



GCE

Biology A

H020/01: Breadth in biology

AS Level

Mark Scheme for June 2025

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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.

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MARKING INSTRUCTIONS

PREPARATION FOR MARKING

RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM 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 available in RM Assessor.
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

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 RM Assessor 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 RM Assessor messaging system.

5. **Crossed- Out Responses**

Where a candidate has crossed out a response and provided a clear alternative then the crossed-out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed-out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. (The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses, the one inside the box should be marked and any other responses outside the box should be ignored, unless the response inside the box has been crossed out. If no response is inside the box and a single answer is outside this can be marked. If a candidate provides two responses outside the box (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate). When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only one mark per response)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. (The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)

Short Answer Questions (requiring a more developed response, worth two or more marks)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

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 SEEN/other appropriate annotation 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 RM Assessor **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 RM Assessor 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. 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.

There are no Level of response questions on this paper.

11. Annotations available in RM Assessor

<i>Annotation</i>	<i>Meaning</i>
	Correct response
	Incorrect response
	Omission mark
	Benefit of doubt given
	Contradiction
	Large dot
	Error carried forward
	Benefit of doubt not given
	Noted but no credit given
	Given mark
	Indicates errors / incorrect terminology
	Ignore
	Blank page

12. Abbreviations, annotations and conventions used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions).

Annotation	Meaning
/	alternative and acceptable answers for the same marking point
✓	Separates marking points
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

13. 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.

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Mark Scheme

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Question			Answer	Marks	AO element	Guidance
1			C ✓	1	1.1	
2			B ✓	1	1.2	
3			B ✓	1	1.1	
4			C ✓	1	2.7	
5			D ✓	1	2.8	
6			B ✓	1	1.1	
7			D ✓	1	1.1	
8			B ✓	1	1.1	
9			C ✓	1	2.1	
10			C ✓	1	2.3	
11			C ✓	1	1.2	
12			C ✓	1	2.5	
13			B ✓	1	1.2	
14			A ✓	1	1.2	
15			A ✓	1	1.2	
16			C ✓	1	1.2	
17			D ✓	1	2.1	
18			A ✓	1	2.4	
19			C ✓	1	1.1	
20			A ✓	1	2.1	

Question			Answer	Marks	AO element	Guidance
21	(a)	(i)	Stage R = metaphase (2) AND Stage S = anaphase (2) ✓	1	1.2	ALLOW spelling errors if stage is clear e.g. metaphae / anaphae / metaphasse DO NOT ALLOW metaphase 1 DO NOT ALLOW anaphase 1
		(ii)	1 are a similar / same , length ✓ 2 (consist of) one maternal and one paternal (chromosome) / AW ✓ 3 (have / carry the) same, genes / gene loci / AW ✓ 4 (both) have centromere, in same position ✓ 5 have same banding pattern ✓ 6 (may / can, have / contain) different, alleles / versions of the same gene / genotypes / AW ✓ 7 able to crossover (in prophase 1) ✓	2 max	1.1	Mark as prose ALLOW similar / same, shape / size ALLOW equal in length ALLOW ref to DNA instead of chromosome ALLOW one chromosome from each parent DO NOT ALLOW ref to single chromatid DO NOT ALLOW genetically identical / same genetic information / same alleles / same amount / same genotype DO NOT ALLOW in the middle ALLOW not genetically identical / different DNA

Question			Answer	Marks	AO element	Guidance
		(iii)	1 <u>centromere</u>, divides / pulls apart / splits / AW ✓ 2 spindle (fibres), shorten / contract / condense ✓ 3 (individual) chromosome(s) / (sister) chromatids , pulled apart / separated ✓ 4 (brought / moved / migrate) to , opposite / either , pole(s)/end(s)/side(s) (of the cell) ✓	2 max	1.2	e.g. chromosome is pulled apart , by / at , the <u>centromere</u> ALLOW spindle fibres depolymerise DO NOT ALLOW non-sister chromatids DO NOT ALLOW chromosome(s) unless it is clear one chromosome is being separated into 2 chromatids
	(b)	(i)	asexual reproduction ✓ clonal expansion (of lymphocytes) ✓	1	1.2	IGNORE development of body plan as an example of growth in the stem of the question ALLOW named examples of asexual reproduction (vegetative propagation / binary fission / spore formation/ parthenogenesis/budding) ALLOW described e.g. cloning of lymphocytes, clonal proliferation e.g. T cells divide by mitosis DO NOT ALLOW reference to mitosis alone

