



**GCE**

**Biology A**

**H420/01: Biological processes**

Advanced GCE

**Mark Scheme for Autumn 2021**

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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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## Annotations

| Annotation          | Meaning                                                    |
|---------------------|------------------------------------------------------------|
| <b>DO NOT ALLOW</b> | Answers which are not worthy of credit                     |
| <b>IGNORE</b>       | Statements which are irrelevant                            |
| <b>ALLOW</b>        | Answers that can be accepted                               |
| ( )                 | Words which are not essential to gain credit               |
| —                   | Underlined words must be present in answer to score a mark |
| <b>ECF</b>          | Error carried forward                                      |
| <b>AW</b>           | Alternative wording                                        |
| <b>ORA</b>          | Or reverse argument                                        |
|                     |                                                            |

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## Marking Annotations

| Annotation                                                                          | Use                                                                                  |
|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
|    | Benefit of Doubt                                                                     |
|    | Contradiction                                                                        |
|    | Cross                                                                                |
|    | Error Carried Forward                                                                |
|    | Given Mark                                                                           |
|    | Extendable horizontal wavy line (to indicate errors / incorrect science terminology) |
|    | Ignore                                                                               |
|    | Large dot (various uses as defined in mark scheme)                                   |
|    | Highlight (various uses as defined in mark scheme)                                   |
|    | Benefit of the doubt not given                                                       |
|    | Tick                                                                                 |
|   | Omission Mark                                                                        |
|  | Blank Page                                                                           |
|  | Level 1 answer in Level of Response question                                         |
|  | Level 2 answer in Level of Response question                                         |
|  | Level 3 answer in Level of Response question                                         |

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| Question |  |  | Answer | Mark | AO element | Guidance |
|----------|--|--|--------|------|------------|----------|
| 1        |  |  | C      | 1    | 1.1        |          |
| 2        |  |  | B      | 1    | 1.2        |          |
| 3        |  |  | C      | 1    | 1.2        |          |
| 4        |  |  | A      | 1    | 1.1        |          |
| 5        |  |  | C      | 1    | 2.1        |          |
| 6        |  |  | B      | 1    | 1.1        |          |
| 7        |  |  | B      | 1    | 2.6        |          |
| 8        |  |  | B      | 1    | 2.6        |          |
| 9        |  |  | B      | 1    | 1.1        |          |
| 10       |  |  | C      | 1    | 2.1        |          |
| 11       |  |  | D      | 1    | 1.1        |          |
| 12       |  |  | D      | 1    | 1.1        |          |
| 13       |  |  | B      | 1    | 1.1        |          |
| 14       |  |  | A      | 1    | 2.7        |          |
| 15       |  |  | B      | 1    | 1.2        |          |

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| Question |     |       | Answer                                                                                                                                                                                                                                                        | Mark  | AO element | Guidance                                                                                                                                                                                                                                                                       |
|----------|-----|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 16       | (a) | (i)   | <p><b>A</b> = sinoatrial node / SA node / SAN ✓</p> <p><b>B</b> = <u>right</u> , atrium / atria ✓</p> <p><b>C</b> = (inferior) vena cava ✓</p> <p><b>D</b> = semilunar valve ✓</p> <p><b>E</b> = bicuspid / (left) atrioventricular / (left) AV , valve ✓</p> | 5     | 1.1        | <p><b>DO NOT ALLOW</b> sinoarterial</p> <p><b>ALLOW</b> aortic valve</p> <p><b>ALLOW</b> mitral valve</p> <p><b>DO NOT ALLOW</b> tricuspid</p>                                                                                                                                 |
| 16       | (a) | (ii)  | autonomic ✓                                                                                                                                                                                                                                                   | 1     | 1.1        | <b>ALLOW</b> parasympathetic / sympathetic                                                                                                                                                                                                                                     |
| 16       | (b) | (i)   | <p>I ✓</p> <p>medulla (oblongata) ✓</p>                                                                                                                                                                                                                       | 2     | 1.1        |                                                                                                                                                                                                                                                                                |
| 16       | (b) | (ii)  | <p>heart rate controlled by , nervous / autonomic , system / AW ✓</p> <p>parasympathetic / vagus , nerve reduces heart rate / AW ✓</p> <p>heart rate reduces by (approximately) 30 bpm ✓</p>                                                                  | max 2 | 3.1        | <b>ALLOW</b> heart rate controlled by more than one nerve                                                                                                                                                                                                                      |
| 16       | (b) | (iii) | <p><u>hypothalamus</u> <b>AND</b> <u>pituitary</u> ✓</p> <p>produce a wide range of hormones / AW ✓</p> <p>affect other , endocrine / hormone-producing , glands ✓</p> <p>explanation of symptom caused by injury to G or H from Fig. 16.2 ✓</p>              | max 2 | 2.1        | <p><b>MP1</b> ignore letters</p> <p>e.g. damage to thermoregulatory centre in , G / hypothalamus , leads to increased sensitivity to cold</p> <p>e.g. damage to , H / pituitary , means reduction in (named) reproductive hormones which leads to menstrual irregularities</p> |

