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GCSE

# Additional Science / Biology

BL2FP

Final Mark Scheme

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

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

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

## Information to Examiners

### 1. General

The mark scheme for each question shows:

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

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

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

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

### 2. Emboldening and underlining

- 2.1** In a list of acceptable answers where more than one mark is available ‘any **two** from’ is used, with the number of marks emboldened. Each of the following bullet points is a potential mark.
- 2.2** A bold **and** is used to indicate that both parts of the answer are required to award the mark.
- 2.3** Alternative answers acceptable for a mark are indicated by the use of **or**. Different terms in the mark scheme are shown by a / ; e.g. allow smooth / free movement.
- 2.4** Any wording that is underlined is essential for the marking point to be awarded.

### 3. Marking points

#### 3.1 Marking of lists

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

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

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

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

**[1 mark]**

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

Example 2: Name two planets in the solar system.

[2 marks]

Student	Response	Marks awarded
1	Pluto, Mars, Moon	1
2	Pluto, 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 is kept to a minimum. Allowances for errors carried forward are most likely to be restricted to calculation questions and should be shown by the abbreviation 'ecf' in the marking scheme.

### 3.6 Phonetic spelling

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

### 3.7 Brackets

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

### 3.8 Accept / allow

Accept is used to indicate an equivalent answer to that given on the left-hand side of the mark scheme. Allow is used to denote lower-level responses that just gain credit.

### 3.9 Ignore / Insufficient / Do not allow

Ignore or insufficient are 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.

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#### 4. Quality of Written Communication and levels marking

In Question 7 students 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.

Students 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

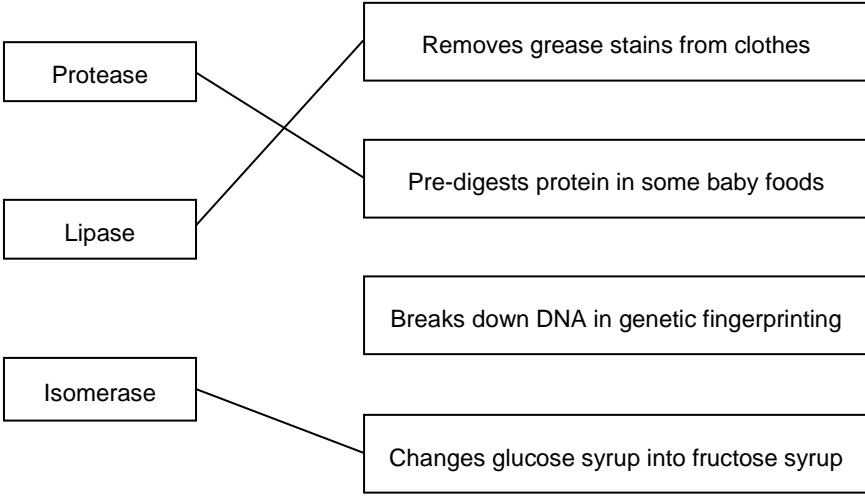
- Knowledge of accurate information appropriately contextualised
- Detailed understanding, supported by relevant evidence and examples
- Answer is coherent and in an organised, logical sequence, containing a wide range of appropriate or relevant specialist terms used accurately.
- The answer shows almost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

Question	Answers	Extra information	Mark	AO / Spec. Ref.
1(a)(i)	photosynthesis		1	AO1 2.3
1(a)(ii)	light		1	AO1 2.3
1(b)(i)	chlorophyll	allow phonetic spelling	1	AO1 2.1.1b 2.3.1b
1(b)(ii)	<u>traps</u> / <u>absorbs</u> light  or <u>traps</u> / <u>absorbs</u> energy	ignore provides energy ignore stores energy	1	AO1 2.1.1b 2.3.1b
1(b)(iii)	transport	ignore names of substances but do <b>not</b> allow large molecules – e.g. starch / protein do <b>not</b> allow energy  allow support (of leaf)	1	AO1 2.2.2b
1(b)(iv)	carbon dioxide / CO <sub>2</sub>  water / H <sub>2</sub> O	in either order ignore light do <b>not</b> allow CO <sup>2</sup> / H <sup>2</sup> O	1 1	AO1 2.3.1a/b
<b>Total</b>			<b>7</b>	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
<b>2(a)(i)</b>	remains of an organism	allow skeleton / shell / impression	1	AO1 2.8.1b
	(which was alive) a long time ago	if years given, must be >1000	1	
<b>2(a)(ii)</b>	(Y was) found in deeper / older rock layer		1	AO3 2.8 2.8.1a/d
<b>2(a)(iii)</b>	The fossils of animals <b>Y</b> and <b>Z</b> have many features in common		1	AO3 2.8 2.8.1a/d
	The fossil of animal <b>Y</b> is more complex than the fossil of animal <b>Z</b>		1	

