathing rate /heart rate' alone , 'rabbit runs quicker'</p>

Question		Answer	Marks	Guidance												
	(c) (i)	<table border="1"> <thead> <tr> <th>Organ</th> <th>Type of muscle</th> <th>Action of <u>muscle</u> in fight or flight response</th> </tr> </thead> <tbody> <tr> <td>Heart</td> <td>cardiac</td> <td>increase pulse rate ;</td> </tr> <tr> <td>Leg muscle</td> <td>voluntary / skeletal/striated</td> <td>contract ;</td> </tr> <tr> <td>Arteriole to liver</td> <td>smooth</td> <td>contract / relax ;</td> </tr> </tbody> </table>	Organ	Type of muscle	Action of <u>muscle</u> in fight or flight response	Heart	cardiac	increase pulse rate ;	Leg muscle	voluntary / skeletal/striated	contract ;	Arteriole to liver	smooth	contract / relax ;	3	<p>Mark the first answer in each box. If that answer is correct and an additional answer is given that is incorrect or contradicts the correct answer then = 0 marks.</p> <p>IGNORE relax for second box</p> <p>ACCEPT (vaso)constrict / (vaso)dilate for third box (as in context of effect of muscle on arteriole)</p> <p>IGNORE increases/decreases, blood flow</p> <p>IGNORE increases/decreases,diameter</p>
Organ	Type of muscle	Action of <u>muscle</u> in fight or flight response														
Heart	cardiac	increase pulse rate ;														
Leg muscle	voluntary / skeletal/striated	contract ;														
Arteriole to liver	smooth	contract / relax ;														
	(ii)	<u>myosin</u> ;	1	<p>IGNORE thick filament.</p> <p>DO NOT CREDIT myelin</p> <p>Mark the first answer. If that answer is correct and an additional answer is given that is incorrect or contradicts the correct answer then = 0 marks.</p>												
	(d) (i)	avoidance of predation / desiccation / overheating ;	1 max													
	(ii)	shine a light/torch on slugs, when feeding / at night / in dark ; <i>Idea of repeated (stimulus) ;</i> (observe) reaction / response , diminishes / stops ;	2 max	<p>ACCEPT no longer moves away from light</p> <p>IGNORE ' slugs learn to ignore the light'</p>												
	(iii)	taxis / kinesis ;	1	<p>Mark the first answer. If that answer is correct and an additional answer is given that is incorrect or contradicts the correct answer then = 0 marks.</p> <p>ACCEPT (negative)phototaxis</p> <p>DO NOT CREDIT positive phototaxis</p>												

Question		Answer	Marks	Guidance
	(e)	(i)	1	If more than one box is ticked then = 0 marks.
		(ii)	2 max	<p><i>each marking point must be comparative</i></p> <p>IGNORE longer arms / longer levers / longer bones</p> <p>ACCEPT 'they' for muscles ACCEPT muscles have <u>greater</u>, volume / mass IGNORE more muscles / bigger muscles / muscle density</p> <p>ACCEPT more, muscle cell / myofibrils / sarcomeres / motor units</p>
			Total	18

Question			Answer	Marks	Guidance																																										
6	(a)	(i)	$\chi^2 = 10.48 / 10.480 / 10.5 ; ; ; ;$	4	<table border="1"> <thead> <tr> <th>Indicator species</th> <th>E</th> <th>O</th> <th>O - E</th> <th>(O - E)²</th> <th>$\frac{(O - E)^2}{E}$</th> </tr> </thead> <tbody> <tr> <td>Stonefly nymph</td> <td>58</td> <td>44</td> <td>-14</td> <td>196</td> <td>3.38</td> </tr> <tr> <td>Freshwater shrimp</td> <td>33</td> <td>43</td> <td>10</td> <td>100</td> <td>3.03</td> </tr> <tr> <td>Water louse</td> <td>7</td> <td>12</td> <td>5</td> <td>25</td> <td>3.57</td> </tr> <tr> <td>Sludge worm</td> <td>2</td> <td>1</td> <td>-1</td> <td>1</td> <td>0.50</td> </tr> <tr> <td></td> <td></td> <td></td> <td>;</td> <td>;</td> <td>;</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Correct answer = 4 marks</p> <p>If answer is incorrect or missing then CREDIT correct working in table columns as follows:</p> <p style="padding-left: 40px;">All figures in one column correct = 1 mark to 3 max</p> <p>DO NOT CREDIT column mark if minus signs on figs missing or incorrect IGNORE number of d.p.in table CREDIT fractions for last column ALLOW ecf from any incorrect column to the next and for χ^2.</p>	Indicator species	E	O	O - E	(O - E) ²	$\frac{(O - E)^2}{E}$	Stonefly nymph	58	44	-14	196	3.38	Freshwater shrimp	33	43	10	100	3.03	Water louse	7	12	5	25	3.57	Sludge worm	2	1	-1	1	0.50				;	;	;						
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	(ii)	calculated value / χ^2 / 10.48 / 10.5, is (much) larger than, critical value / 7.81 ; ORA <i>idea that</i> probability that these results are due to chance is (much) less than, 5% / 0.05; ORA conclusion is justified / result not due to chance / significant difference between observed and expected results (at the 0.05 level);	2	ALLOW ecf for a correct explanation that corresponds to the candidate's incorrect calculation for (a)(i) ACCEPT probability lies between, 5%/0.05, and 1%/0.01 confidence limits IGNORE ref to null hypothesis
(b)	(i)	<u>all</u> the living organisms and non-living components (in a habitat), and their interactions ;	1	ACCEPT <u>all</u> the biotic and abiotic components (in a habitat), and their interactions ACCEPT <u>all</u> community and abiotic environment and their interactions ACCEPT (inter)relationships for interactions
	(ii)	<i>biotic because:</i> manure contains, bacteria / microorganisms; manure contains, straw / plant material (for bacteria) ;	1 max	<i>Green blob biotic, then look for reason.</i> If biotic not given = 0 mark ACCEPT 'it' for manure IGNORE food IGNORE refs to oxygen concentration / BOD.
(c)	(i)	feeding / eating / consuming / ingesting ;	1	IGNORE digestion/ heterotrophic nutrition/ predation
	(ii)	shrimp to fish ; (because) <u>more</u> indigestible parts (in shrimp) ; OR fish to kingfisher ; (because) <u>more</u> indigestible parts (in fish) ; OR kingfisher to hawk ; (because) kingfisher, is small / has large SA : Vol ratio / has <u>more</u> indigestible parts;	2	<i>Marks awarded for link in food chain correctly linked to explanation</i> ACCEPT named parts e.g. outer skeleton /shell ACCEPT named parts e.g. scales/ bones ACCEPT <u>more</u> energy lost as heat ACCEPT named parts e.g. bones /feathers/beak
		Total	11	

