

GCSE (9–1) Biology A (Gateway Science)

F

J247/02 Paper 2 (Foundation Tier)

Sample Question Paper

Date – Morning/Afternoon

Time allowed: 1 hour 45 minutes

You may use:

- a scientific or graphical calculator
- a ruler



First name

Last name

Centre
number

Candidate
number

INSTRUCTIONS

- Use black ink. You may use an HB pencil for graphs and diagrams.
- Complete the boxes above with your name, centre number and candidate number.
- Answer **all** the questions.
- Write your answer to each question in the space provided.
- Additional paper may be used if required but you must clearly show your candidate number, centre number and question number(s).
- Do **not** write in the bar codes.

INFORMATION

- The total mark for this paper is **90**.
- The marks for each question are shown in brackets [].
- Quality of extended response will be assessed in questions marked with an asterisk (*).
- This document consists of **32** pages.

SECTION A

Answer **all** the questions.

You should spend a maximum of 30 minutes on this section.

- 1** Which of these statements is an example of sustainability?
- A** Harvesting selected trees from a forest and replanting.
 - B** Replacing forests with food crops.
 - C** Taking fish from the sea faster than they can reproduce.
 - D** Using crude oil to make plastics.

Your answer

[1]

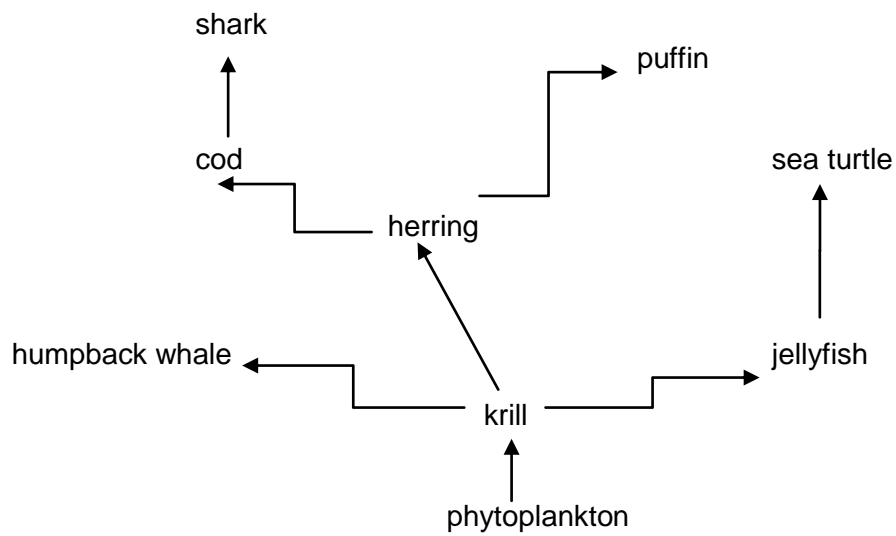
- 2** Many habitats are being destroyed.
Why is it important that we stop habitats from being destroyed?

- A** to maintain biodiversity
- B** to maintain homeostasis
- C** to maintain active transport
- D** to maintain differentiation

Your answer

[1]

3 The diagram shows a food web.



What is the most likely effect on the food web, if the number of cod decreased?

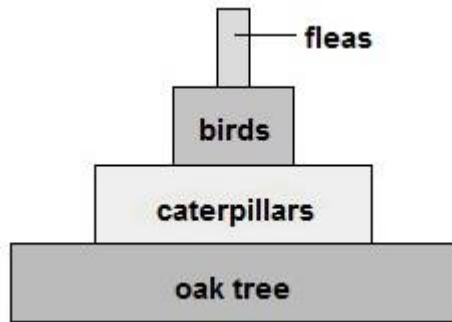
- A an increase in the number of herrings
- B an increase in the number of krill
- C no effect on the population of puffins
- D an increase in the number of sharks

Your answer

[1]

4 Look at the pyramid of biomass.

What can you tell from this pyramid of biomass?



- A Fleas are producers.
- B The trophic level with oak trees has the lowest biomass.
- C There are fewer birds than caterpillars.
- D All four trophic levels contain consumers.

Your answer

[1]

5 Organisms in an ecosystem are affected by **biotic** factors.

Which of these is a biotic factor?

- A disease
- B light intensity
- C rainfall
- D wind speed

Your answer

[1]

6 What are the names of the two scientists who first suggested the theory of natural selection?

- A Darwin and Mendel
- B Mendel and Wallace
- C Wallace and Darwin
- D Watson and Crick

Your answer

[1]

7 A sperm cell of a mouse has 20 chromosomes.

Which row in the table shows the correct number of chromosomes in each cell?

| | Number of chromosomes in | |
|----------|--------------------------|------------------|
| | a mouse egg cell | a mouse eye cell |
| A | 40 | 40 |
| B | 20 | 20 |
| C | 20 | 40 |
| D | 40 | 20 |

Your answer

[1]

8 The DNA of the unborn baby can be found in the blood sample of the mother.

This DNA is tested to see which chromosomes are present.

Which conclusion is correct?

- A If a Y chromosome is present then it must be a boy.
- B If a Y chromosome is present then it must be a girl.
- C If an X chromosome is present then it must be a boy.
- D If an X chromosome is present then it must be a girl.

