

GCSE

Biology A

Unit **A163/02**: Ideas in Context plus B7 (Higher Tier)

General Certificate of Secondary Education

Mark Scheme for June 2015

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All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Annotations

	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	indicate uncertainty or ambiguity
	benefit of doubt
	contradiction
	incorrect response
	error carried forward
	draw attention to particular part of candidate's response
	draw attention to particular part of candidate's response
	draw attention to particular part of candidate's response
	no benefit of doubt
	reject
	correct response
	draw attention to particular part of candidate's response
	information omitted

Subject-specific Marking Instructions

- a. If a candidate alters his/her response, examiners should accept the alteration.
- b. Crossed out answers should be considered only if no other response has been made. When marking crossed out responses, accept correct answers which are clear and unambiguous.

E.g.

For a one mark question, where ticks in boxes 3 and 4 are required for the mark:

Put ticks (✓) in the
two correct boxes.

✗
✗

This would be worth
1 mark.

Put ticks (✓) in the
two correct boxes.

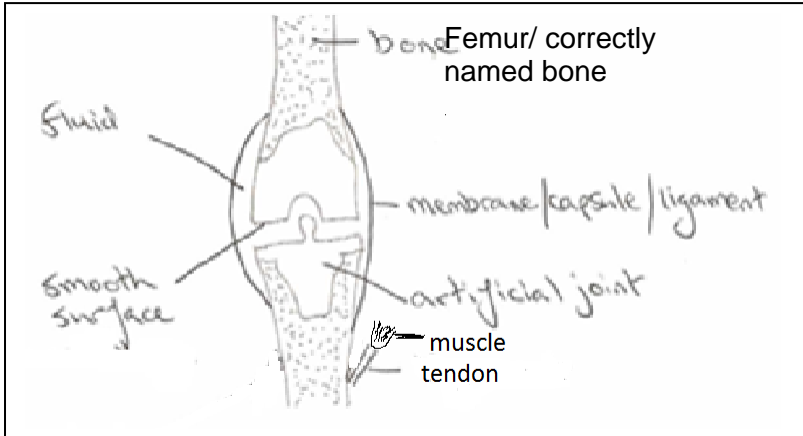
✓
✗

This would be worth
0 marks.

Put ticks (✓) in the
two correct boxes.

✗
✗
✓
✓

This would be worth
1 mark.

Question	Expected Answers	Marks	Additional Guidance
1 a	<p>[Level 3] Includes three areas. Quality of written communication does not impede communication of the science at this level. (5 – 6 marks)</p> <p>[Level 2] Includes two areas. Quality of written communication partly impedes communication of the science at this level. (3 – 4 marks)</p> <p>[Level 1] Includes one area only. Quality of written communication impedes communication of the science at this level. (1 – 2 marks)</p> <p>[Level 0] Insufficient or irrelevant science. Answer not worthy of credit. (0 marks)</p>	6	<p>This question is targeted to include grades D up to A. Labels on diagram may include: NB labels and structures may be in different positions.</p>  <p>Properties</p> <ul style="list-style-type: none"> • Membrane/capsule – tough • Bone – hard / strong • Tendon – non stretchy • Ligament – stretchy / elastic • Muscle – contracts • (synovial) fluid lubricates <p>Explanations may include:</p> <ul style="list-style-type: none"> • Membrane/capsule – keeps in fluid/ makes fluid • Bone – to support / protect • Tendon – so muscle can pull on / move the joint / connect muscle to bone • Ligament – holds joint together / connects bone to bone • Muscle - so it can move the bone/joint • fluid – so bone does not wear / reduce friction <p>Use the L1, L2, L3 annotations in Scoris; do not use ticks.</p>

Question		Expected Answers	Marks	Additional Guidance
	b	Dislocation; Torn ligament or tendon;	2	Do not credit sprain / strain / break/ overextension/ pulled
	c	Rest Ice Compression Elevation	2	Four correct (in any order) equals 2 marks Two or three correct equals 1 mark RICE = 0
	d	<i>Any 1 from...</i> Idea of returning joint to normal / rehabilitation / recover; Use of exercise / strengthen;	1	
		Total	[11]	

Question		Expected Answers	Marks	Additional Guidance
2	a	White blood cells fight infection / fight microbes/ produce antibodies; Platelets <u>clot</u> blood; Plasma <u>transports</u> or <u>carries</u> (substances / cells);	3	
	b	No <u>nucleus</u> ; Concave / bi concave / large surface area;	2	
	c	i	3	Any three for 3 marks Do not credit left aorta
		ii	1	Allow blood flow in one direction
		iii	2	
		iv	2	Accept 'single chamber on the bottom'
		v	2	Ignore 'mechanical valves last longer' Ignore longer life expectancy Identification means either 'tissue valve' or '10 years'
		vi	2	
		Total	[17]	