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|    |     |      |                                                                                                                                                                                                                            |       |     |                                                                                       |
|----|-----|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-----|---------------------------------------------------------------------------------------|
| 16 | (b) | (iv) | <p>damage to other endocrine glands could cause similar symptoms ✓</p> <p>symptoms (may be) caused by , underlying conditions / other disease / co-morbidity ✓</p> <p>symptoms (may be) result of epigenetic factors ✓</p> | max 1 | 2.1 | <b>ALLOW</b> e.g. damage to other organs could cause similar symptoms                 |
| 16 | (c) |      | <p>spinal cord ✓</p> <p>synapses ✓</p>                                                                                                                                                                                     | 2     | 1.1 | <p><b>DO NOT ALLOW</b> spine</p> <p><b>ALLOW</b> synaptic junction / synaptic gap</p> |

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| Question |     |       | Answer                                                                                                                              | Mark | AO element | Guidance                                                                                                                                                                                                                                                  |
|----------|-----|-------|-------------------------------------------------------------------------------------------------------------------------------------|------|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 17       | (a) |       | K = islet of Langerhans ✓<br>L = blood vessel ✓                                                                                     | 2    | 2.1        | <b>ALLOW</b> arteriole / venule                                                                                                                                                                                                                           |
| 17       | (b) | (i)   | beta / $\beta$ (cells) ✓                                                                                                            | 1    | 1.1        |                                                                                                                                                                                                                                                           |
| 17       | (b) | (ii)  | glucose (concentration) causes release of insulin / AW ✓<br>change in insulin secretion<br>is high enough to be measured / AW ✓     | 2    | 3.3<br>2.3 | <b>IGNORE</b> synthesis or production of insulin<br><b>ALLOW</b> amount of insulin (secreted by the cells)<br>was high enough to measure                                                                                                                  |
| 17       | (b) | (iii) | (unpaired) t-test ✓<br>because they are comparing <u>means</u> ✓                                                                    | 2    | 3.3<br>2.3 | <b>DO NOT ALLOW</b> paired t-test<br><b>IGNORE</b> reference to tailed<br><b>IGNORE</b> standard deviation<br><b>IGNORE</b> reference to null hypothesis                                                                                                  |
| 17       | (b) | (iv)  | <u>probability</u> is , less than / < , 0.1% / 0.001 ✓<br>(so) results / differences between means , were<br>due to <u>chance</u> ✓ | 2    | 2.4<br>3.1 | <b>ALLOW for 2 marks</b><br>e.g. there is less than 1 in 1000 <u>probability</u> that the<br>results are due to <u>chance</u><br><br><b>OR ora</b><br>e.g. there is greater than 99.9% <u>probability</u> that<br>results are not due to <u>chance</u>    |
| 17       | (b) | (v)   | Ca <sup>2+</sup> / calcium ions , do not enter (cells) ✓<br>less / no , exocytosis ✓                                                | 2    | 2.4        | <b>ALLOW for 1 max</b> description of what happens<br>without the inhibitor<br><br><b>ALLOW</b> less / no , movement of vesicles towards<br>membrane<br><b>ALLOW</b> less / no , vesicles fuse with membrane<br><b>DO NOT ALLOW</b> vesicles not secreted |