<p><b>2(b)(i)</b></p>	<p>any <b>two</b> from:</p> <p>examples of physical factors, e.g.</p> <ul style="list-style-type: none"> <li>• flooding</li> <li>• volcanic activity (allow volcanoes)</li> <li>• asteroid collision</li> <li>• drought</li> <li>• ice age / temperature change / global warming</li> <li>• tsunami / earthquake / tornado</li> </ul> <p>examples of biological factors e.g.</p> <ul style="list-style-type: none"> <li>• predators / hunters / poachers</li> <li>• disease / named pathogen</li> <li>• competition for <b>or</b> lack of food / water</li> <li>• competition for mates <b>or</b> lack of mates</li> <li>• cyclical nature of speciation</li> <li>• lack of habitat <b>or</b> habitat change <b>or</b> deforestation</li> </ul>	<p>allow 2 physical factors or 2 biological factors or one of each for full marks</p> <p>ignore pollution ignore nuclear explosions</p> <p>ignore natural selection</p> <p>if no other answers given allow natural disaster / climate change / weather change / catastrophic event / environmental change for <b>1</b> mark</p>	<p>2</p>	<p>AO1</p> <p>2.8 2.8.1e</p>
<p><b>2(b)(ii)</b></p>	<p>lack of evidence <b>or</b> no-one was there to observe it happening <b>or</b> cannot perform experiment to test</p>		<p>1</p>	<p>AO3</p> <p>2.8 2.8.1e</p>
<p><b>Total</b></p>			<p><b>8</b></p>	



Question	Answers	Extra information	Mark	AO / Spec. Ref.
3(a)	a catalyst <b>or</b> speeds up a reaction  any <b>one</b> from: <ul style="list-style-type: none"> <li>• a protein</li> <li>• it is specific</li> <li>• sensitive to pH <b>or</b> temperature</li> <li>• not used up (in the reaction)</li> </ul>	allow 'biological catalyst' for 2 marks	1  1	AO1 2.5.1a/b
3(b)	 <pre>                     graph LR                         Protease --&gt; A[Removes grease stains from clothes]                         Protease --&gt; B[Pre-digests protein in some baby foods]                         Lipase --&gt; C[Breaks down DNA in genetic fingerprinting]                         Isomerase --&gt; D[Changes glucose syrup into fructose syrup]                     </pre>	extra lines cancel	3	AO1 2.5.2f/i
3(c)(i)	less energy <b>or</b> few(er) calories (for the same sweetness)	ignore less fattening ignore ref. to cost	1	AO2 2.5.2i
3(c)(ii)	The enzyme can easily be used again.  The fructose solution produced does not have any enzyme in it.		1  1	AO3 2.5.2i
<b>Total</b>		<b>8</b>		

Question	Answers	Extra information	Mark	AO / Spec. Ref.
4(a)(i)	46		1	AO1 2.7.3a 2.7.2b
4(a)(ii)	An allele that shows its effect only if the dominant allele is not present		1	AO1 2.7.2e
4(b)(i)	(top left) <b>NN</b> (top right) <b>Nn</b> or <b>nN</b>		1 1	AO2 2.7 2.7.3a
4(b)(ii)	ring drawn around <b>nn</b>	allow alternative indication of <b>nn</b> , if unambiguous	1	AO2 2.7 2.7.3a
4(b)(iii)	1 in 4	allow ecf from 4bii	1	AO2 2.7 2.7.3a
<b>Total</b>			<b>6</b>	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
5(a)(i)	any <b>one</b> from: <ul style="list-style-type: none"> <li>less likely to lose count</li> <li>if longer time, pulse slows / person begins to recover</li> <li>reading would not relate to his exercise level</li> </ul>	allow ref. to unreliable results / invalid results	1	AO3 2.6 2.6.1g
5(a)(ii)	60	allow answer in table answer on answer line takes precedence over different answer in table	1	AO2 2.6 2.6.1g
5(b)(i)	Heart rate decreases  Range / zone narrows / decreases	allow 2 marks for top of zone decreases faster than bottom of zone	1  1	AO2  2.6 2.6.1g
5(b)(ii)	120 to 180	allow 180 to 120	1	AO2 2.6 2.6.1g
5(b)(iii)	8	allow ecf from 5bii	1	AO2 2.6 2.6.1g
5(b)(iv)	may damage the heart <b>or</b> may have a heart attack	ignore will get tired	1	AO3 2.6 2.6.1g

