

Mark Scheme for June 2012

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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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.













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Annotations

Annotation	Meaning
	Correct answer
	Incorrect response
	Benefit of Doubt
	Not Benefit of Doubt
	Error Carried Forward
	Given mark
	Underline (for ambiguous/contradictory wording)
	Omission mark
	Ignore
	Correct response (for a QWC question)
	QWC* mark awarded
	Contradiction

Subject-specific Marking Instructions

- Use **CON** when a correct response is associated with a piece of clearly incorrect science within the same statement and award no mark. However, a candidate should only miss out on **one** potential mark every time a CON is used.
- For questions in which the command word is 'suggest' ignore incorrect responses and credit a correct response wherever it occurs
- ora = 'or reverse argument'
- Accept phonetic spellings unless otherwise indicated
- All marks are stand-alone unless otherwise stated in Additional Guidance
- For 'idea of' marking points a wide range of wording is acceptable. The mark is to be awarded for the idea.
- Solid underline indicates a required term although correct spelling is not necessary unless indicated.
- Squiggly underline indicates a key idea that is central to the marking point but that does not need to be expressed in the exact word(s) on the mark scheme
- Commas separate key ideas that need to be included in a candidate's answer in order to gain credit
- Where a word or phrase is enclosed by brackets, the word or phrase does not need to be stated in order to gain the mark but the answer should not be inconsistent with that word or phrase.
- While every effort has been made to include suggestions on possible ways in which candidates are likely to phrase responses, candidates will occasionally make correct responses which have not been anticipated by the SSU team. In these circumstances it is expected that examiners will use their professional judgement or contact their team leader for clarification.

Question			Answer	Marks	Guidance
1	(a)	(i)	A <u>substrate</u> ; B <u>active site</u> ;	2	Mark the first answer on each prompt line. If the answer is correct and an additional answer is given that is incorrect or contradicts the correct answer then = 0 marks .
		(ii)	<i>idea of</i> simple representation of the , process / structure or <i>idea of</i> showing people how it works ;	1	Examples of acceptable responses 'to make the process easy to understand' 'it is a visual representation' IGNORE 'because you don't know exactly what is happening' IGNORE ' because that's the way it works' IGNORE 'because it is still unproven'
		(iii)	supported by , more evidence / new research / more work ; <i>idea of</i> fitting evidence more closely (than lock & key) ;	1 max	ACCEPT example, e.g. X-ray crystallography ACCEPT e.g. 'it has <u>now</u> been found that the enzyme shape changes during the reaction' IGNORE responses in terms of 'because that is how it happens'. Answers must refer to evidence. ACCEPT 'in the lock and key model the lock changes rather than the key'

Question		Answer	Marks	Guidance
	(b) (i)	<p>1 enzyme / LDH , concentration / volume ;</p> <p>2 substrate / lactate, concentration / volume ;</p> <p>3 time ;</p> <p>4 <i>idea that</i> fish should be as closely <u>related</u> as possible ;</p> <p>5 pH ;</p>	3 max	<p>Mark the first answer on each prompt line. If the answer is correct and an additional answer is given that is incorrect or contradicts the correct answer then = 0 marks.</p> <p>1 IGNORE 'amount / number'</p> <p>2 IGNORE 'amount / number'</p> <p>2 IGNORE 'reactants'</p> <p>1 or 2 CREDIT 'volume / concentration , of solution' once if no reference to enzyme or substrate</p> <p>4 ACCEPT e.g. 'same type of fish'</p> <p>4 IGNORE size / age / sex</p>
	(ii)	L ;	1	<p>Do not award mark if more than one letter given.</p> <p>ACCEPT lactate and water at all temperatures</p>