Question	Expected Answers	Marks	Additional Guidance
3	<p>[Level 3] Comments refer to three areas. Quality of written communication does not impede communication of the science at this level. (5 – 6 marks)</p> <p>[Level 2] Comments refer to two areas. Quality of written communication partly impedes communication of the science at this level. (3 – 4 marks)</p> <p>[Level 1] Comments refer only to one area. Quality of written communication impedes communication of the science at this level. (1 – 2 marks)</p> <p>[Level 0] Insufficient or irrelevant science. Answer not worthy of credit. (0 marks)</p>	6	<p>This question is targeted up to grade A</p> <p>General points may include:</p> <ul style="list-style-type: none"> • cold water loses heat /uses water to cool down • fat insulates / stops heat loss • idea that sun warms • brain/hypothalamus monitors body temperature <p>Processes for keeping warm may include:</p> <ul style="list-style-type: none"> • vasoconstriction/blood vessels constricting • reduce blood flow to surface • (vasoconstriction) so heat retained / reduces heat loss • allow shivering (to generate heat) <p>Processes for keeping cool may include:</p> <ul style="list-style-type: none"> • vasodilation/blood vessels dilating • Increased blood flow to surface •(vasodilation) so heat / energy lost (from surface) • evaporation <p>Ignore ref to capillaries dilate or contract Ignore ref to sweating Ignore ref to homeostasis and negative feedback</p> <p>Use the L1, L2, L3 annotations in Scoris; do not use ticks.</p>
	Total	[6]	

Question		Expected Answers	Marks	Additional Guidance
4	a	<p><i>Max 2 from one area</i></p> <p><i>For -</i> Carbon not (shown) entering / leaving the system; Energy is not (shown) entering or leaving the system; Idea of recycled / no waste;</p> <p><i>Against -</i> Fossil fuels lock carbon away for a long time; Carbon entering the atmosphere faster than leaving it; Fossil fuels used up faster than replaced; Sunlight / energy entering or leaving system;</p>	3	<p>Ignore any reference to energy being recycled/ not wasted.</p> <p>Do not credit “no recycling”</p>
	b	<p>Outputs / losses = inputs / gains; OR Completely supported by what they produce;</p>	1	Ignore closed loop
		Total	[4]	

Question		Expected Answers	Marks	Additional Guidance	
5	a	<p>Level 3 (5–6 marks) Answer includes points from three areas. Quality of written communication does not impede communication of the science at this level.</p> <p>Level 2 (3–4 marks) Answer includes points from two areas. Quality of written communication partly impedes communication of the science at this level.</p> <p>Level 1 (1–2 marks) Answer includes points from one area. Quality of written communication impedes communication of the science at this level.</p> <p>Level 0 (0 marks) Insufficient or irrelevant science. Answer not worthy of credit.</p>	6	<p>This question is targeted include grades B up to A*</p> <p>Relevant scientific points concerning eutrophication include:</p> <ul style="list-style-type: none"> • Idea that nitrates cause algal bloom / growth / build up • Algae cut off sun(light) • Less photosynthesis •so algae / plants die • (Bacteria) decompose algae • Bacteria use up oxygen • Fish / organisms die due to lack of oxygen / need oxygen to survive <p>Relevant scientific points concerning table include:</p> <p>(Pond A)</p> <ul style="list-style-type: none"> • High level nitrate / 61 • Low level of oxygen / 2 <p>(Pond B)</p> <ul style="list-style-type: none"> • Low level of nitrate / 8 • High level of oxygen / 13 <p>Relevant scientific conclusions include:</p> <ul style="list-style-type: none"> • Pond A / pond with highest nitrates is eutrophic • Pond B / pond with lowest nitrates is healthy / not eutrophic <p>SSU to add more Use the L1, L2, L3 annotations in Scoris; do not use ticks.</p>	
	b	i	Idea that pesticide could be toxic / poisonous / harmful to people or living things/ environment e.g. bioaccumulation/decrease in biodiversity;	1	Ignore eutrophication Ignore contamination
		ii	How bad/ serious/ harmful/ damaging/ toxic/ dangerous the risk/ effect is; Chances/ likelihood of risk happening;	2	Ignore any ideas of dosage/ numbers of people affected

Question		Expected Answers	Marks	Additional Guidance
	iii	Benefits are high or example of benefit (e.g. increased yield/increased profit); Risk is low;	2	Benefits outweigh risk = 2 marks Accept have confidence in scientists or farmers = 1 mark
c	i	3 in 1000 or 3/1000 or .003 or 0.3% (2);	2	ignore 3:1000 Allow 1 in 1000 for 1 mark Ignore 2/1000
	ii	Perceived - Increase of 50% sounds high; Calculated - But it is only 3 in 1000 / increase of only 1 in 1000 ;	2	ecf from ci
		Total	[15]	

Question			Expected Answers	Marks	Additional Guidance
6	a	i	Non specialised/undifferentiated; Can become any type of cell/specialised cell;	2	Ignore just 'other cells', just 'another cell'
		ii	stem cells injected into brain ; Stem cells turn into / grow into nerve cells; to produce dopamine;	3	Ignore stem cells grow/replicate/make/replace/repair nerve cells
	b		<i>Any 2 from</i> How to power it / battery replacement / may run out; <u>Rejection</u> ; Radio /electrical/ magnetic interference; (Constant) pace of the pacemaker may be too fast / too slow / inadequate (to meet the demands of the body);	2	Ignore idea of pacemaker failure Ignore idea of faulty battery
			Total	[7]	
			Paper total	60	

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