Your answer

[1]

9 Different diseases are caused by different pathogens.

Which type of pathogen causes tobacco mosaic disease?

- A** a bacterium
- B** a fungus
- C** a virus
- D** a protist

Your answer

[1]

10 What may a vaccine contain?

- A** small numbers of live harmful microbes
- B** dead microbes
- C** antibiotics specific to the microbe
- D** memory cells

Your answer

[1]

11 Scientists want to make human stem cells from body cells rather than getting stem cells from embryos.

Why is this?

- A** Stem cells cannot be found in human embryos.
- B** Some people object to destroying human embryos.
- C** The cells in human embryos are all differentiated.
- D** Human embryos are single-celled.

Your answer

[1]

12 New drugs are tested on humans, animals and tissues.
In which order are they tested?

- A** tissues – humans – animals
- B** humans – animals – tissues
- C** animals – tissues – humans
- D** tissues – animals – humans

Your answer

[1]

13 Why is it difficult to kill cancer cells in the body?

- A** They are foreign cells that are not destroyed by antibiotics.
- B** They are body cells and so the body's defence system does not attack them.
- C** They hide inside other body cells away from the body's defences.
- D** They divide very slowly.

Your answer

[1]

14 Heart disease affects a large number of people.

Which of these factors contributes to heart disease?

- A** lack of exercise
- B** low fat diet
- C** being a non-smoker
- D** not drinking alcohol

Your answer

[1]

15 Look at the table.

It shows the death rates from coronary heart disease (CHD) in the UK in 2008.

| Death rates from CHD per 100,000 population | | | |
|---|-------|-----------|-------|
| Age 55-64 | | Age 65-74 | |
| men | women | men | women |
| 175 | 47 | 443 | 179 |

In 2008 the total number of deaths per 100 000 in both age ranges was 844.

What percentage of these deaths were women?

- A 5.6%
- B 21.2%
- C 22.6%
- D 26.8%

Your answer

[1]

(c) Probash is ill and is having tests in hospital.

His doctors monitor Probash's body temperature frequently.

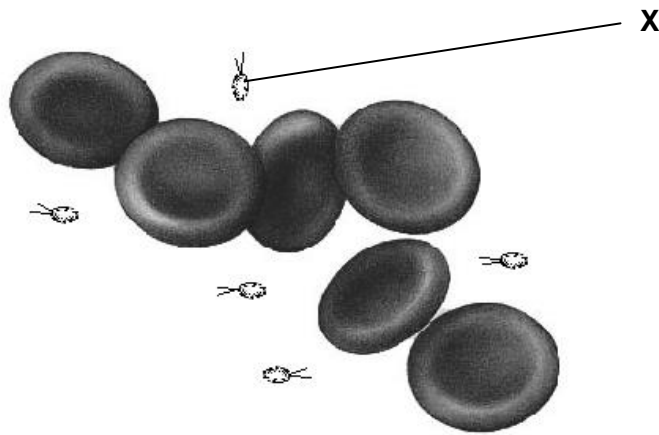
Explain why it is important to monitor Probash's body temperature frequently.

.....
..... [2]

(d) The doctors took a sample of blood from Probash.

They looked at the specimen under a light microscope.

This is a picture of what they saw.



From this picture, the doctors decide that Probash's illness is caused by bacteria (labelled X).

(i) Why do the doctors **not** think that the structures labelled **X** are viruses?

..... [1]

(ii) What equipment could the doctors use to get a clearer image to confirm their ideas?

..... [1]

- (e) Probash’s doctors want to check that the bacteria causing his illness are not resistant to the antibiotic erythromycin.

They set up an experiment to test this.

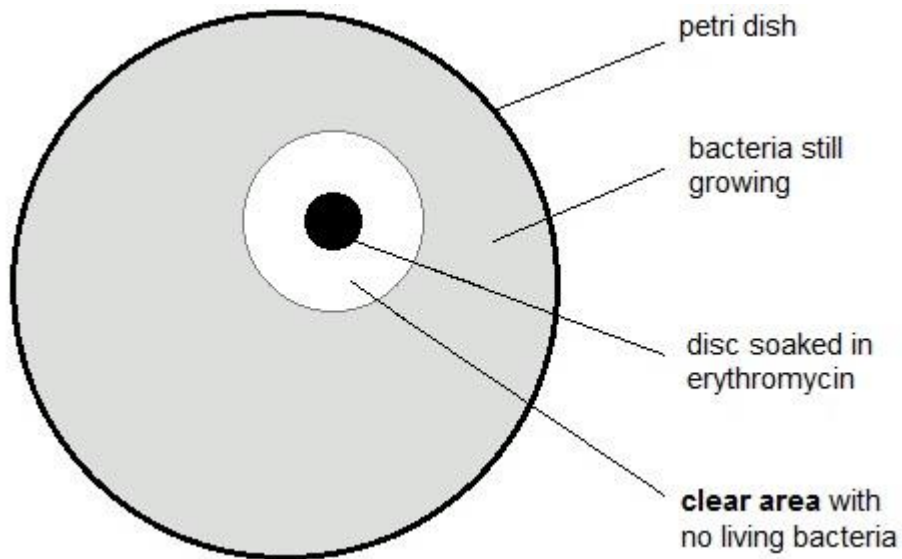
This is the method they use:

- a petri dish is made that has the bacteria growing evenly over the surface
- a disc of filter paper is soaked in erythromycin
- the disc is placed on the agar in the centre of the petri dish
- the lid of the dish is fixed on with a piece of tape
- the dish is then incubated.