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Question			Answer	Marks	AO element	Guidance
		(ii)	Process: crossing over (of non-sister chromatids) / (formation of) chiasmata Stage: prophase 1 ✓ Process: independent assortment of, chromosomes / homologous pairs / bivalents Stage: metaphase 1 ✓ Process: independent assortment of, chromosomes / (sister) chromatids Stage: in metaphase 2 ✓	3	1.2	ALLOW ECF if they swap correct process and stage e.g. Process 1: prophase 1 & Stage: crossing over. Process 2: metaphase 1 & Stage: independent assortment of homologous pairs Would be awarded 1 mark for Process 2 & Stage 2 ECF ALLOW random for independent ALLOW anaphase 1 ALLOW random for independent ALLOW anaphase 2
			Total	9		

Question			Answer	Marks	AO element	Guidance
22	(a)		<u>double helix</u> ✓ hydrogen / H , <u>bond</u> (s) ✓ three / 3 (hydrogen) ✓	3	1.1	DO NOT ALLOW H₂ bonds ALLOW more / triple
	(b)	(i)	linear DNA / not circular DNA ✓ DNA (organised) in (pairs of) chromosomes (rather than 1 chromosome) ✓	1 max	1.1	IGNORE ref to circular DNA in prokaryotes only IGNORE ref to no plasmids in prokaryotes / mitochondrial/chloroplast DNA in eukaryotes

Question			Answer	Marks	AO element	Guidance
		(ii)	<i>'stops DNA replication because.....'</i> 1 (Zelplib) acts as / is a <u>competitive inhibitor</u> ✓ 2 stops DNA polymerase from binding, to a nucleotide (on the end of the chain) / to the (existing) DNA (strand)✓ 3 prevents / reduces / slows down , formation of <u>phosphodiester</u> bonds between nucleotides ✓ 4 (so) the sugar/deoxyribose , of one nucleotide , cannot be joined/bonded , to the phosphate of another ✓ 5 stops elongating the polynucleotide chain / AW ✓	2 max	2.5	ALLOW enzyme(s) for Zelplib throughout IGNORE description of what DNA polymerase does alone DO NOT ALLOW complementary nucleotides / base pairs ALLOW cannot form (new) sugar/phosphate backbone e.g. (continuous / full) chain of DNA cannot be formed e.g. inhibits the growth of the DNA chain e.g. cannot add nucleotides to the, new/forming, DNA strand
			Total	6		

Question			Answer	Marks	AO element	Guidance
23	(a)	(i)	FIRST CHECK ON ANSWER LINE If answer = 0.6:1 , award 2 marks ✓✓ Surface area = $4 \times \pi \times 5^2 = 314 - 314.1592654$ AND Volume = $\frac{4}{3} \times \pi \times 5^3 = 523.5987756 - 524✓$	2	2.2	Max 1 mark for 0.6 alone on answer line Max 1 if ratio has not been simplified e.g. 3:5, 314:524 , 314.2:523.6 , 157:262 DO NOT ALLOW fractions e.g. 5/3:1 ALLOW any (correct) dp in range when rounded correctly e.g. 314.2 <i>Calculations:</i> Surface area = $4 \times \pi \times 5^2 = 314.1592654$ Volume = $\frac{4}{3} \times \pi \times 5^3 = 523.5987756$ $314.1592654 \div 523.5987756 = 0.6$
		(ii)	FIRST CHECK ON ANSWER LINE If answer = 5300 (times), award 2 marks ✓✓ Measure length of scale bar = 42mm / 4.2 cm and convert into 42 000µm (x1000 or x10,000) OR Conversion of 8µm into 0.008mm / 0.0008cm OR Correct application of magnification calculation: magnification = image / actual ✓	2	2.2	Max 1 for more than 2 sig figs ALLOW correct standard form e.g. 5.3×10^3 for 2 marks ALLOW for 2 marks correct sig figs for matching measurements in range of 40-45mm for e.g.: 40mm → 5100 / 5.1×10^3 40.5mm → 5100 / 5.1×10^3 41mm → 5100 / 5.1×10^3 41.5 mm → 5200 / 5.2×10^3 42mm → 5300 / 5.3×10^3 42.5mm → 5300 / 5.3×10^3 43mm → 5400 / 5.4×10^3 43.5mm → 5400 / 5.4×10^3 44mm → 5500 / 5.5×10^3 44.5mm → 5600 / 5.6×10^3 45mm → 5600 / 5.6×10^3 ** See appendix for modified paper measurements

Question			Answer	Marks	AO element	Guidance
		(iii)	1 (B lymphocyte) differentiates / specialises (into plasma cell) ✓ 2a (larger cell for) more / larger, RER / AW OR 2b (larger cell for) more / larger, Golgi (apparatus / body) / AW ✓ 3 <i>idea of</i> RER / Golgi being used for protein production AND that antibodies are proteins ✓ 4 more mitochondria for , (more) ATP (production) / energy release / <u>aerobic</u> respiration ✓ 5 (so) more antibody production / as they (plasma cells) produce antibodies ✓	3 max	1.2 2.5	ALLOW differentiation / specialisation in correct context e.g. plasma cell contains large amounts of RER e.g. B lymphocyte does not contain Golgi but plasma cells do DO NOT ALLOW energy production / make energy
	(b)	(i)	(T) Helper (cell) ✓	1	1.1	