Question		Answer	Marks	Guidance
7	(a) (i)	step 3, should be between 1 and 2 / should be second ; OR step 2, should be between 3 and 4 / should be third ;	1	Mark the first answer. If that answer is correct and an additional answer is given that is incorrect or contradicts the correct answer then = 0 marks.
	(ii)	step 2, enzyme should be <u>restriction</u> ;	1	Mark the first answer. If that answer is correct and an additional answer is given that is incorrect or contradicts the correct answer then = 0 marks.
	(b)	chemical synthesis / polynucleotide sequencing;	1	ACCEPT make an artificial (gene) / manufactured (gene) / synthetic (gene) IGNORE refs to gene bank, cDNA library, BAC's , using reverse transcriptase/ making cDNA from RNA
	(c) (i)	(bacteria) acquire / take up / gain , (useful) genes ; example of useful gene; faster / without waiting for mutation ;	2 max	ACCEPT sharing genetic information/ increase genetic variation / sharing DNA IGNORE ' transfer / passing on genes' ACCEPT (gene for) antibiotic resistance, enzyme to metabolize new nutrients DO NOT CREDIT 'become immune to antibiotics' Look for the idea of accelerated acquisition .e.g. quicker /in one generation
	(ii)	(DNA) <u>ligase</u> ;	1	Mark the first answer. If that answer is correct and an additional answer is given that is incorrect or contradicts the correct answer then = 0 marks.

Question		Answer	Marks	Guidance
	(d) (i)	<p><i>phytoene synthase</i> is, limiting / in low quantities / low activity;</p> <p>little, <i>phytoene</i> / substrate, for <i>phytoene desaturase</i> ;</p> <p>little, <i>lycopene</i>/ substrate, for <i>lycopene β cyclase</i>;</p>	2 max	
	(ii)	<p>different base sequences (in the different genes/ DNA) ;</p> <p>different amino acid sequences (in the different enzymes) ;</p> <p>different, tertiary/3D, structures/ shape (in the different enzymes) ;</p>	2 max	<p>ACCEPT different, triplet /codon/ nucleotide, sequences.</p> <p>ACCEPT different primary structures</p> <p>ACCEPT refs to active site different shape</p>
	(e)	<p><i>For:</i> relief of, vitamin A deficiency / symptoms of vitamin A deficiency ;</p> <p><i>Against:</i> expense of, seed to (poor) growers / grain to consumers ;</p> <p>(uncontrolled) hybridization with other <u>rice</u>, species / types / varieties;</p> <p>unknown long-term effects on consumers' health ;</p>	2 max	<p>IGNORE refs to other instances of genetic engineering.</p> <p>ACCEPT prevents blindness, improves immune system, increase vitamin A uptake</p> <p>IGNORE helps eyesight / prevents death</p> <p>ACCEPT refs to putting (non GM) farmers out of business</p> <p>IGNORE refs to gene crossing to different plant species.</p> <p>IGNORE refs to "against nature", "playing God", loss of biodiversity</p>

Question		Answer	Marks	Guidance
	(f)	<p>differences in organ size ;</p> <p>difference in body temperature ;</p> <p>earlier aging of organs ;</p>	1 max	<p>e.g. organs too small / organ size not compatible</p> <p>IGNORE rejection idea (as applies to both animals)</p>
	(g)	<p>S1 cannot be inherited OR G1 can be inherited ;</p> <p>S2 introduces (functional), gene/allele, into, patient/ body cell /non reproductive cell OR G2 introduces, (functional), gene/allele, into sperm / egg / zygote/ embryo ;</p> <p>S3 only some cells have (functional), gene/ allele OR G4 all cells have (functional), gene/ allele;</p> <p>S5 short lived / temporary / needs repeating OR G5 long lived / permanent / does not need repeating;</p>	2 max	<p>IGNORE ref to legality / ethical issues</p> <p>S1 /G1 ACCEPT (gene /allele) passes e.g. S (gene / allele) does not pass to offspring</p> <p>S1 / G1 IGNORE (gene / allele) affects e.g. G (gene / allele) does not affect offspring</p> <p>S2 / G2 DO NOT CREDIT altering / removing / replacing, genes</p>
		Total	15	

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