- (i) Why did the doctors tape the lid on the petri dish?

..... [1]

- (ii) The diagram shows the doctor’s results.



Use a ruler to measure the diameter of the **clear area** in mm.

Use this diameter to calculate the area of the circle where there are no living bacteria.

(the area of a circle = πr^2 and $\pi = 3.14$)

area = mm² [3]

(iii) This table is used to analyse the results of the experiment.

| Area clear of bacteria including the area of the disc (mm ²) | Level of resistance |
|--|-------------------------|
| less than 133 | resistant |
| 133 to 416 | intermediate resistance |
| more than 416 | not resistant |

Use your result from part (ii) to judge the level of resistance in the microbe.

..... [1]

17 Rheumatic fever is a rare disease in the UK.

Look at this information.

Rheumatic fever information leaflet

Bacteria can enter the mouth and cause sore throats.

This may develop into rheumatic fever.

Rheumatic fever is much more likely if a person does not get enough food or lives in overcrowded conditions.

White blood cells in the body make protein molecules to kill these bacteria.

However, sometimes these molecules attack heart valves making them leaky.

(a) (i) Put ticks (✓) in the **two** boxes that best describe rheumatic fever.

| | |
|---|--|
| a communicable disease | |
| a disease that is caused by defective alleles | |
| a non-communicable disease | |
| a disease that is affected by lifestyle | |

[1]

(ii) White blood cells make protein molecules to kill the bacteria.

What is the name of these protein molecules?

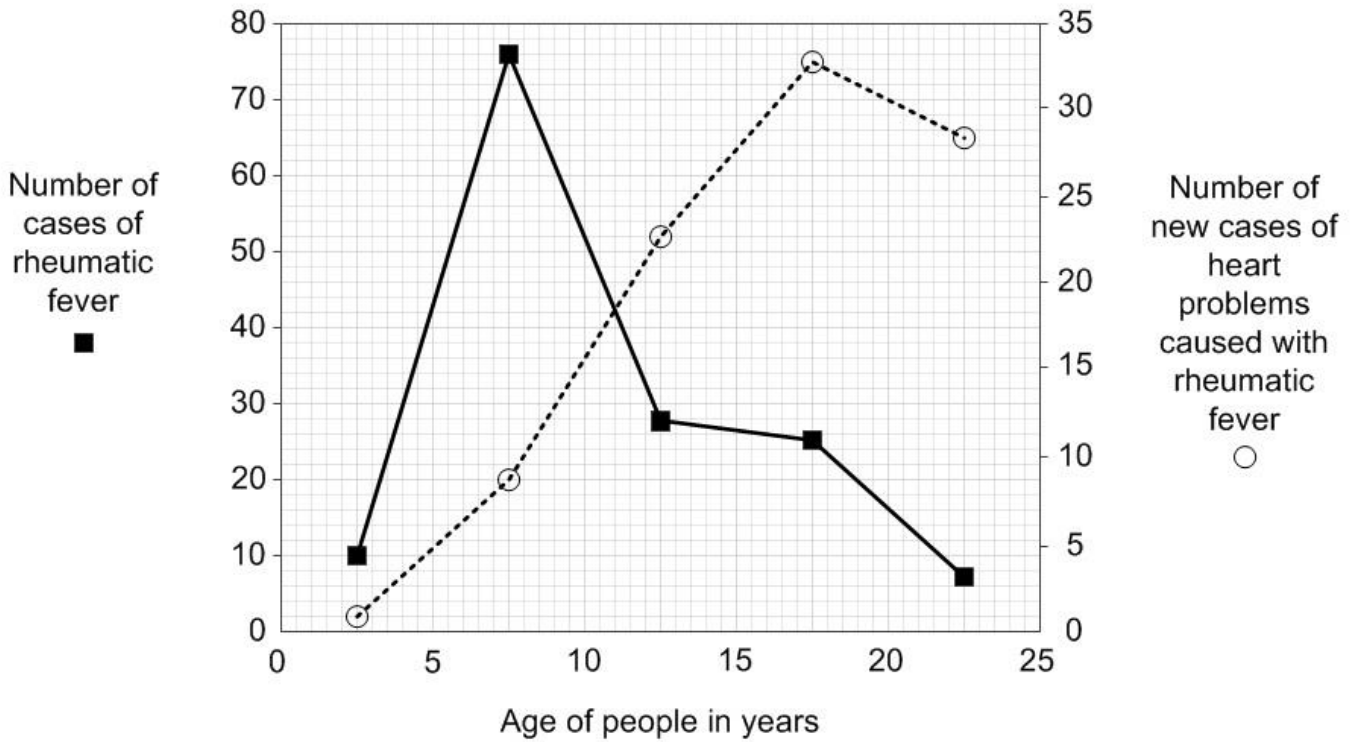
..... [1]

(b) Look at the graph.