Question	Answer	Marks	Guidance
(iii)	<p>1 (1°C is) below the <u>optimum</u> temperature / <u>optimum</u> temperature is higher , for this enzyme ;</p> <p>2 (at 1°C) low <u>kinetic</u> energy / KE , of , enzyme / substrate ;</p> <p>3 less chance of substrate entering active site / less chance of ESC formation / fewer collisions between substrate and active site ;</p> <p>4 <i>idea of activation energy harder to reach ;</i></p>	2 max	<p>1 ACCEPT 'optimum is 10°C' 1 IGNORE '1°C is not the <u>optimum</u> temperature' 1 ACCEPT '1°C is further away from the <u>optimum</u> (than 10°C)'</p> <p>2 ACCEPT 'molecules' / 'particles'</p> <p>3 ACCEPT 'fewer ESC formed' 3 ACCEPT 'slower ESC formation' 3 IGNORE denatured</p> <p>4 ACCEPT 'activation energy is greater'</p>
(iv)	<p><u>easier</u> for / increased chance of , substrate, entering <u>active site</u> ;</p> <p><u>more</u> bonds can form / greater surface area for contact (between active site and substrate) ;</p> <p><u>easier</u> for <u>active site</u> to <u>change shape</u> (as part of induced fit) ;</p> <p>the <u>induced fit</u> , will be easier / AW ;</p>	1	<p>Answers must imply 'easier' or 'quicker' ACCEPT 'fitting into' 'joining' 'binding' IGNORE refs to 'binding to a larger range of substrates' IGNORE refs to ESC</p> <p>ACCEPT 'different bonds can form' ACCEPT '(named) bonds form more easily'</p> <p>DO NOT CREDIT if a candidate thinks that flexibility increases kinetic energy</p>

Question		Answer	Marks	Guidance
	(c) (i)	different, amino acids / amino acid sequence / primary structure ; different, (named feature of) secondary / (named feature of) tertiary / quaternary, structure ;	2	ACCEPT 'different R groups present' ACCEPT e.g. more α -helices / different or fewer (named) bonds / (different) prosthetic group / co-factor / ion / co-enzyme / R-groups in different orientation / polypeptide OR chain will fold differently IGNORE 3D IGNORE protein / enzyme , will fold differently
	(ii)	different , base / nucleotide , sequence ; different , proportion / ratio , of bases / nucleotides ; different , allele / gene (would code for the polypeptide) ;	2	IGNORE 'different gene sequence' IGNORE mutation ACCEPT different triplet / codon ACCEPT 'number of bases / nucleotides' ACCEPT 'different numbers of A or T / C or G' ACCEPT 'more adenines' etc ACCEPT 'mRNA will be different' IGNORE chromosome
	(d) (i)	enzyme could have potential / future , application ; any example of potential application ;	1 max	IGNORE refs to enzyme being useful to the Antarctic fish IGNORE genetic resource or any ref to biodiversity ACCEPT 'could be of use to humans' eg medical use, low temperature washing powder, scientific research

Question		Answer	Marks	Guidance
	(ii)	<p>1 ban fishing (in this area / Antarctic) ;</p> <p>2 <i>idea of quotas / limits on numbers caught ;</i></p> <p>3 <i>idea of protecting (this) habitat (from drilling etc) ;</i></p> <p>4 <i>ex situ (conservation) / captive breeding ;</i></p> <p>5 <i>idea of promoting other species (for eating) ;</i></p> <p>6 educating people in the fishing industry ;</p>	2 max	<p>1 Answers must refer to banning or legislating (and fishing) 1 IGNORE 'legislation' unqualified, 1 IGNORE less fishing unqualified 1 IGNORE 'ban hunting' unqualified</p> <p>2 ACCEPT refs to net / mesh size 2 ACCEPT idea of patrolling / enforcing</p> <p>3 CREDIT in terms of maintaining fish's food source 3 IGNORE 'feeding fish' 3 IGNORE refs to 'in National Parks' unqualified 3 e.g. 'protect habitat by banning fishing' = 2 marks (mp1 and mp 3)</p> <p>4 ACCEPT 'in captivity' / AW 4 ACCEPT 'fish farming' 4 ACCEPT ref to sperm / egg, banks</p> <p>6 IGNORE education unqualified</p>
Total			18	

Question		Answer				Marks	Guidance
2	(a)		kingdom	membrane-bound organelles	cell wall	6	<p>Mark the first answer in each box. If the answer is correct and an additional answer is given that is incorrect or contradicts the correct answer then = 0 marks</p> <p>IGNORE case of initial 'P'</p> <p>ACCEPT '✓' or 'yes'</p> <p>IGNORE case of initial 'P'</p> <p>ACCEPT '✓' or 'yes'</p>
					<u>heterotrophic and autotrophic</u> ;		
		<u>protocist(s) / Protoctista</u> ;					
			present ;				
		<u>plant(s) / Plantae</u> ;		(present and made of) <u>cellulose</u> ;			
			present ;				
	(b)	fungi ;				1	<p>Mark the first answer. If the answer is correct and an additional answer is given that is incorrect or contradicts the correct answer then = 0 marks</p> <p>ALLOW fungus / fungal / fungae</p> <p>IGNORE case of initial 'f'</p>