Question			Answer	Marks	AO element	Guidance
		(ii)	1 (some) differentiate / specialise , into (B) memory cells ✓ 2 (B memory cells) undergo / causes / result in / AW , faster / more rapid, clonal selection / clonal expansion / mitosis / division (on re-exposure to same pathogen) ✓ 3 <i>idea of fast(er) / great(er) / (more) rapid , secondary / AW , immune response / AW</i> ✓ 4 (providing) long-term / lasting , immunity ✓	2 max	1.2 2.5	Process X = differentiation Cell Y = memory cells DO NOT ALLOW change / form / become / divide / clonal expansion ALLOW clonal proliferation e.g. fast secondary response e.g. faster immune response in future infection e.g. greater/ faster production of antibodies in future infections e.g. plasma cells rapidly produce antibodies if pathogen return
	(c)	(i)	<i>No because...</i> (t-test) measures the <u>significance</u> of the difference between <u>two</u> means ✓ median is not appropriate / mean data not available ✓	2	3.3	DO NOT ALLOW if state it is appropriate IGNORE average/s ALLOW <u>only</u> have medians ALLOW implication mean is needed/used e.g. the t-test measures the difference between means

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Question			Answer	Marks	AO element	Guidance
		(ii)	1 (the study had) small , sample sizes / patient numbers / (the study needs) larger sample sizes ✓ 2 no idea of ages of individuals ✓ 3 no idea of sex of individuals ✓ 4 no idea of , dosage / regime of drug ✓ 5 no idea of health of participants (regardless of SLE) ✓ 6a (only 10 weeks) too short timescale , to know long term effect OR 6b may need longer to work ✓ 7a starting , levels / number , of plasma cells is unknown / may vary OR 7b some patients could have , higher / lower , starting levels than others ✓	2 max	3.1 3.2	Mark as prose IGNORE different , group / sample , sizes e.g. CYC had the smallest sample size number of patients ALLOW ages not controlled ALLOW sex not controlled ALLOW dosage not controlled ALLOW health /previous , conditions not controlled ALLOW no idea whether participants take other medicines which may affect SLE drug treatment
			Total	14		

Question			Answer	Marks	AO element	Guidance
24	(a)		<i>Statement 1</i> Error – channel (proteins) AND Correction – carrier (proteins) ✓ <i>Statement 2</i> Error – glucose AND Correction – sucrose ✓ <i>Statement 3</i> Error – use ATP (to change shape) AND Correction – uses the proton gradient (to cotransport the sucrose into the sieve tubes) / AW OR Error – cotransporter (proteins) AND sugar (molecules) AND Correction – carrier (proteins) AND protons ✓	3	1.2	IGNORE ref to protons / H⁺ / hydrogen ions DO NOT ALLOW glucose AND sucrose ALLOW H ions / H⁺ / Hydrogen ions for proton/s throughout

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Question			Answer	Marks	AO element	Guidance
	(b)	(i)	1 volume of ethanol (solution beetroot placed in / in the test tube) ✓ 2 temperature (of ethanol solution) ✓ 3 surface area / SA of beetroot ✓ 4 blotting technique (after cutting) ✓ 5 same (type / varieties / age / colour / species of) beetroot ✓ 6 same , area / part / no skin on , beetroot ✓	2 max	2.7 3.3	IGNORE time (as given in method) IGNORE pH IGNORE ref to number of repeats (of investigation) / no statistical analysis IGNORE amount of ethanol ALLOW unit for volume e.g.cm³ ALLOW size / length/ volume IGNORE mass / amount / shape DO NOT ALLOW in terms of 'after 10 min'
		(ii)	<i>idea that</i> choice of filter depends on colour of solution measured ✓ Benedict's test is a blue solution , this is , purple / red (solution) ✓	1 max	3.4	ALLOW <i>idea that</i> red pigment/solution will reflect red light (making absorption low) ORA for transmission ALLOW like will reflect like / colour of filter should be different to colour of , pigment / solution

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Question			Answer	Marks	AO element	Guidance
		(iii)	1 calculate / AW , mean ✓ 2 calculate / AW , standard deviation ✓ 3 calculate / AW , range of (the) data ✓ 4 if the standard deviation / range , is smaller, the repeatability is high(er) / data is more repeatable ✓	3	3.1 3.2	IGNORE average IGNORE ref to other groups results / more repeats e.g. get the mean ALLOW SD e.g. workout the standard deviation e.g. find out the range ALLOW ref to smaller error bars (if linked to SD) the repeatability is high(er) / data is more repeatable ALLOW ORA e.g. 'calculate mean to get standard deviation' awarded MP 1 and 2
			Total	9		