It gives data about people of different ages in one area.

It shows the number of cases of rheumatic fever.

It also shows the number of new cases of heart problems caused by rheumatic fever.



(i) At what age do you most commonly find people with rheumatic fever?

answer = years

[1]

(ii) How many years after getting rheumatic fever is it most common to get heart problems?

How can you tell this from the graph?

.....

.....

.....

.....

[2]

(c) One treatment for the heart valve problem is to lower the patient's blood pressure.

To lower the blood pressure, a drug can be taken to **increase** the amount of water excreted by the body.

Which organ would be targeted by the drug and what effect would it have on the urine?

organ.....

effect on urine.....

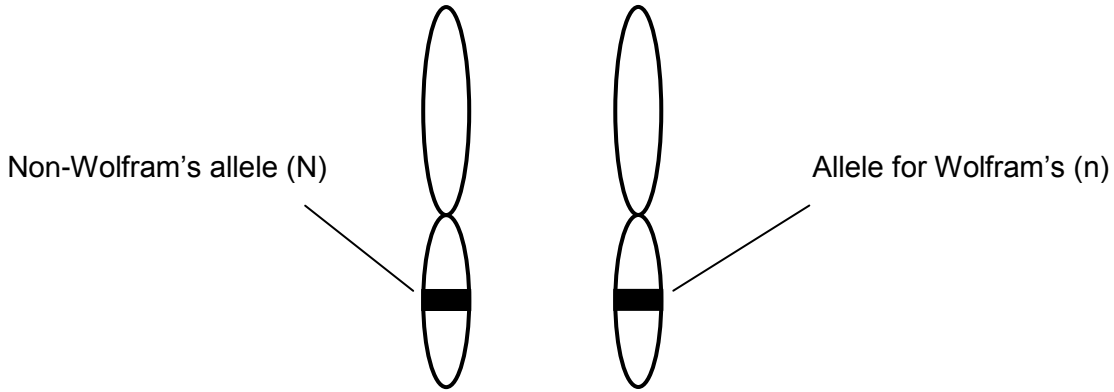
..... **[2]**

18 Wolfram's Syndrome is a genetic disorder.

It is caused by a recessive allele (n).

In people with Wolfram's syndrome, a protein does not function correctly.

The diagram shows a pair of chromosomes from a person called Tim.



(a) Complete these sentences.

Tim does not have Wolfram's syndrome.

This is because his genotype is

This means the probability of any one of his sperm having the Wolfram's allele is

[2]

(b) (i) Meena is expecting a baby.

Tim is the father.

Complete this genetic diagram.

| | | | |
|-------|---|-----|--|
| | | Tim | |
| | | | |
| Meena | N | | |
| | n | | |

[2]

19 In many countries people rely on bananas for food.

Black sigatoka is a disease of banana plants.

It is caused by a fungus.

(a) Banana plants grown by farmers are usually produced asexually.

This process uses mitosis.

This means that if one banana plant can die of black sigatoka then they all can.

Write down why.

.....

..... **[1]**

(b) The food security of bananas could be improved using different methods.

Draw a straight line to join each **method** to a step that it **involves**.

| method | involves |
|---------------------|--|
| biological control | putting a gene for resistance into banana plants |
| | growing bananas in a greenhouse |
| genetic engineering | choosing resistant banana plants to use for reproduction |
| | using hydroponics |
| selective breeding | introducing a virus that kills black sigatoka fungus |

[3]

(c) A type of pesticide called fungicide can be used to kill the fungus.

Scientists are investigating how well the fungicide works.

They also want to see if it works better if they add a chemical called a sticking agent.

This helps the fungicide stick to the banana leaves.

The scientists grow banana plants in four blocks.

The table shows the treatments each block is given.

| block | treatment | |
|-------|-----------|----------------|
| | fungicide | sticking agent |
| A | ✓ | ✓ |
| B | ✓ | X |
| C | X | ✓ |
| D | X | X |

(i) Why did the scientists include the treatments given to block C and block D?

Block C was used so the scientists could.....

.....

Block D was used so the scientists could.....

..... [2]

20 The rock pocket mouse is a small grey coloured mouse that lives in Mexico.



These mice are the main food for owls.

Rattlesnakes also feed on these mice.

The mice get most of their food from grass plants.

(a) Complete the sentences about this food web.

The grass plants are producers in the food web.

Mice are primary in this food web.

The group of mice living in this habitat is called a population.

All the organisms living in this habitat is called the

[2]

(b) Scientists want to construct a pyramid of biomass for this food web.

They first need to estimate how many organisms there are in the area.

They decide to do this using sampling.

(i) Describe how the scientists would sample an area and ensure that the sample was not biased

.....

.....

..... **[2]**

(c) In most areas of Mexico the ground is covered in grey rocks.

In one area the ground is covered with black rocks.

The black rocks were formed about 1000 years ago when a volcano erupted.

The scientists make two observations:

- very occasionally a black mouse is born to grey parents due to a mutation
- black mice are well camouflaged.