Question		Answer	Marks	Guidance
	(c)	<p><i>Assume answers refer to 3 domain classification unless otherwise stated</i></p> <p>1 based on (differences in) , DNA / RNA / nucleic acids / polynucleotides ;</p> <p>2 <i>idea that</i> more accurately reflects origins (of, prokaryotes / eukaryotes) ;</p> <p>3 (domain) divides / AW , prokaryotes ; ora</p> <p>4 <i>idea that</i> domain reflects differences / AW , between (eu)bacteria and archaea ;</p> <p>5 example of two differences to support point 3 or 4 ;</p> <p>6 (domain) groups / AW , eukaryotes together ; ora</p> <p>7 <i>idea that</i> domain reflects the fact that there are similarities between eukaryotic kingdoms ;</p> <p>8 example of two or more similarities to support point 6 or 7 ;</p>	3 max	<p>CREDIT Latin forms of domain names throughout IGNORE case of initial letter</p> <p>1 CREDIT in the context of an example</p> <p>3 'prokaryotes are split into groups because bacteria and archaea are different' = 2 marks (mp 3 and 4)</p> <p>4 ACCEPT phonetic spellings of 'archaea' 4 ACCEPT 'archaebacteria' 4 IGNORE multiple examples for this mp, must be a general statement</p> <p>5 IGNORE if mp 3 or 4 not awarded 5 e.g. (differences between) cell wall / cell membrane / flagella / (named) RNA enzymes / ATPase / proteins bound to genetic material / DNA replication / transcription etc</p> <p>6 IGNORE as part of a list of domains. Answer must state that eukaryotes have been placed in the same group. 6 'eukaryotes are placed in the same group because they have similarities' = 2 marks (mp 6 and 7) 6 IGNORE 'are similar'</p> <p>7 IGNORE multiple examples for this mp, must be a general statement</p> <p>8 IGNORE if mp 6 or 7 not awarded 8 e.g. all eukaryotes have, nuclei / membrane bound organelles / 80S ribosomes / large cell size / linear DNA / chromosomes / histones etc.</p>
Total			10	

Question		Answer	Marks	Guidance
3	(a)	<p>1 <u>natural</u> / <u>directional</u> , <u>selection</u> ;</p> <p>2 mutation ;</p> <p>3 (mutation / genetic variation, is) random / due to chance / spontaneous / <u>pre-existing</u> ;</p> <p>4 <u>selection pressure</u> is lack of / competition for , food / prey ;</p> <p>5 individuals with mutation(s) / allele(s) / gene(s) (for echolocation) , <u>survive</u> ; ora</p> <p>6 (echolocation) allele(s) / gene(s) / mutation(s) , passed on (to next generation) ;</p> <p>7 over many generations frequency of , echolocation / allele / characteristic , increases ;</p>	4 max	<p>2 DO NOT CREDIT if implied as a consequence of selection pressure</p> <p>4 ACCEPT 'selection pressure is ability to hunt' 4 ACCEPT 'selective pressure'</p> <p>5 IGNORE refs to breeding / reproduction 5 ACCEPT 'individuals that can echolocate survive' ora 5 DO NOT CREDIT if answer implies that echolocation is a learned behaviour</p> <p>6 IGNORE 'genetic trait(s)'</p> <p>7 Answers must imply multiple generations 7 ACCEPT 'over time' as an alternative to 'over many generations' but must be further qualified</p>
	(b)	(i)	1	<p>Mark the first answer. If the answer is correct and an additional answer is given that is incorrect or contradicts the correct answer then = 0 marks</p> <p>IGNORE case of initial letter 'P' DO NOT CREDIT if species name given as well</p>
		<i>Pipistrellus</i> ;		

Question			Answer	Marks	Guidance
3	(b)	(ii)	<p>similar / same, (body) <u>mass</u> ;</p> <p>similar wingspan ;</p> <p>`similar / same, colour ;</p> <p>all characteristics , similar / same, except echolocation / wingspan ;</p> <p>previously unable to measure echolocation (frequency) ;</p>	1 max	<p>Mark the first answer. If the answer is correct and an additional answer is given that is incorrect or contradicts the correct answer then = 0 marks</p> <p>IGNORE 'similar appearance' ACCEPT 'both 5.5 g'</p> <p>IGNORE 'same' ACCEPT 'almost the same' or 'small difference' or ref to figures</p> <p>ACCEPT 'both (medium to dark) brown'</p>
	(b)	(iii)	<p>1 genetics / genes / DNA ;</p> <p>2 RNA ;</p> <p>3 amino acid sequences ;</p> <p>4 cytochrome C / fibrinopeptide ;</p>	2 max	<p>Mark the first two answers only.</p> <p>1 IGNORE chromosomes 1 ACCEPT (named) bases 1 or 2 CREDIT 'nucleotide sequence / polynucleotide base sequence' for 1 mark if neither of mp 1 nor mp 2 have been awarded</p> <p>3 ACCEPT primary structure of polypeptide</p> <p>4 ACCEPT haemoglobin</p>

