



**General Certificate of Secondary Education
June 2013**

Science A / Biology

BL1HP

(Specification 4405 / 4401)

Unit 1: Biology 1

Final

Mark Scheme

Mark schemes are prepared by the Principal Examiner 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 examiners 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 examiner understands and applies it in the same correct way. As preparation for standardisation each examiner 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, examiners encounter unusual answers which have not been raised they are required to refer these to the Principal 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 and help to delineate what is acceptable or not worthy of credit or, in discursive answers, to give an overview of the area in which a mark or marks may be awarded.

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. Boldening

- 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 boldened. 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 / ; e.g. allow smooth / free movement.

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

Full marks can be given for a correct numerical answer, without any working shown.

However, if the answer is incorrect, mark(s) can be gained by correct substitution / working and this is shown in the 'extra information' column or by each stage of a longer calculation.

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 are 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 e.c.f. 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 Ignore / Insufficient / Do not allow

Ignore or insufficient 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.

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

Quality of Written Communication and levels marking

In Question 3 candidates are required to produce extended written material in English, and will be assessed on the quality of their written communication as well as the standard of the scientific response.

Candidates will be required to:

- use good English
- organise information clearly
- use specialist vocabulary where appropriate.

The following general criteria should be used to assign marks to a level:

Level 1: basic

- Knowledge of basic information
- Simple understanding
- The answer is poorly organised, with almost no specialist terms and their use demonstrating a general lack of understanding of their meaning, little or no detail
- The spelling, punctuation and grammar are very weak.

Level 2: clear

- Knowledge of accurate information
- Clear understanding
- The answer has some structure and organisation, use of specialist terms has been attempted but not always accurately, some detail is given
- There is reasonable accuracy in spelling, punctuation and grammar, although there may still be some errors.

Level 3: detailed

- Knowledge of accurate information appropriately contextualised
- Detailed understanding, supported by relevant evidence and examples
- Answer is coherent and in an organised, logical sequence, containing a wide range of appropriate or relevant specialist terms used accurately.
- The answer shows almost faultless spelling, punctuation and grammar.

Question 1

question	answers	extra information	mark
1(a)(i)	lower percentage (of women) who died	allow fewer (women) died	1
	numerical reference to a pair of figures to show this	allow any difference in a pair of figures	1
1(a)(ii)	doctors were not <u>transferring</u> pathogens / bacteria / viruses / microorganisms / microbes	ignore reference to nurses	1
		allow fungi ignore disease / germs / infection	1
1(b)	<p>any three from:</p> <ul style="list-style-type: none"> • lower percentage of patients died (when doctors washed hands or in ward A) • large decrease or reference to proportional decrease • little / no difference / similar to ward B • continued drop (in ward A) 	<p>allow fewer for lower percentage</p> <p>ignore raw data</p>	3
1(c)	<p>any two from:</p> <ul style="list-style-type: none"> • better understanding / knowledge <u>of immunity</u> • better / new drugs • sterilisation of equipment or isolation of patients or some infectious diseases wiped out or earlier identification / treatment of infections 	<p>accept ref to immunisation / vaccination</p> <p>accept examples, e.g. antibiotics / penicillin (discovered)</p> <p>allow better / new medicines</p> <p>ignore references to general hygiene</p>	2
Total			9

Question 2

question	answers	extra information	mark
2(a)(i)	idea of 'normal' food / diet	e.g. 'the same as usual' or 'the same as before' allow balanced diet allow none of the slimming programmes ignore healthy diet	1
2(a)(ii)	for comparison	accept to show the test is valid allow to show the effect of the slimming programmes allow to see if the slimming programmes work ignore idea of fair test / reliable do not allow accurate / precise	1
2(b)(i)	(at first) large / rapid (loss / change of body mass) then small (loss / change) / levelling off	accept 'loss of mass decreased' for 2 marks	1 1
2(b)(ii)	all lost body mass (compared to the control group)		1
Total			5

Question 3

question	Answers	extra information	Mark
3	Marks awarded for this answer will be determined by the Quality of Written Communication (QWC) as well as the standard of the scientific response. Examiners should also refer to the information on page 5.		6
0 marks	Level 1 (1-2 marks)	Level 2 (3-4 marks)	Level 3 (5-6 marks)
No relevant content.	For at least one process either the organism that carries it out or the carbon compound used or the carbon compound produced is described or for at least one organism either the carbon compound it uses or the carbon compound it produces is described or at least one process is named	For some processes (at least one of which is named) either the organisms involved or the carbon compounds used or the carbon compounds produced are described	For at least one named process an organism and either the carbon compound used for the process or the carbon compound produced by the process are described and for other processes (at least one of which is named) either the organism or the carbon compounds used or the carbon compounds produced are described (as in Level 2)
examples of biology points made in the response:			
<ul style="list-style-type: none"> • (green) plants photosynthesise • photosynthesis takes in carbon dioxide • (green) plants use carbon to make carbohydrate / protein / fat / organic compounds / named (e.g. enzymes / cellulose) • animals eat (green) plants (and other animals) • (green) plants respire • animals respire • respiration releases carbon dioxide • (green) plants and animals die • microorganisms decay / decompose / rot / break down / feed on dead organisms • microorganisms respire 			
Total			6