Question			Answer	Marks	AO element	Guidance
25	(a)		has a small(er) / low surface area to volume ratio ✓ has a high(er) <u>metabolic</u> , demand / rate / activity / need(s) ✓	2	2.1	IGNORE diffusions rate too slow ALLOW SA:V IGNORE use more energy

Question			Answer	Marks	AO element	Guidance
	(b)		Convention (on) International Trade (in) Endangered Species / <u>CITES</u> ✓ (Rio) Convention (on) Biological Diversity / <u>CBD</u> ✓	1 max	2.1	IGNORE other examples e.g. CPPS , IUCN DO NOT ALLOW CITE
	(c)	(i)	FIRST CHECK ON ANSWER LINE If answer = 43, award 2 marks ✓✓ 1 beat in 1.4 (s / seconds) OR $60 / 1.4 = 42.857$ OR $1 / 1.4 \times 60 = 42.857$ ✓	2	2.8	ALLOW 41 – 44 bpm MAX 1 answer not to nearest whole number e.g. 42.857 ALLOW 1 beat in 1.35-1.48 s range ALLOW 1.4 annotated on trace ECF for 1 mark incorrect reading of beats per second e.g. 3.75 seconds for 3 beats $3.75 / 3 = 1$ beat per 1.25 seconds $60 / 1.25 = 48\text{bpm}$ gets 1 mark 3 beats in 3.75 seconds $3 / 3.75 = 0.8$ beats per second $0.8 \times 60 = 48\text{bpm}$ gets 1 mark

Question			Answer	Marks	AO element	Guidance
		(ii)	more, heart beats / waves /spikes, in same / shorter time (period) / visible / shown OR higher frequency of beats ✓ (P)QRS(T) (complex/s) / R (peaks), closer together OR smaller gap between T and P (waves) ✓	2	2.6	IGNORE description of tachycardia, response must link to appearance of ECG – so ref to rate not awarded ALLOW more/higher , beats per minute / bpm ALLOW more beats in 3.75 seconds ALLOW (P)QRS(T) wave more frequent ALLOW annotated diagram
			Total	7		

Question			Answer	Marks	AO element	Guidance														
26	(a)			2	1.1 2.1	3 correct = 2 marks 1 or 2 correct = 1 mark ALLOW crosses in place of ticks where only 1 response is used per row														
			<table><tr><th>Statement</th><th>True</th><th>False</th></tr><tr><td>They both contain mitochondria</td><td></td><td>✓</td></tr><tr><td>They both contain enzymes</td><td>✓</td><td></td></tr><tr><td>They can both undergo mitosis</td><td></td><td>✓</td></tr></table>				Statement	True	False	They both contain mitochondria		✓	They both contain enzymes	✓		They can both undergo mitosis		✓		
			Statement				True	False												
			They both contain mitochondria					✓												
They both contain enzymes	✓																			
They can both undergo mitosis		✓																		

Question			Answer	Marks	AO element	Guidance
	(b)		<i>Suggest 1</i> (student) had not added stain(s) / not visible unless stained / stain should have been added AW ✓ <i>Explain 2</i> idea that staining increases contrast (to make white blood cells visible) ✓ OR <i>Suggest 2</i> idea that no white blood cells in field of view ✓ <i>Explain 2</i> (due to) small number of white blood cells in blood smear OR idea of proportionally less white blood cells lowering chances of seeing one ✓	2 max	3.3 3.4	ALLOW examples of relevant named stains: haemtoxylin , Eosin , HE , Giemsa, Pappenheim, hematoxylin-eosin, methylene blue, tetrachrome. ALLOW dye/s in place of stain ALLOW ORA e.g. some parts of the cell will appear darker than others e.g. field of view is too small to see any WBCs e.g. if the person does not have an infection there will be less / few WBCs DO NOT ALLOW no white blood cells in blood IGNORE ref to ill/ness / sick/ness unqualified
	(c)		1 research / developmental biology ✓ 2 to treat autoimmune diseases ✓ 3 develop new drugs ✓ 4 regenerative medicine / growing new organs (around bioscaffold/s) ✓ 5 micropropagation (in plants) ✓	1 max	1.1	IGNORE personalised medicine ALLOW named disease e.g. <u>type 1</u> diabetes, DO NOT ALLOW named neurological diseased ALLOW test/ing new drugs DO NOT ALLOW develop/ing new medicine/s ALLOW tissue engineering / skin graft IGNORE growing new limbs / body parts
			Total	5		

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