Question			Answer	Marks	Guidance
3	(b)	(iv)	<p>(inter)breed / AW ;</p> <p>determine if offspring are fertile ;</p> <p>if offspring are infertile / no offspring produced, then different species ; ora</p>	2 max	<p>ACCEPT 'mate' / 'reproduce'</p> <p>CREDIT 'observe to see if populations are reproductively isolated' as resitting A2 candidate might consider phylogenetic species definition</p> <p>This mark is for assessing the fertility of the offspring</p> <p>'if they belong to the same species they will be able to breed with each other and produce fertile offspring' = 2 marks (1st and 3rd)</p>

Question	Answer	Marks	Guidance
3 (c)	<p>Most marks (apart from C2, C5 and D5) are stand alone and do not need to be linked to context. However, max 5 if any statements are mismatched.</p> <p>C1 <u>continuous</u> ;</p> <p>C2 (continuous / AW , is) effect of , many genes / polygenic / genes and environment / genetic and environmental / environment ;</p> <p>C3 <u>quantitative</u> ;</p> <p>C4 there is a range / any value is possible / intermediate values / no distinct groups / AW ;</p> <p>C5 <i>example</i> to illustrate any C marking point ;</p> <p>D1 <u>discontinuous</u> ;</p> <p>D2 (effect of) one / few, genes ;</p> <p>D3 little / no, environmental effect ;</p> <p>D4 discrete categories / no intermediates / AW ;</p> <p>D5 <i>example</i> to illustrate any D marking point ;</p>	6 max	<p>For example ' some variation is controlled by only one gene this variation will have intermediates' AWARD D2 and C4 but max 5 for the whole question and DO NOT AWARD QWC and put CON in the margin</p> <p>C2 IGNORE alleles C2 IGNORE example of environmental factor, e.g.diet C2 Must be linked to context of continuous variation</p> <p>C3 No ora for discontinuous</p> <p>C5 must be linked to another C mark CREDIT only , body <u>mass</u> / wingspan / colour / range of pitch <u>within</u> species</p> <p>D2 ACCEPT 'there is a gene for pitch' or 'there are high-pitched and low-pitched alleles' D2 ACCEPT any suggestion of a low number of genes D2 IGNORE 'variation is genetic'</p> <p>D3 ACCEPT 'only influences by genes' / AW D3 IGNORE unqualified refs to genes</p> <p>D4 ACCEPT 'set groups'</p> <p>D5 Must be linked to another D mark D5 CREDIT only these examples: low-pitched or high-pitched / pitch variation <u>between</u> species / sex / no bat call between 47 and 52 Hz D5 IGNORE 'colour' as an example to support a D mark</p>

Question		Answer	Marks	Guidance
3	(c)	QWC – Award for successfully relating continuous or discontinuous variation to the effect of genes or environment ;	1	Award if candidates have been awarded either C2 and any other C mark or D2 / D3 and one of D1, D4 or D5 DO NOT AWARD QWC if any mark has been given in the wrong context
Total			17	

Question			Answer	Marks	Guidance
4	(a)	(i)	polysaccharide ;	1	<p>Mark the first answer. If the answer is correct and an additional answer is given that is incorrect or contradicts the correct answer then = 0 marks</p> <p>ACCEPT phonetic spelling IGNORE polymer IGNORE oligosaccharide</p>
		(ii)	<p><i>similarity</i> chain / unbranched / glycosidic bonds / (contain) hexose / hex ring / O in each ring / CHO ;</p> <p><i>difference</i> <i>agarose has:</i></p> <p>two types of (glycosidic) bond</p> <p>or</p> <p>two different, sugars / sugar residues / monosaccharides</p> <p>or</p> <p>disaccharide, monomer / subunit / AW</p> <p>or</p> <p>(residues) are alternately rotated / AW</p> <p>or</p> <p>straight chain ;</p>	2	<p>IGNORE polysaccharides IGNORE 6-carbon ring ACCEPT 5-carbon ring</p> <p>Assume answer refers to agarose unless otherwise stated ACCEPT ora for any point</p> <p>DO NOT CREDIT references to any incorrect bond ACCEPT any suggestion of bonding to different numbered carbon atoms (as numbers are not given in diagram) ACCEPT 'alternating bonds'</p> <p>IGNORE refs to glucose</p> <p>ACCEPT 'flipped' / 'reflected'</p> <p>ACCEPT 'amylose is coiled'</p>