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|    |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |   |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|----|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 17 | (c)* | <p><b>Please refer to the marking instructions on page 4 of this mark scheme for guidance on how to mark this question.</b></p> <p><b>In summary:</b><br/> Read through the whole answer. (Be prepared to recognise and credit unexpected approaches where they show relevance.)<br/> Using a 'best-fit' approach based on the science content of the answer, first decide which of the level descriptors, <b>Level 1</b>, <b>Level 2</b> or <b>Level 3</b>, best describes the overall quality of the answer.<br/> Then, award the higher or lower mark within the level, according to the <b>Communication Statement</b> (shown in italics):</p> <ul style="list-style-type: none"> <li>o award the higher mark where the Communication Statement has been met.</li> <li>o award the lower mark where aspects of the Communication Statement have been missed.</li> </ul> <p>• <b>The science content determines the level.</b><br/> • <b>The Communication Statement determines the mark within a level.</b></p>                                                                                                                                                                                                                          |   |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|    |      | <p><b>Level 3 (5–6 marks)</b><br/> An evaluation that includes treatments with insulin (past <b>and</b> current) <b>AND</b> includes another treatment (current / potential) e.g. transplant.<br/> Includes advantage <b>and</b> disadvantage statements for insulin <b>and</b> another treatment.</p> <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <p><b>Level 2 (3–4 marks)</b><br/> An evaluation that includes treatment with insulin (past <b>or</b> current) <b>AND</b> includes another treatment (current / potential) e.g. transplant.<br/> Includes advantage <b>and</b> disadvantage statements for <b>either</b> insulin <b>or</b> another treatment.</p> <p><i>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</i></p> <p><b>Level 1 (1–2 marks)</b><br/> Description of any treatment for Type I diabetes.<br/> Includes an advantage <b>OR</b> disadvantage statement.</p> <p><i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i></p> | 6 | 1.1<br>3.2 | <p><i>Indicative scientific points include:</i></p> <p><b>Insulin treatments:</b></p> <p><i>past</i></p> <ul style="list-style-type: none"> <li>• from animal pancreas e.g. pig</li> </ul> <p><i>current</i></p> <ul style="list-style-type: none"> <li>• from e.g. GM / recombinant bacteria / humulin</li> </ul> <p><b>Other current / potential treatments:</b></p> <ul style="list-style-type: none"> <li>• transplant of pancreas / islets</li> <li>• transplant of (pancreatic) stem cells</li> <li>• immunotherapies / gene therapy</li> </ul> <p><i>Advantages /disadvantages should be linked to treatment being discussed</i></p> <p><b>Advantages of insulin</b></p> <p><i>animal-derived insulin</i></p> <ul style="list-style-type: none"> <li>• tried and tested method</li> <li>• early treatment kept people alive</li> </ul> <p><i>'human' insulin</i></p> <ul style="list-style-type: none"> <li>• high purity</li> <li>• less risk of allergic reaction</li> <li>• lower production cost</li> <li>• overcomes religious / ethical issues of animal products</li> <li>• use of smart pens / pumps</li> <li>• detail of pump use e.g. monitored by apps</li> </ul> <p><b>Disadvantages of insulin</b></p> |