Use these observations to explain why most of the mice in this area are black and not the usual grey.

.....

.....

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.....

.....

[4]

21 Some students are investigating lichens.

Lichens are often studied because they are sensitive to pollution.

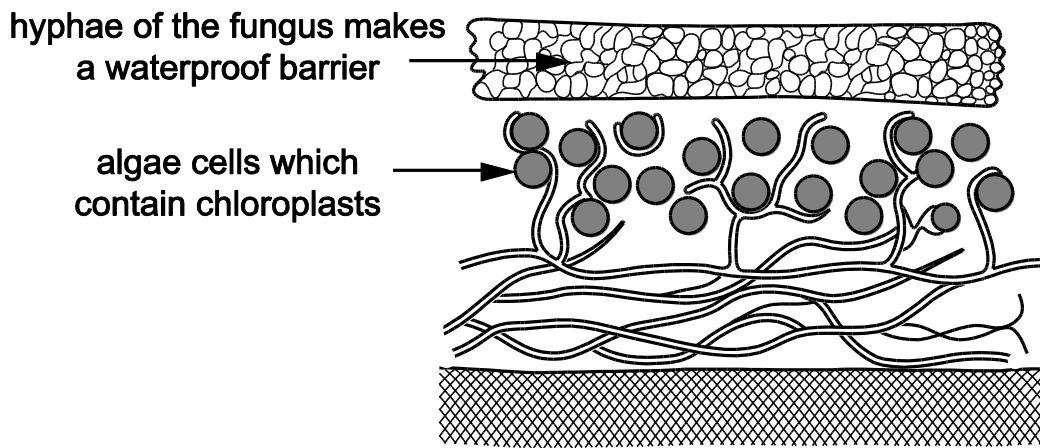
(a) Lichens are made up of two different organisms: fungi and algae.

Both the fungus and the algae gain from living together.

What biological name is given to a relationship where both organisms gain?

..... [1]

(b) The students find a diagram of a lichen.

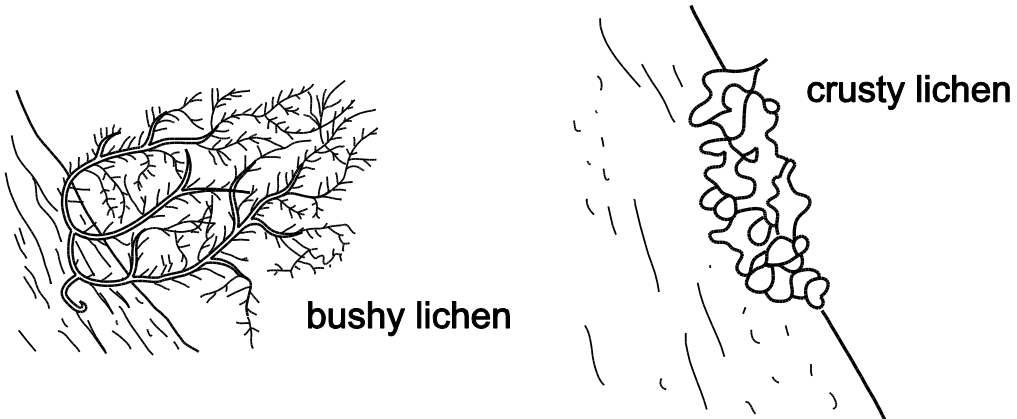


Using the information from the diagram suggest what the algae and fungi each gain from their relationship.

algae.....
.....

fungus.....
..... [2]

- (c) Lichens are sensitive to pollution because they take up chemicals from the air. The diagram shows a 'bushy' species of lichen and a 'crusty' species of lichen.



Bushy lichens are usually more sensitive to pollution than crusty lichens.

Use the diagrams to suggest why.

.....

..... [1]

- (d) The students decide to use lichens to try and work out how polluted their school grounds are.

They read about a scale called the Lichen Diversity Value (LDV).

It is worked out in this way:

- choose four trees in the area
- hold a quadrat on the north side of the trunk of one tree
- count the total number of all the lichens in the quadrat
- then do this on the east, south and west side of the tree
- repeat this for each tree.

- (i) Suggest how the students could choose four trees.

.....

..... [1]

- (ii) The students put their results into a table.

| Number of individual lichens found in each quadrat | | | | |
|--|-------|------|-------|------|
| Tree number | North | East | South | West |
| 1 | 3 | 11 | 18 | 7 |
| 2 | 4 | 12 | 17 | 8 |
| 3 | 5 | 10 | 15 | 12 |
| 4 | 4 | 15 | 12 | 9 |
| mean | 4.0 | 12.0 | 15.5 | |

The LDV is found by adding together the four mean values.