Question		Answer	Marks	Guidance
4	(b)	<p>(bacteria) do not, make / have, correct <u>enzyme</u> (to digest agarose) ;</p> <p>agarose, does not fit / not complementary to, <u>active site</u> (of bacterial enzymes) ;</p> <p>bacteria unable to transport , substrate / enzyme , across membrane ;</p>	1 max	DO NOT CREDIT in incorrect context e.g. 'bacteria do not have amylase' or 'bacterial enzyme cannot break down amylose'
	(c) (i)	<p><u>control</u> ;</p> <p>compare with tube A / see what happened when there was no bacteria / show it was bacteria doing it / to show it does not break down on its own / to show that the nutrient solution does not break it down ;</p>	2	<p>ACCEPT 'compare it with the other tube'</p> <p>IGNORE 'compare the tubes'</p>

Question		Answer	Marks	Guidance
4	(c) (ii)	<p><i>idea that</i></p> <p>some, starch / other polysaccharide / (reducing) sugar present in , nutrient solution / culture solution / bacteria (at start) ;</p> <p>presence of some mutated , <i>E. coli</i> / bacteria , (that can break it down) ;</p> <p>presence of (other) microorganism that can break it down ;</p>	1 max	<p>IGNORE experimental error unqualified</p> <p>IGNORE any reference to temperature</p> <p>IGNORE other carbohydrate</p>
	(iii)	<p>replicate(s) / repeat(s) ;</p> <p>more than one sample tested from each tube / sample each tube twice ;</p>	2	<p>Mark the first answer on each prompt line. If the answer is correct and an additional answer is given that is incorrect or contradicts the correct answer then = 0 marks</p> <p>IGNORE 'do more tests'</p> <p>IGNORE 'disregard anomalous results'</p> <p>IGNORE 'compare with other results'</p> <p>IGNORE 'calculate mean'</p>

Question			Answer	Marks	Guidance
4	(d)	(i)	<p>1 add, Benedict's (reagent) / $\text{CuSO}_4 + \text{NaOH}$ / alkaline copper sulphate ;</p> <p>2 heat ;</p> <p>3 (forms) <u>precipitate</u> ;</p> <p>4 (colour changes from blue to), green / yellow / orange / brown / (brick) red ;</p> <p><i>concentration estimated from</i></p> <p>EITHER</p> <p>5a degree of colour change / use different colours ;</p> <p>6a comparison (of final colour) with , standard / known, solution ;</p> <p>OR</p> <p>5b filter / centrifuge , and weigh precipitate ;</p> <p>6b greater mass = more sugar present / use of a standard curve ;</p> <p>OR</p> <p>5c centrifuge ;</p> <p>6c size , of pellet / colour of supernatant (liquid), indicates concentration ;</p>	5 max	<p>1 ACCEPT 'do Benedict's test'</p> <p>1 DO NOT CREDIT if adding acid / hydrolysing</p> <p>2 ALLOW boil</p> <p>2 IGNORE warm</p> <p>2 ACCEPT any temperature between 80°C and 100°C</p> <p>2 ACCEPT gently heat</p> <p>Read as prose and mark the best suggestions</p> <p>5/6 DO NOT AWARD if candidate is using a colorimeter</p> <p>5a ACCEPT 'the darker / redder , the more reducing sugar'</p> <p>5a ACCEPT in context of precipitate or supernatant</p> <p>6a Answers must include the idea of comparison</p> <p>6a ACCEPT ref to calibration curve as long as not in context of colorimeter</p> <p>6b ACCEPT weight</p> <p>6b ACCEPT amount</p> <p>6c ACCEPT mass</p>

Question			Answer	Marks	Guidance
		(ii)	<p>1 add (hydrochloric) acid and boil ;</p> <p>2 add, (named) alkali / (sodium) carbonate / (sodium) hydrogencarbonate ;</p> <p>3 <u>then</u> carry out reducing sugar test (again) / described ;</p>	3 max	<p><i>Max 2 if any point out of sequence</i></p> <p>1 CREDIT add hydrolytic enzyme 1 ACCEPT heat</p> <p>2 CREDIT 'neutralise' if not contradicted by named chemical</p>
			Total	17	