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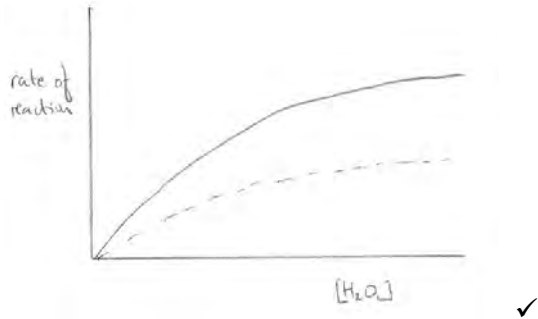
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|  |  |  |                                                                                |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--|--|--|--------------------------------------------------------------------------------|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  |  | <p><b>0 marks</b><br/> <i>No response or no response worthy of credit.</i></p> |  |  | <p><i>animal-derived insulin</i></p> <ul style="list-style-type: none"> <li>• needs to be purified</li> <li>• risk of allergic reaction</li> <li>• high production cost</li> <li>• religious / ethical issues of animal products</li> </ul> <p><i>'human' insulin</i></p> <ul style="list-style-type: none"> <li>• people persuaded to change from previous insulin regime e.g. animal insulin</li> <li>• some may not understand technology of injection routine</li> <li>• side effects of pumps e.g. hard lumps forming under skin</li> </ul> <p><b>Advantages of other treatments</b><br/> <i>e.g. transplants</i></p> <ul style="list-style-type: none"> <li>• less / no need for insulin injections</li> <li>• more physiological control of blood glucose compared with injection</li> <li>• reduce risk of 'hypos'</li> <li>• improved quality of life</li> <li>• stem cells turned into functioning <math>\beta</math>-cells</li> </ul> <p><i>e.g. immunotherapies</i></p> <ul style="list-style-type: none"> <li>• 'reprogrammes' immune system</li> <li>• prevents / stops damage to <math>\beta</math>-cells</li> </ul> <p><b>Disadvantages of other treatments:</b><br/> <i>e.g. transplants</i></p> <ul style="list-style-type: none"> <li>• requirement for immunosuppression</li> <li>• availability of donor tissue</li> <li>• ethical issues associated with stem cells</li> <li>• risk of cancer with stem cells</li> <li>• not suitable for certain people e.g. those with poor kidney function</li> <li>• may still need low dose of insulin</li> <li>• initial high costs</li> </ul> <p><i>e.g. immunotherapies</i></p> <ul style="list-style-type: none"> <li>• still in early stages</li> <li>• need clinical trials</li> </ul> |
|--|--|--|--------------------------------------------------------------------------------|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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| Question |     |      | Answer                                                                                                             | Mark  | AO element     | Guidance                                                                                                                                 |
|----------|-----|------|--------------------------------------------------------------------------------------------------------------------|-------|----------------|------------------------------------------------------------------------------------------------------------------------------------------|
| 18       | (a) | (i)  | N = central vein / <u>intra</u> lobular blood vessel ✓<br><br>O = hepatocyte / liver cell ✓                        | 2     | 2.1<br><br>2.1 | <b>ALLOW</b> branch of hepatic vein                                                                                                      |
| 18       | (a) | (ii) | thin / flat , cells ✓<br>short diffusion distance ✓<br><b>OR</b><br>fenestrated / AW ✓<br>increases permeability ✓ | max 2 | 2.1            | <b>DO NOT ALLOW</b> thin cell wall                                                                                                       |
| 18       | (b) |      | prosthetic group ✓<br><br>induced fit ✓<br><br>non-competitive inhibition ✓                                        | 3     | 2.1            |                                                                                                                                          |
| 18       | (c) |      |                                  | 1     | 2.2            | <b>ALLOW</b> any curve that starts at origin and stays below the curve given in Fig. 18.2.<br><br><b>DO NOT ALLOW</b> negative gradients |

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| Question |     |       | Answer                                                                                                                                                                                                                                                                                                                                                                | Mark  | AO element | Guidance                                                                                                                                                                                                                                                                                                                                                                              |
|----------|-----|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 19       | (a) | (i)   | nicotinamide adenine dinucleotide phosphate / NADP ✓                                                                                                                                                                                                                                                                                                                  | 1     | 1.1        | <b>ALLOW</b> NADP <sup>+</sup><br><b>DO NOT ALLOW</b> NADPH / reduced NADP                                                                                                                                                                                                                                                                                                            |
| 19       | (a) | (ii)  | (final) electron acceptor ✓<br>replaces , NADP / the usual electron acceptor ✓<br>allows photolysis to continue ✓                                                                                                                                                                                                                                                     | Max 2 | 2.3        | <b>ALLOW</b> proton / hydrogen (ion) acceptor                                                                                                                                                                                                                                                                                                                                         |
| 19       | (a) | (iii) | <b>Tube A:</b><br>photosystems / components , are not in , stroma /<br>supernatant / liquid ✓<br><br><b>Tube B:</b><br>proteins / enzymes / (intact) membranes , are needed ✓<br><br><b>Tubes C &amp; D:</b><br>light is required (for electron transport / reduction of DCPIP) ✓<br><br><b>Tube E:</b><br>DCPIP does not spontaneously , decolourise / reduce / AW ✓ | 4     | 3.2        | <b>ALLOW</b> stage only takes place in chloroplasts /<br>thylakoids / thylakoid membranes<br><b>ALLOW</b> stage does not take place in the stroma<br><b>ALLOW</b> photosystems are contained in ,<br>thylakoids / thylakoid membranes / pellet /<br>sediment<br><br><b>ALLOW</b> ATP synthase needed<br><b>ALLOW</b> reactions stop when , enzymes<br>denatured / membranes disrupted |