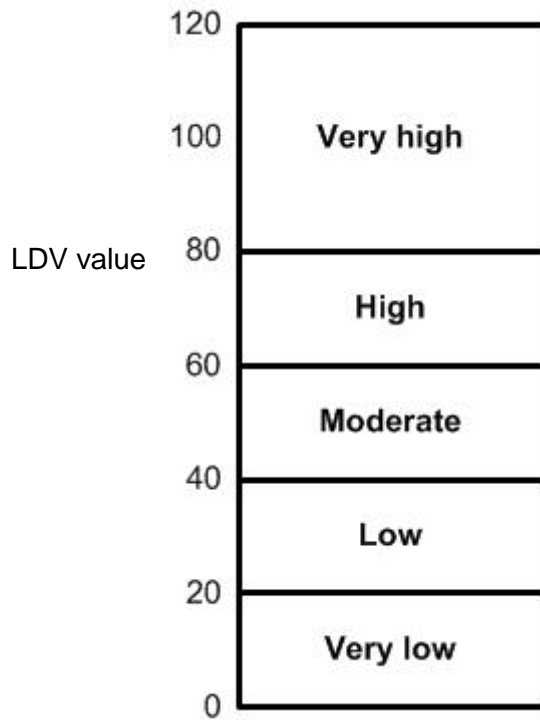
The students calculate the mean number of lichens on the north, east and south sides of the trees.

Calculate the mean for the west side and use this to calculate the LDV.

LDV =

[2]

(iii) This scale shows the type of diversity shown by the LDV.



What does the LDV show about the amount of diversity in the school grounds?

.....
..... [2]

(iv) LDV is calculated by counting all the lichens present.

What else about the lichens could the students look for to make a better assessment of pollution?

.....
.....
.....
.....
..... [3]

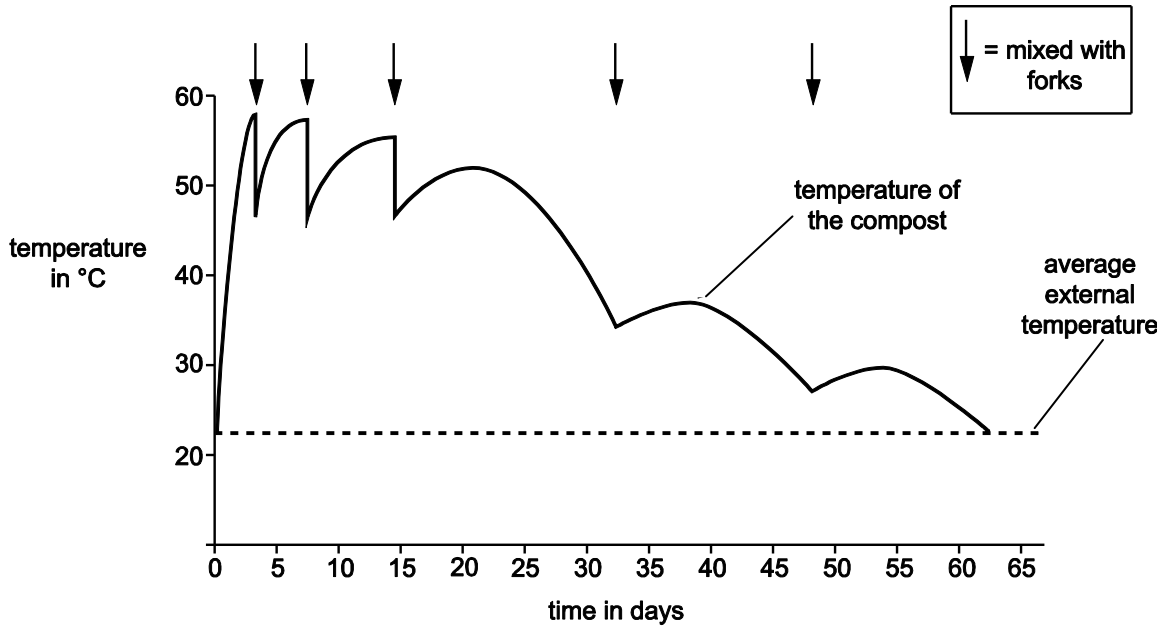
22

Some students measured the temperature inside a compost heap.

They also measured the external temperature.

On five occasions they mixed up the compost heap with garden forks.

The graph shows their results.



(a) (i) The compost took 63 days to completely decompose.

Explain how the students could tell this from their graph.

.....

.....

..... [1]

(ii) The rate of temperature increase is greatest before the compost is mixed for the first time.

Explain how the rate of temperature change can be calculated.

.....

.....

..... [1]

(b) Compost decomposes more slowly above 60°C or below 30°C.

Use ideas about enzymes and decomposition to explain why this is.

.....
.....
..... **[2]**

(c) Use the graph to describe how the forking helps to provide the best temperature for decomposition.

.....
.....
..... **[2]**

END OF QUESTION PAPER

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...day June 20XX – Morning/Afternoon

GCSE (9–1) Biology A (Gateway Science)

J247/02 Paper 2 (Foundation Tier)

SAMPLE MARK SCHEME

Duration: 1 hour 45 minutes

MAXIMUM MARK 90

This document consists of 16 pages

MARKING INSTRUCTIONS**PREPARATION FOR MARKING****SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 50% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the scoris messaging system.