Question			Answer	Marks	Guidance
5	(a)	(i)	11.3 ; ;	2	<p>Correct answer = 2 marks even if no working shown. IGNORE '-' before the number</p> <p>If the answer is incorrect, ALLOW 1 mark for seeing $\frac{(2.75 - 2.44)}{2.75} \times 100$ or $\frac{0.31}{2.75} \times 100$</p> <p>If the answer is not given to 1 decimal place, ALLOW 1 mark for A correct but unrounded answer (11.2727..., 11.27 etc) or A correct answer that has been rounded to the wrong number or decimal places or A correct answer seen but has been rounded incorrectly (eg 11.2)</p>

Question			Answer	Marks	Guidance
5	(a)	(ii)	<p>1 non-smokers' FEV higher than smokers' ; ora</p> <p>2 smokers' FEV , declines / falls / drops / decreases (over time) ;</p> <p>3 widening gap (between smokers and non-smokers) / rate of decline is lower in non-smokers / smaller reduction in non-smokers ;</p> <p>4 non smokers' (FEV) increases then decreases / peaks ;</p> <p>5 non-smokers' (curve / FEV / lung function) has peak at 1.5 years and 2.88 dm³ ;</p> <p>6 appropriate figures to support mp 1 - 3 ;</p>	4 max	<p>ACCEPT curve / lung function / amount of exhaled air , as AW for FEV</p> <p>1 DO NOT CREDIT FEV is higher at the start (alone) as this implies it is lower later on</p> <p>2 IGNORE 'both decline'</p> <p>3 ACCEPT ora for decline and extent of reduction</p> <p>6 Figures must include 2 FEVs with units linked to time in years and must support the point being made. 6 ALLOW valid calculated comparison 6 ALLOW comparative dates such as '2 years later'</p>

Time (years)	FEV ₁ (dm ³) had stopped smoking	FEV ₁ (dm ³) continue to smoke	Acceptable range for difference	Other useful figures:
0.0	2.82	2.75	0.07	Increase over 1 ½ years for stopped smoking = 0.06 dm ³ Decrease over 1 ½ years for continue to smoke = 0.06 – 0.07 dm ³ Decrease over from 1 ½ years to 5 years for stopped smoking = 0.10 – 0.11 dm ³ Decrease over from 1 ½ years to 5 years for continue to smoke = 0.24 – 0.25 dm ³ Decrease over 5 years for stopped smoking = 0.04 – 0.05 dm ³ Decrease over 5 years for continuing smokers = 0.31 dm ³
0.5	2.85	2.73	0.12	
1.0	2.87	2.71	0.16	
1.5	2.88	2.68 – 2.69	0.19 – 0.20	
2.0	2.87	2.67 – 2.68	0.19 – 0.20	
2.5	2.86	2.64	0.22	
3.0	2.84	2.60	0.24	
3.5	2.82 – 2.83	2.56 – 2.57	0.25 – 0.27	
4.0	2.80	2.53	0.27	
4.5	2.78 – 2.79	2.49	0.29 – 0.30	
5.0	2.77 – 2.78	2.44	0.33 – 0.34	

Question			Answer	Marks	Guidance
5	(b)	(i)	<p>1 <i>causes</i> tar ;</p> <p>2 (cigarette smoke) destroys / damages / paralyses, cilia / ciliated epithelium ;</p> <p>3 (cigarette smoke stimulates) <u>goblet</u> cells to release <u>more</u> mucus ;</p> <p>4 mucus (in airways) , builds up / cannot be removed / AW ;</p> <p>5 more, pathogens / bacteria / viruses / microbes, collect / trapped / accumulate (in mucus) ;</p> <p>6 <i>idea that</i> cough is an attempt to , increase air flow / remove microbes , by removing mucus ;</p> <p><i>effects</i></p> <p>7 (frequent coughing) damages / inflames, (named) airway / alveoli / elastic fibres ;</p> <p>8 formation of scar tissue ;</p> <p>9 airway / bronchi / bronchiole, walls thicken ;</p> <p>10 <u>lumen</u> of , airway / bronchi / bronchiole , narrows ;</p> <p>11 flow of air restricted ;</p> <p>12 (damage to alveoli causes) reduced surface area for , gas exchange / oxygen diffusion ;</p>	6 max	<p>2 ALLOW in response to any component of cigarette smoke 2 DO NOT CREDIT 'kills cilia' / 'cilia die' 2 IGNORE 'cilia stick together'</p> <p>3 ALLOW in response to any component of cigarette smoke 3 Must contain the idea of more mucus than normal</p> <p>5 IGNORE 'pathogens' alone must have idea of increasing number of pathogens e.g. ACCEPT 'breeding' 'multiplying' /AW 5 ACCEPT 'higher number of pathogens present' 5 ACCEPT 'infections more likely'</p> <p>6 There must be a reason for removing the mucus 6 ACCEPT 'to clear the throat by removing mucus' 6 ACCEPT 'to reduce infections by removing mucus'</p> <p>7 IGNORE damage to lungs 7 IGNORE damage as a result of elastase / emphysema</p> <p>8 CREDIT in any part of lung</p> <p>9 IGNORE 'trachea' 9 CREDIT 'smooth muscle (in wall) thickens'</p> <p>10 IGNORE 'trachea'</p> <p>11 'airflow restricted due to extra smooth muscle' = 2 marks, mp 9 and 11</p>
			QWC – One cause of cough and one effect of cough	1	Award if at least 1 mark has been given from each of the mark scheme sections (1-6 and 7-11) for this question.