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|    |     |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |       |            |                                                                                                                                                                                                                                                                               |
|----|-----|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 19 | (a) | (iv) | <p>(buffer)<br/>maintains optimum pH<br/><b>OR</b><br/>enzymes / proteins , have an optimum pH ✓</p> <p>(no sucrose)<br/>no need to prevent damage to chloroplasts / AW<br/><b>OR</b><br/>damage to chloroplasts increases access of<br/>DCPIP to (reaction) components ✓</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | max 2 | 2.7<br>3.4 | <p><b>1 max for buffer and 1 max for sucrose</b></p> <p><b>ALLOW</b> if pH changes , proteins / enzymes ,<br/>denature</p>                                                                                                                                                    |
| 19 | (a) | (v)  | <p><b>I1</b><br/>use ice-cold solutions ✓</p> <p><b>E1</b><br/>prevents damage to components / reduces rate<br/>of enzyme reactions ✓</p> <p><b>I2</b><br/>centrifuge at different speeds ✓</p> <p><b>E2</b><br/>to obtain different fractions / AW<br/><b>OR</b><br/>to obtain a pellet containing mainly chloroplasts / AW ✓</p> <p><b>I3</b><br/>use , a heat shield / water bath ✓</p> <p><b>E3</b><br/>so that temperature (of all tubes) is , not a variable /<br/>controlled / kept constant ✓</p> <p><b>I4</b><br/>use same , light source / distance from light source , for<br/>illuminated tubes ✓</p> <p><b>E4</b><br/>so that light , intensity / wavelength , is , not a variable /<br/>controlled / kept constant (for those tubes) ✓</p> | max 4 | 3.3        | <p><b>1 mark</b> for each improvement (I) and <b>1 mark</b> for<br/>correct explanation (E).<br/><i>Explanation must correspond to improvement</i><br/><b>I1 ALLOW</b> keep , extract / AW , cold</p> <p><b>E2 ALLOW</b> to remove , cell debris / nuclei /<br/>membranes</p> |



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| Question |     |      | Answer                                                                                                                                                                                                                                                                                                                                                                                                         | Mark  | AO element | Guidance                                                                                                                                                                                                                                                                                              |
|----------|-----|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 20       | (a) |      | <p><b>P1</b> do not allow air to enter , cut end / shoot ✓<br/> <b>E1</b> prevent airlock / ensures continuous column of water ✓</p> <p><b>OR</b><br/> <b>P2</b> keep named abiotic factor constant / AW ✓<br/> <b>E2</b> affects , rate of transpiration / evaporation of water ✓</p> <p><b>OR</b><br/> <b>P3</b> keep screw clip closed ✓<br/> <b>E3</b> prevents entry of water whilst measuring / AW ✓</p> | max 2 | 1.2        | <p>1 mark for precaution and 1 mark for <b>corresponding</b> explanation</p> <p><b>P1 ALLOW</b> method that prevents entry of air, e.g. cutting / assembling under water<br/> <b>P1 IGNORE</b> do not introduce air bubbles into the capillary tube.</p> <p><b>P2</b> e.g. temperature / humidity</p> |
| 20       | (b) | (i)  | <p><b>FIRST CHECK ON ANSWER LINE</b><br/> <b>If answer = 2.3 award 2 marks</b></p> <p>SD = 2.30217 ✓<br/> Correct answer to 2 s.f. ✓</p>                                                                                                                                                                                                                                                                       | 2     | 2.8        | <p><b>ALLOW</b> for 1 mark 2.30</p>                                                                                                                                                                                                                                                                   |
| 20       | (b) | (ii) | <p>data for 'fan off' are , more spread out about the mean / less precise ✓</p>                                                                                                                                                                                                                                                                                                                                | 1     | 3.2        | <p><b>ALLOW</b> data were less repeatable<br/> <b>ALLOW ora</b> for 'fan on'</p>                                                                                                                                                                                                                      |
| 20       | (c) | (i)  | <p>flatten / AW , leaves (on to graph paper) ✓</p> <p>account for / AW , partially covered squares ✓</p> <p>double leaf area to give total of both surfaces / AW ✓</p>                                                                                                                                                                                                                                         | max 2 | 2.6        | <p><b>ALLOW</b> e.g. only count squares more than 50% covered</p>                                                                                                                                                                                                                                     |