5. Work crossed out:
 - a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
 - b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. There is a NR (No Response) option. Award NR (No Response)
 - if there is nothing written at all in the answer space
 - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
 - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question.Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).
8. The scoris **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.** If you have any questions or comments for your Team Leader, use the phone, the scoris messaging system, or email.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

10. 10. For answers marked by levels of response:

Read through the whole answer from start to finish, using the Level descriptors to help you decide whether it is a strong or weak answer. The indicative scientific content in the Guidance column indicates the expected parameters for candidates' answers, but be prepared to recognise and credit unexpected approaches where they show relevance. Using a 'best-fit' approach based on the skills and science content evidenced within the answer, first decide which set of level descriptors, Level 1, Level 2 or Level 3, best describes the overall quality of the answer. Once the level is located, award the higher or lower mark:

The higher mark should be awarded where the level descriptor has been evidenced and all aspects of the communication statement (in italics) have been met.

The lower mark should be awarded where the level descriptor has been evidenced but aspects of the communication statement (in italics) are missing.

In summary:

The skills and science content determines the level.

The communication statement determines the mark within a level.

11. Annotations

| Annotation | Meaning |
|---------------------|--|
| 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 |

12. Subject-specific Marking Instructions

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

The breakdown of Assessment Objectives for GCSE (9–1) in Biology A:

| | 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. |

SECTION A

| Question | Answer | Marks | AO element | Guidance |
|----------|--------|-------|------------|----------|
| 1 | A | 1 | 1.1 | |
| 2 | A | 1 | 1.1 | |
| 3 | A | 1 | 2.1 | |
| 4 | C | 1 | 2.1 | |
| 5 | A | 1 | 1.1 | |
| 6 | C | 1 | 1.1 | |
| 7 | C | 1 | 2.1 | |
| 8 | A | 1 | 2.1 | |
| 9 | C | 1 | 1.1 | |
| 10 | B | 1 | 1.1 | |
| 11 | B | 1 | 2.1 | |
| 12 | D | 1 | 1.1 | |
| 13 | B | 1 | 2.1 | |
| 14 | A | 1 | 1.1 | |
| 15 | D | 1 | 2.1 | |

SECTION B

| Question | | Answer | Marks | AO element | Guidance | | | | |
|--|-----|---|-------|------------|---|--|---|--------------------|--------------------|
| 16 | (a) | skin forms a barrier (1) | 1 | 1.1 | | | | | |
| | | enzymes in tears (1) | 1 | 1.1 | | | | | |
| | | acid in the stomach (1) | 1 | 1.1 | | | | | |
| | | acid / enzymes break down microbes (1) | 1 | 1.1 | | | | | |
| | (b) | two from: | 1 | 1.1 | | | | | |
| a chemical (usually) made by fungi / microbes (1) | | 1 | 1.1 | | | | | | |
| that kills (other) microbes / kills bacteria (1) | | | | | | | | | |
| does not destroy viruses (1) | | | | | | | | | |
| | (c) | idea that it is a sign of the extent of the disease (1) | 1 | 2.1 | | | | | |
| temperatures far away from normal can be dangerous (1) | | 1 | 1.1 | | | | | | |
| | (d) | (i) structure X is too big to be a virus | 1 | 2.1 | ALLOW viruses cannot be seen with a light microscope | | | | |
| | | | | | | (ii) use an electron microscope (1) | 1 | 1.2 | |
| | (e) | (i) to prevent other people taking in the microbe (1) | 1 | 1.2 | allow to prevent other microbes starting to grow/contamination allow to prevent release of the bacteria if the dish is dropped/knocked | | | | |
| | | | | | | (ii) correct area = $452(\text{mm}^2)$ (3) or correct measurement of diameter to calculate radius (1) correct calculation using calculated radius (2) | 3 | 1.2 2 x 2.2 | allow 452.2 |
| | | | | | | | | | |

| Question | | | Answer | Marks | AO element | Guidance | |
|----------|--|-------|---|-------|------------|----------|--|
| 17 | (a) | (i) | a communicable disease | ✓ | 1 | 2.1 | Both correct answers are required for the mark |
| | | | a disease that is caused by defective alleles | | | | |
| | | | a non-communicable disease | | | | |
| | | | a disease that is affected by lifestyle | ✓ | | | |
| | | (ii) | antibodies (1) | 1 | 1.1 | | |
| | | (iii) | idea that it stops blood flowing backwards (1) | 1 | 1.1 | | |
| | inefficient circulation to lungs/ less blood would go to the lungs (1) | | 1 | 2.1 | | | |
| | Increased ventilation required for gaseous exchange (1) | | 1 | 2.1 | | | |
| | idea of less oxygen available to the tissues/fatigue/oxygen debt (1) | | 1 | 1.1 | | | |
| | (b) | (i) | 7 (years) (1) | 1 | 2.1 | | |
| | | (ii) | 10 years (1) | 1 | 2.1 | | |
| | | | idea of time between two peaks (1) | 1 | 3.2a | | |
| | (c) | | kidney (1) | 1 | 1.1 | | |
| | | | higher volume / less concentrated (1) | 1 | 1.1 | | |
| 18 | (a) | | Nn / heterozygous (1) | 1 | 2.1 | | |
| | | | 0.5 (1) | 1 | 2.2 | | allow 50% / ½ / 1 in 2 / 50:50 |
| | (b) | (i) | Tim's and Meena's genotypes Nn (1) | 1 | 2.2 | | |
| | | | correct genotypes of offspring (NN, Nn, Nn, nn) | 1 | 2.2 | | |