<b>5(b)(v)</b>	decrease		1	AO3 2.6 2.6.1g
<b>5(c)(i)</b>	glycogen		1	AO1 2.6, 2.6.1i
<b>5(c)(ii)</b>	oxygen / O <sub>2</sub>	do <b>not</b> allow O <sup>2</sup>	1	AO1 2.6 2.6.1h
<b>5(c)(iii)</b>	respiration	ignore aerobic / anaerobic	1	AO1 2.6 2.6.1b
<b>Total</b>			<b>11</b>	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
6(a)(i)	surface of organ(s)	allow covering / lining organ allow named example of an organ, e.g. surface of stomach allow the skin	1	AO1 2.2.1b/c
6(a)(ii)	A (cell) membrane B cytoplasm	allow phonetic spelling allow cell surface membrane do <b>not</b> allow (cell) wall	1 1	AO1 2.1.1a
6(b)	Protein synthesis		1	AO1 2.1.1a
6(c)	movement of <u>particles</u> / <u>molecules</u>  from high to low concentration / down a concentration gradient	allow movement of ions / atoms ignore carbon dioxide / other named substance  ignore along / across gradient ignore through membrane	1 1	AO1 2.1 2.1.2a/b
<b>Total</b>			<b>6</b>	

Question	Answers	Extra information	Mark	AO / Spec. Ref.	
7			6	AO1/2/3 2.4 2.4.1a/b Prac	
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 and apply a 'best-fit' approach to the marking.					
<b>0 marks</b>	<b>Level 1 (1–2 marks)</b>	<b>Level 2 (3–4 marks)</b>	<b>Level 3 (5–6 marks)</b>		
No relevant content.	A simple correct statement is made about the investigation, e.g. counting plants in a quadrat <b>or</b> measuring pH <b>or</b> random placement of a quadrat.	There is a description of how a quadrat could be used to collect data at different locations. <b>or</b> how a pH meter could be used to collect data at different locations. <b>For four marks</b> an additional point is made e.g. reference to randomness <b>or</b> compare to other's results.	There is a description of how a quadrat <b>and</b> pH meter could be used to collect data at different locations. <b>For full marks</b> an additional point to ensure validity is made e.g. repeat in a different marshland <b>or</b> randomness <b>or</b> measure pH at the same depth each time <b>or</b> large number of repeats <b>or</b> graph or correlate results.		
<b>examples of points made in the response:</b> <ul style="list-style-type: none"> <li>• placing of quadrat and measuring plants</li> <li>• randomly in area where plant is growing</li> <li>• randomly in area where plant is not growing</li> <li>• many times</li> <li>• score number <b>or</b> % cover <b>or</b> dry mass or heights of plants per quadrat</li> <li>• measure soil pH in each quadrat</li> <li>• control variables such as measurements at same depth</li> <li>• repetition of pH measurements in a quadrat</li> <li>• calculate mean pH for each quadrat</li> <li>• relate quantity of plants to soil pH – e.g. graph</li> </ul>		<b>extra information</b> <ul style="list-style-type: none"> <li>allow</li> <li>• regular intervals along a transect</li> <li>• from an area where plants are growing to an area where plants are not growing</li> <li>allow presence / absence</li> </ul>			
<b>Total</b>			<b>6</b>		

Question	Answers	Extra information	Mark	AO / Spec. Ref.
8(a)	sugar(s) / glucose	allow maltose do not allow if extra incorrect answers	1	AO1 2.5.2d Prac
8(b)(i)	any <b>two</b> from: <ul style="list-style-type: none"> <li>• volume of pH solution</li> <li>• volume of amylase / enzyme solution</li> <li>• volume of starch / suspension / substrate</li> <li>• time left (before mixing)</li> </ul>	allow amount for volume if neither mark given allow 1 mark for volume(s) of solution(s)  ignore time between samples  ignore ref. to (room) temperature  ignore ref. to concentration	2	AO2 2.5.2b Prac
8(b)(ii)	4 minutes: (dark) blue <b>and</b> 6 minutes: (light) brown	allow black ignore purple do <b>not</b> allow light blue allow yellow / orange	1	AO3 2.5.2b Prac
8(b)(iii)	any <b>two</b> from: <ul style="list-style-type: none"> <li>• take each reading more than once</li> <li>• use colour standards for deciding end-point</li> <li>• test more pH values between 6 and 8 <b>or</b> test at smaller pH intervals</li> <li>• test at shorter intervals</li> <li>• same temperature (in a water bath)</li> </ul>	ignore take more readings allow compare with another group allow use a colorimeter  ignore wider range of pH unqualified  allow example – e.g. every half min	2	AO3 2.5.2b Prac

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<b>8(b)(iv)</b>	no reaction <b>or</b> stays (dark) blue <b>or</b> takes >9 minutes	allow takes longer	1	AO2/3 2.5.2a/b
	enzyme denatured	allow description of denaturing, i.e. shape change  allow description of trend on graph	1	
<b>Total</b>			<b>8</b>	