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|    |     |      |                                                                                                                                                                                                                                                                                                                                                |   |                |                                                                                                                          |
|----|-----|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|----------------|--------------------------------------------------------------------------------------------------------------------------|
| 20 | (c) | (ii) | <b>FIRST CHECK ON ANSWER LINE</b><br><b>If answer = <math>4.9 \times 10^{-2}</math> award 2 marks</b><br><br>$30 \text{ mm}^3 \text{ min}^{-1} = 1\,800 \text{ mm}^3 \text{ hr}^{-1} = 1.8 \text{ cm}^3 \text{ hr}^{-1} \checkmark$<br><br>$1.8 \div 37 = 0.0486 = 4.9 \times 10^{-2} \text{ cm}^3 \text{ hr}^{-1} \text{ cm}^{-2} \checkmark$ | 2 | 2.6<br><br>2.6 | <b>Must be 2SF and standard form for 2 marks</b><br><br>If answer is incorrect <b>ALLOW</b> for 1 mark<br>0.049 / 0.0486 |
| 20 | (d) |      | (produced) in , meristems / cambium $\checkmark$<br><br>(by) differentiation (from stem cells) $\checkmark$                                                                                                                                                                                                                                    | 2 | 1.2            | <b>ALLOW</b> specialised<br><b>IGNORE</b> mitosis                                                                        |

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| Question |      | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Mark | AO element | Guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 20       | (e)* | <p><b>Please refer to the marking instructions on page 4 of this mark scheme for guidance on how to mark this question.</b></p> <p><b>In summary:</b><br/> Read through the whole answer. (Be prepared to recognise and credit unexpected approaches where they show relevance.)<br/> Using a 'best-fit' approach based on the science content of the answer, first decide which of the level descriptors, <b>Level 1</b>, <b>Level 2</b> or <b>Level 3</b>, best describes the overall quality of the answer.<br/> Then, award the higher or lower mark within the level, according to the <b>Communication Statement</b> (shown in <i>italics</i>):</p> <ul style="list-style-type: none"> <li>o award the higher mark where the Communication Statement has been met.</li> <li>o award the lower mark where aspects of the Communication Statement have been missed.</li> </ul> <p>• <b>The science content determines the level.</b><br/> • <b>The Communication Statement determines the mark within a level.</b></p> |      |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|          |      | <p><b>Level 3 (5–6 marks)</b><br/> A description that includes mass flow <b>and</b> phloem loading <b>and</b> unloading.</p> <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <p><b>Level 2 (3–4 marks)</b><br/> A description that includes mass flow <b>and</b> phloem loading <b>or</b> unloading.</p> <p><i>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</i></p> <p><b>Level 1 (1–2 marks)</b><br/> A description that includes either mass flow <b>or</b> phloem loading <b>or</b> unloading.</p> <p><i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i></p> <p><b>0 marks</b></p>                                                                                                                                             | 6    | 1.1        | <p><i>Indicative scientific points may include</i></p> <p><b>Phloem loading</b></p> <ul style="list-style-type: none"> <li>• Glucose is converted to an assimilate / sucrose in photosynthesising cells</li> <li>• Apoplast route</li> <li>• Active process</li> <li>• Proton pump in companion cells</li> <li>• H<sup>+</sup> concentration gradient</li> <li>• Co-transport of H<sup>+</sup> and sucrose into companion cell</li> <li>• Structural adaptations of companion cells, e.g. many mitochondria, increase surface area of cell surface membranes</li> <li>• Passive loading via symplast route</li> <li>• Role of plasmodesmata</li> <li>• entry of sucrose / solutes decreases water potential of phloem / sieve elements</li> <li>• water enters phloem from surrounding cells / xylem</li> <li>• results in higher hydrostatic pressure</li> </ul> <p><b>Mass flow</b></p> <ul style="list-style-type: none"> <li>• Bulk transport of sucrose caused by pressure difference</li> <li>• Entry / exit of water / solutes affects hydrostatic pressure</li> <li>• Movement from source to sink</li> <li>• e.g. leaf is source</li> </ul> |