Question 4

question	answers	extra information	mark
4(a)(i)	rate of chemical reactions (in the body)		1
4(a)(ii)	any two from: <ul style="list-style-type: none"> • heredity / inheritance / genetics • proportion of muscle to fat or (body) mass • age / growth rate • gender 	allow (body) weight / BMI accept hormone balance or environmental temperature ignore exercise / activity	2
4(b)(i)	77	correct answer with or without working gains 2 marks allow 1 mark for 70/56 or 1.25 or 5	2
4(b)(ii)	increase exercise reduce food intake	accept a way of increasing exercise accept examples such as eat less fat / sugar allow go on a diet or take in fewer calories ignore lose weight ignore medical treatments such as gastric band / liposuction	1 1
Total			7

Question 5

question	answers	extra information	mark
5(a)	auxin	accept other named plant hormones	1
5(b)(i)	any three from: <ul style="list-style-type: none"> no (fusion of) gametes / fertilisation only one parent no mixing of <u>genetic</u> material no <u>genetic</u> variation or <u>genetically</u> identical offspring 	allow no meiosis or new cells <u>only</u> produced by mitosis allow not two parents allow clones	3
5(b)(ii)	more / many offspring / plants (produced from one parent plant)	allow less damage to parent plant ignore speed / cost	1
Total			5

Question 6

question	answers	extra information	mark
6(a)	(substance / chemical) that affects body chemistry / chemical reactions in the body		1
6(b)	<p>statin / aspirin / neither recommended</p> <p>any five from:</p> <ul style="list-style-type: none"> • argued evaluation in favour of aspirin or statin or neither <p>answers could include reference to</p> <p>for statins:</p> <ul style="list-style-type: none"> • <u>more</u> people in studies • so data / findings <u>more</u> repeatable • reduces cholesterol <u>but</u> aspirin doesn't • aspirin (may) causes bleeding / poor clotting but statins do not • smaller (total) percentage suffer side-effects • monitored by doctor, aspirins not <p>for aspirin:</p> <ul style="list-style-type: none"> • <u>cheaper</u> • can be bought over the counter <u>rather than</u> prescribed • statins cause serious damage / muscle damage / kidney failure but aspirins do not <p>similarities:</p> <ul style="list-style-type: none"> • both have similar effect on reducing (non-fatal) heart attacks • incidence of side-effects low in both 	<p>no mark, may be implied. If no recommendation or implication, max 4 marks</p> <p>answers should be comparative</p> <p>accept converse for statins / aspirin but not as advantage of one and disadvantage of other</p> <p>accept reliable for repeatable ignore accurate / precise</p> <p>allow reduces cholesterol but no evidence about aspirin allow aspirin causes bleeding / poor clotting but no evidence about statins</p> <p>allow (for aspirin) higher reduction of risk of heart attack</p>	5
Total			6

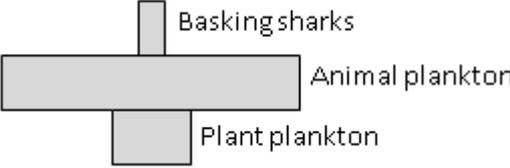
Question 7

question	answers	extra information	mark
7(a)	A cytoplasm	in this order only	1
	B (cell) membrane	do not accept (cell) wall	1
7(b)(i)	synapse		1
7(b)(ii)	(as) chemical	accept neurotransmitter or named ignore references to how the chemical is passed do not accept electrical	1
7(c)	(from light-sensitive cell to connecting neurone) to sensory neurone	ignore references to synapses accept 'nerve cell' for neuron(e) throughout penalise 'nerve' for neurone once only	1
	(sensory neurone) to brain / CNS	allow (sensory neurone) to relay neurone / spinal cord	1
	(brain / CNS) to motor neurone	allow (relay neurone / spinal cord) to motor neurone	1
	(motor neurone) to (eyelid) muscle	ignore effector	1
Total			8

Question 8

question	answers	extra information	mark
8(a)	Lamarck	ignore any first name(s)	1
8(b)(i)	variation / range of sword lengths (in ancestors)	accept mutation produced longer sword	1
	those with long swords get more food	accept those with short swords get less food	1
	swordfish (with long swords) survive and breed	allow have offspring for breed	1
	(survivors) pass on gene(s) / allele(s) (for long sword)	allow mutation for gene(s) / allele(s)	1
8(b)(ii)	any one from: <ul style="list-style-type: none"> • more evidence (now) • DNA / genes / mechanism of inheritance discovered 	accept examples of evidence, e.g. more fossils allow Lamarck's theory has been disproved ignore religious arguments ignore proof	1
Total			6

Question 9

question	Answers	extra information	mark
9(a)		if more than one box is ticked award no mark	1
9(b)	<p>increasing / higher light / temperature</p> <p>more / increased photosynthesis</p>	<p>ignore references to months other than February – April</p> <p>do not accept mineral / ions increase</p> <p>for both marks there must be a reference to 'more' at least once (e.g. 'more light for photosynthesis' gains 2 marks)</p> <p>allow 1 mark for reference to light and photosynthesis without an idea of 'more'</p>	1 1
9(c)	<p>increase due to increase in plant plankton / food</p> <p>decrease due to fall in plant plankton / food or decrease as eaten by (basking) sharks</p>	<p>ignore references to months other than April – July</p> <p>allow decrease as eaten by predators / animals / fish</p>	1 1
9(d)	<p>fall due to use / intake by <u>plant</u> (plankton)</p> <p>increase due to decay / decomposition / breakdown</p> <p>of dead (plant / animal) plankton</p>	<p>ignore ref to no change section of graph</p> <p>for fall allow March / April ignore May / February</p> <p>for increase allow any month in range August to November ignore December</p> <p>allow of dead organisms / waste</p>	1 1 1
Total			8

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