Question			Answer	Marks	Guidance
5	(b)	(ii)	<p>emphysema ;</p> <p>chronic bronchitis ;</p> <p>asthma ;</p>	2 max	<p>Mark the first answer on each prompt line. If the answer is correct and an additional answer is given that is incorrect or contradicts the correct answer then = 0 marks</p> <p>ACCEPT phonetic spellings</p> <p>IGNORE emphysemia</p>
		(iii)	<p>1 <u>elastin</u> is <u>substrate</u> ;</p> <p>2 (elastin / substrate) binds to / fits into , <u>active site</u> ;</p> <p>3 active site / enzyme / elastase / substrate / elastin, shape changes ;</p> <p>4 <i>idea of</i> closer fit (between active site and substrate) ;</p> <p>5 <u>more</u> bonds form (between substrate and active site) ;</p> <p>6 forms enzyme-substrate-complex / ESC ;</p> <p>7 <i>idea that</i> (change in shape of active site) destabilises / weakens , bonds (in substrate) / substrate ;</p> <p>8 activation energy reduced ;</p> <p>9 <i>idea of</i> further shape change of, active site / enzyme, after products form ;</p>	5 max	<p>1 Must be a clear statement</p> <p>2 IGNORE complementary</p> <p>2 ACCEPT goes in to</p> <p>3/4 CREDIT 'mould around' once for either mp 3 or mp 4 but award the alternate marking point if seen</p> <p>4 ACCEPT eg tighter / more precisely / in a better position</p> <p>5 ACCEPT 'interactions'</p> <p>7 ACCEPT e.g. puts, pressure / strains, on</p> <p>9 IGNORE 'the enzyme is unchanged'</p>
			Total	20	

Question			Answer	Marks	Guidance
6	(a)	(i)	<p>1 <u>artificial selection</u> / <u>selective breeding</u> ;</p> <p>2 select (male and female) sheep that are, larger / woollier / meatier/ have desired characteristics ;</p> <p>3 crossbreed / breed (together) / mate (together) / interbreed ;</p> <p>4 select , best / AW, offspring ;</p> <p>5 <i>idea of</i> breeding (and selecting) for , many / several , generations ;</p>	3 max	<p>2 ACCEPT 'large / woolly / meaty, male and female that can produce healthy offspring' ;</p> <p>2 'sheep' can be inferred from 'individuals' as it is in the stem of the question</p> <p>3 ACCEPT 'reproduce'</p> <p>5 IGNORE traits passed on through generations, answers must imply breeding and selection</p>
		(ii)	<p>(use of) (named) antibiotics ;</p> <p>(use of) (named) pesticides / insecticides / fungicides ;</p> <p>cloning / genetic modification / AW ;</p> <p>artificial insemination / AI / IVF / marker-assisted selection ;</p> <p>hormones ;</p> <p>vaccinations ;</p>	1 max	<p>Mark the first answer. If the answer is correct and an additional answer is given that is incorrect or contradicts the correct answer then = 0 marks</p> <p>IGNORE refs to 'fertiliser' etc., as 'sheep' is in question stem</p> <p>IGNORE refs to diet</p> <p>ACCEPT 'steroids' / 'growth supplements'</p> <p>IGNORE 'better veterinary care'</p>