| Question | | Answer | Marks | AO element | Guidance |
|----------|---------|--|------------------|---------------------------|----------------|
| | (ii) | baby may be nn (1) one in four chance of baby being affected (1) pancreas produces insulin (1) insulin controls blood glucose level (1) | 1 1 1 1 | 2.1 3.1b 1.1 1.1 | |
| 19 | (a) | all genetically identical / all have the same genes (1) | 1 | 2.1 | all clones (1) |
| | (b) | | 3 | 3 x 2.1 | |
| | (c) (i) | Block C was used so the scientists could see if the sticking agent alone killed the fungus (1) Block D was used so the scientists could compare the action of the other treatments with no treatment / as a control (1) | 1 1 | 3.1a 3.1a | |

| Question | | | Answer | Marks | AO element | Guidance |
|----------|-----|------|--|-------|------------|----------|
| | | (ii) | fungicide and sticking agent were the best at killing fungus (1) | 1 | 3.2b | |
| | | | fungicide on its own still killed the fungus (but less than with sticking agent) (1) | 1 | 3.2b | |
| | | | sticking agent does kill the fungus (but less than fungicide) (1) | 1 | 3.2b | |
| 20 | (a) | | producers (1) | 1 | 1.1 | |
| | | | community (1) | 1 | 1.1 | |
| | (b) | (i) | Set out a grid/sample area (1) | 1 | 1.2 | |
| | | | use random sampling within that area (1) | 1 | 1.2 | |

| Question | Answer | Marks | AO element | Guidance |
|----------|---|-------|---------------------|--|
| (ii)* | <p>Please refer to the marking instructions on page 4 of this mark scheme for guidance on how to mark this question.</p> <p>Level 3 (5–6 marks) Explains improved animal sampling techniques <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) Explains advantages of plants being sedentary along with the limitations of animal sampling using a quadrat <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) Provides a basic description of why sampling has to be used and use of or the limitations of the quadrat <i>The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</i></p> <p>0 marks <i>No response or no response worthy of credit</i></p> | 6 | 3 x 1.2 3 x 3.3b | <p>AO3.3b: Analyse the information to develop the techniques to improve the sampling techniques</p> <ul style="list-style-type: none"> • use of capture / recapture • use of pitfall traps • use of pooters • plants are sedentary so will not move and as such are easy to count • animals can move away/frightened away • risk of counting animal more than once • missing some animals e.g. burrowing <p>and</p> <ul style="list-style-type: none"> • further limitations of these methods <p>AO1.2: Demonstrate knowledge of sampling techniques and why sampling is carried out</p> <ul style="list-style-type: none"> • a basic description of use of capture/recapture pitfall traps and pooters • gives a basic description as to why sampling techniques are used • the habitat is often too large to count everything • saves time / would take too long otherwise |
| (c) | process involves natural selection (1) | 1 | 2.1 | |
| | mice fed on by snakes / owls (1) | 1 | 2.1 | |
| | black mice less likely to get eaten by snakes / owls (1) | 1 | 2.1 | |

| Question | | | Answer | Marks | AO element | Guidance |
|----------|-----|-------|---|--------|--------------|---|
| | | | can pass on the gene for black colour (1) | 1 | 2.1 | |
| 21 | (a) | | mutualism (1) | 1 | 1.1 | |
| | (b) | | algae gain protection (1) | 1 | 2.1 | allow idea about prevention of drying out / absorbing water / minerals |
| | | | fungi gain sugars (1) | 1 | 2.1 | |
| | (c) | | larger surface area (to take up pollutants) (1) | 1 | 2.1 | allow sticks out more from bark |
| | (d) | (i) | use of random numbers (1) | 1 | 1.2 | |
| | | (ii) | 40.4 (2) | 2 | 2 x 2.2 | allow correct mean ie 9.0 (1) |
| | | (iii) | moderate pollution (1) only just above low / closer to low than high (1) | 1 1 | 3.1a 3.2a | allow ECF from (d) (ii) |
| | | (iv) | identify the species of lichens present in their sample (1) | 1 | 3.3b | allow reference to bushy / crusty allow ora |
| | | | find out how sensitive to pollution these lichens are (1) | 1 | 3.3b | |
| | | | if the lichens are mostly pollution sensitive species = low pollution levels (1) | 1 | 3.3b | |
| 22 | (a) | (i) | the temperature of the heap was the same as the external temperature (1) | 1 | 2.2 | |
| | | (ii) | Change in temperature ÷ time OR Tangent drawn from line and used to calculate rate | 1 | 2.2 | |

| Question | | Answer | Marks | AO element | Guidance |
|----------|------------|--|-------|------------|----------|
| | (b) | above 60° C the enzymes in the decomposers had denatured (1) | 1 | 1.2 | |
| | | below 30° C the enzymes in the decomposers were working too slowly (1) | 1 | 1.2 | |
| | (c) | initially / for the first three times forking reduces the temperature / stops it getting too hot (1) | 1 | 3.1a | |
| | | towards the end forking helps to increase the temperature (1) | 1 | 3.1a | |

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