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|  |  |  |                                                     |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--|--|--|-----------------------------------------------------|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  |  | <i>No response or no response worthy of credit.</i> |  |  | <ul style="list-style-type: none"> <li>• e.g. root is sink</li> <li>• Role of hydrostatic pressure gradient from source to sink</li> <li>• High hydrostatic pressure in source phloem explains rapid transport over long distance</li> </ul> <p><b>Phloem unloading</b></p> <ul style="list-style-type: none"> <li>• Diffusion of sucrose from phloem to surrounding cells</li> <li>• Sucrose converted back to glucose</li> <li>• Glucose used for respiration</li> <li>• Converted to starch for storage</li> <li>• Concentration gradient of sucrose maintained between phloem and cells</li> <li>• Occurs wherever cells need glucose / sucrose</li> <li>• Loss of sucrose / solutes increases water potential of phloem</li> <li>• water leaves phloem to surrounding cells / xylem</li> <li>• results in lower hydrostatic pressure</li> </ul> |
|--|--|--|-----------------------------------------------------|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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| Question |     |       | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Mark  | AO element | Guidance                                                                                                                                                                    |
|----------|-----|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 21       | (a) | (i)   | (water potential) decreases / more negative ✓                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 1     | 1.1        |                                                                                                                                                                             |
| 21       | (a) | (ii)  | large plasma proteins cannot , pass out through capillary wall / leave the blood , but other solutes can ✓<br><br>imbalance of large plasma proteins between blood and tissue fluid results in oncotic pressure ✓                                                                                                                                                                                                                                                                                                                   | 2     | 2.1        |                                                                                                                                                                             |
| 21       | (b) | (i)   | $J_v = (4.5 - 0.15) - 0.75 (4.2 - 0.03) = 1.22 \text{ (kPa)}$ ✓<br><br>out of capillary / outward ✓                                                                                                                                                                                                                                                                                                                                                                                                                                 | 2     | 2.2        | <b>ALLOW</b> 1.2 / 1.2225 / 1.223<br><br><b>ALLOW</b> into <u>tissue fluid</u>                                                                                              |
| 21       | (b) | (ii)  | reduction in albumin concentration<br>reduces (capillary) oncotic pressure ✓<br><br>(so) increase the net driving force ✓                                                                                                                                                                                                                                                                                                                                                                                                           | 2     | 2.2        |                                                                                                                                                                             |
| 21       | (b) | (iii) | <b>student is correct because...</b><br><br>net driving force , is higher / has increased ✓<br><br>(so) more tissue fluid formed ✓<br><br><b>student is incorrect because....</b><br><br>kidney damage could lead to more loss of water (in urine) ✓<br><br>no information about , hydrostatic pressure / tissue oncotic pressure , in patients ✓<br><br>single patient could respond atypically ✓<br><br>(inflammation leading to) reduction in value of reflectance factor could increase , albumin / protein , in tissue fluid ✓ | max 4 | 3.1        | <b>ALLOW</b> less , fluid / water , returned to blood<br><br><br><br><br><br><br><br><br><b>ALLOW</b> reduction in $\sigma$ could increase oncotic pressure in tissue fluid |

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| Question                                                                                             |      |       | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Mark      | AO element | Guidance |                                                                      |  |   |                                                                                                      |  |   |                                                                                               |   |  |   |     |                |
|------------------------------------------------------------------------------------------------------|------|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|------------|----------|----------------------------------------------------------------------|--|---|------------------------------------------------------------------------------------------------------|--|---|-----------------------------------------------------------------------------------------------|---|--|---|-----|----------------|
| 21                                                                                                   | (c)  |       | <table><tr><th>Statement</th><th>True</th><th>False</th></tr><tr><td>Lymph is similar in composition to tissue fluid but has more oxygen.</td><td></td><td>✓</td></tr><tr><td>Tissue fluid does not contain lymphocytes because they are too large to pass through capillary wall.</td><td></td><td>✓</td></tr><tr><td>Lymph contains more protein than tissue fluid because of antibody production by plasma cells.</td><td>✓</td><td></td></tr></table> <p>3 correct ✓✓<br/>2 correct ✓</p> | Statement | True       | False    | Lymph is similar in composition to tissue fluid but has more oxygen. |  | ✓ | Tissue fluid does not contain lymphocytes because they are too large to pass through capillary wall. |  | ✓ | Lymph contains more protein than tissue fluid because of antibody production by plasma cells. | ✓ |  | 2 | 1.1 | IGNORE crosses |
| Statement                                                                                            | True | False |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |            |          |                                                                      |  |   |                                                                                                      |  |   |                                                                                               |   |  |   |     |                |
| Lymph is similar in composition to tissue fluid but has more oxygen.                                 |      | ✓     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |            |          |                                                                      |  |   |                                                                                                      |  |   |                                                                                               |   |  |   |     |                |
| Tissue fluid does not contain lymphocytes because they are too large to pass through capillary wall. |      | ✓     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |            |          |                                                                      |  |   |                                                                                                      |  |   |                                                                                               |   |  |   |     |                |
| Lymph contains more protein than tissue fluid because of antibody production by plasma cells.        | ✓    |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |            |          |                                                                      |  |   |                                                                                                      |  |   |                                                                                               |   |  |   |     |                |

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