Question			Answer	Marks	Guidance
6	(b)	(i)	<p>1 broken down by, decomposers / bacteria / fungi ;</p> <p>2 add (named) mineral(s) <u>to soil</u> ;</p> <p>3 nitrate and phosphate and potassium / NPK ;</p> <p>4 specific use of (any) named mineral ;</p> <p>5 lack of (named) , mineral(s) / nutrient(s) / ion(s), is <u>limiting factor</u> (for growth) ;</p> <p>6 <i>example of way</i> in which soil quality is improved ;</p>	3 max	<p>2 IGNORE nutrients ACCEPT ions</p> <p>3 ACCEPT nitrogen , $\text{NO}_3^{(-)}$, $\text{PO}_4^{(3-)}$, $\text{K}^{(+)}$ NH_3, $\text{NH}_4^{(+)}$, ammonium, ammonia</p> <p>3 IGNORE phosphorous, P , N_2</p> <p>4 eg nitrate or nitrogen for protein, magnesium for chlorophyll, etc.</p> <p>4 DO NOT CREDIT vague uses like 'nitrate for growth'</p> <p>6 ACCEPT for example change in pH / crumb size / air content / moisture content / less leaching of minerals / increased humus / presence of (named) detritivores / less risk of soil erosion</p>

Question			Answer	Marks	Guidance	
6	(b)	(ii)	1	(fertiliser) promotes <u>growth</u> of, one / few, (plant) species ;	2 max	1 ACCEPT 'once species might grow more than another' 1 IGNORE 'yield'
			2	other (plant) species , out-competed / AW (as a result of competition from crop species) ;		2 IGNORE fertilisers / eutrophication , killing other plants 2 ACCEPT 'other plants die' in the context of their being out-competed by the crop plant
			3	<i>idea of</i> disruption of food chains ;		3 DO NOT CREDIT in the context of biomagnification / eutrophication
			4	<i>idea of</i> reduction in , soil quality / humus , over time so plants cannot grow ;		4 ACCEPT 'might change soil pH so some plants can't grow'
		(iii)	1	loss of <u>genetic</u> , diversity / variation (in wild population) ;	3 max	IGNORE answers in the context of genetic variation within the domestic population . For example, ' if one plant is susceptible to a disease then they might not all die'. 1 ACCEPT small / reduced , gene pool 3 ACCEPT 'potential genetic resource may have been lost' 4 <i>e.g., gene for</i> pest resistance / disease resistance / heat tolerance / drought tolerance ; 4 DO NOT CREDIT immunity to diseases
2	environment / agricultural requirements, may change (in future) ;					
3	(lost) genes / alleles , may have been useful ;					
4	e.g. of gene useful to agriculture ;					
5	fewer pollinators ;					
6	loss of (pest) predators ;					
Total				12		

Question	Answer	Marks	Guidance														
7	<table border="1"> <thead> <tr> <th data-bbox="365 260 824 336"><i>definition</i></th> <th data-bbox="824 260 1133 336"><i>term</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="365 336 824 443">sampling in which the observer does not decide when and where to take measurements</td> <td data-bbox="824 336 1133 443">random ;</td> </tr> <tr> <td data-bbox="365 443 824 550">a representative group of organisms that are selected from a population</td> <td data-bbox="824 443 1133 550">sample ;</td> </tr> <tr> <td data-bbox="365 550 824 651">the area in which an organism lives</td> <td data-bbox="824 550 1133 651">habitat ;</td> </tr> <tr> <td data-bbox="365 651 824 751">a measure of the relative numbers of individuals in each species</td> <td data-bbox="824 651 1133 751">species evenness ;</td> </tr> <tr> <td data-bbox="365 751 824 852">the frequency of occurrence of plants in a particular area</td> <td data-bbox="824 751 1133 852">abundance ;</td> </tr> <tr> <td data-bbox="365 852 824 952">the number of species present in a particular area</td> <td data-bbox="824 852 1133 952">species richness ;</td> </tr> </tbody> </table>	<i>definition</i>	<i>term</i>	sampling in which the observer does not decide when and where to take measurements	random ;	a representative group of organisms that are selected from a population	sample ;	the area in which an organism lives	habitat ;	a measure of the relative numbers of individuals in each species	species evenness ;	the frequency of occurrence of plants in a particular area	abundance ;	the number of species present in a particular area	species richness ;	6	<p>DO NOT AWARD mark if two or more answers are given in any box except IGNOREs listed below</p> <p>IGNORE systematic</p> <p>IGNORE percentage cover</p> <p>IGNORE biodiversity</p>
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