



GCE

Biology B (Advancing Biology)

Unit **H022/02**: Biology in depth

Advanced Subsidiary GCE

Mark Scheme for June 2018

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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 |
|---------------------|--|
| 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 |

| Question | | Answer | Mark | Guidance |
|----------|------|--|------|----------|
| 1 | (c)* | <p>Summary of instructions to markers: <i>Read through the whole answer. (Be prepared to recognise and credit unexpected approaches where they show relevance.)</i> <i>Using a 'best-fit' approach based on the science content of the answer, first decide which of the level descriptors, Level 1, Level 2 or Level 3, best describes the overall quality of the answer.</i> <i>Then, award the higher or lower mark within the level, according to the Communication Statement (shown in italics):</i></p> <ul style="list-style-type: none"> ○ <i>award the higher mark where the Communication Statement has been met.</i> ○ <i>award the lower mark where aspects of the Communication Statement have been missed.</i> <p>• The science content determines the level. • The Communication Statement determines the mark within a level.</p> | | |

| Question | Answer | Mark | Guidance |
|----------|--|-----------|--|
| | <p>Level 3 (5–6 marks) Provides a comprehensive description of how embryonic stem cells are used and the concerns that arise due to their use. <i>There is a well-developed line of reasoning which is clear and logically structured and uses scientific terminology at an appropriate level. All the information presented is relevant and forms a continuous narrative.</i></p> <p>Level 2 (3–4 marks) Provides a brief description of how embryonic stem cells are used and the concerns that arise due to their use. <i>There is a line of reasoning presented with some structure and use of appropriate scientific language. The information presented is mostly relevant.</i></p> <p>Level 1 (1–2 marks) Provides a brief description of how human embryonic stem cells are used or the concerns that arise due to their use. <i>The information is communicated with only a little structure. Communication is hampered by the inappropriate use of technical terms.</i></p> <p>0 marks No response or no response worthy of credit</p> | 6 | <p>Uses for human embryonic stem cells taking into account any concerns that could arise by using these cells for research purposes. Indicative scientific points may include</p> <p>Uses of Embryonic stem cells totipotent / pluripotent able to express all the genes able to make all cells used to treat spinal cord injury heart disease stroke burns arthritis diabetes retina damage organ transplant</p> <p>Concerns could lead to reproductive cloning the potential risks and side effects are unknown embryos cannot give consent religious objection embryo could be used in fertility treatment. taken from embryo at less than 5 days old</p> |
| | Total: | 12 | |

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|--------------|-----|-------|---|----------|--|
| 2 | (a) | (i) | allows a comparison to be made ✓ | 1 | Allow baseline, show effect of digoxin |
| 2 | (a) | (ii) | Any one from age gender fitness stress level of patients ✓ | 1 | Allow ref to mass, other treatment |
| 2 | (a) | (iii) | <i>Before treatment</i> 85 to 103 (18) AND <i>Eight weeks after treatment</i> 62 to 81 (19) ✓ | 1 | Both ranges needed for 1 mark. Must be in correct order. |
| 2 | (a) | (iv) | 22% OR 21.7% ✓✓ | 2 | Correct answer = 2 marks ALLOW one mark for $\frac{92-72}{92}$ |
| 2 | (b) | (i) | (AVN) delays impulse ✓ (so) allows time for , atria to empty / ventricles to fill ✓ (AVN) transmits impulse on to , ventricles / bundle of His / Purkinje tissue ✓ | Max 2 | ALLOW prevents impulse from passing on immediately to ventricles |
| 2 | (b) | (ii) | <i>idea that</i> AVN delays impulse for longer than normal ✓ allows more time for ventricles to fill with blood ✓ increases , stroke volume / cardiac output ✓ | Max 2 | ALLOW idea of more blood ejected from heart per beat |
| Total | | | | 9 | |

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| Question | | | Answer | Mark | Guidance |
|--------------|-----|------|--|----------|---|
| 3 | (a) | (i) | already known to have some medicinal properties ✓ some side effects were known ✓ reduced time in finding , drug / quinine , to treat malaria / AW ✓ | Max 2 | ALLOW already used to treat fever |
| 3 | (a) | (ii) | <i>idea that</i> the parasite starves ✓ <i>idea that</i> (host) haemoglobin not hydrolysed to amino acids ✓ amino acids needed for making (parasite) proteins ✓ <i>idea that</i> the incomplete breakdown of haemoglobin is toxic ✓ | Max 2 | |
| 3 | (b) | (i) | looks / tastes the same, without the active ingredient ✓ | 1 | |
| 3 | (b) | (ii) | random method / random selection explained ✓ use of double-blind trial / AW ✓ gender ✓ age ✓ similar , stage / severity , of , condition / syndrome ✓ | Max 2 | |
| 3 | (c) | | 9 (g) ✓✓ | 2 | ALLOW one mark for 9000 mg provided units are stated |
| Total | | | | 9 | |

| Question | | Answer | Mark | Guidance |
|----------|-----|--|-------|--|
| 4 | (a) | <p><i>description</i></p> <ol style="list-style-type: none"> (small) increase in antibody concentration from ✓ rapid increase in antibody concentration between days 5 and 25 ✓ antibody concentration peaks at day 25 ✓ antibody concentration decreases from day 25 ✓ antibody concentration remains higher than before the BCG vaccine ✓ <p><i>explanation</i></p> <ol style="list-style-type: none"> <i>idea that</i> time needed for , antigen / vaccine , to trigger immune response ✓ <i>idea that</i> antibody production rises due to differentiation of (B) lymphocytes to plasma cells ✓ <i>idea that</i> production and break down of antibody are balanced ✓ <i>idea that</i> fewer antibodies produced and more broken down ✓ | Max 4 | <p>ALLOW 3 max from description ALLOW 3 max from explanation</p> <p>ALLOW any stated day between 5 to 10</p> <p>ALLOW any stated days between 5 to 10 and 25 to 30</p> <p>ALLOW antibody concentration peaks between days 25 and 30</p> <p>ALLOW any stated day between 25 to 30</p> |
| 4 | (b) | 34% ✓✓ | Max 2 | ALLOW one mark for (84,300/95,000) |

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| Question | | Answer | | | Mark | Guidance |
|----------|-----|---|--------------------------------------|----|------|--|
| 4 | (c) | Statement | True (T) or False (F) | ✓✓ | 2 | Three correct = 2 marks Two correct = 1 mark One correct = 0 marks |
| | | <i>An injection of antibodies against the rabies virus will provide artificial active immunity.</i> | | | | |
| | | <i>A person recovering from an infection of measles will have natural active immunity to the measles virus.</i> | | | | |
| | | <i>A breast-fed baby receiving maternal antibodies will have natural passive immunity.</i> | | | | |

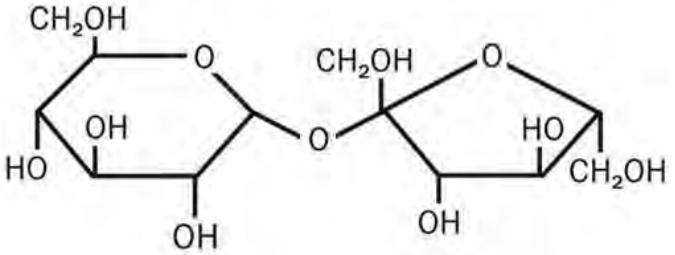
| Question | | Answer | Mark | Guidance |
|----------|------|--|------|----------|
| 4 | (d)* | <p>Summary of instructions to markers: <i>Read through the whole answer. (Be prepared to recognise and credit unexpected approaches where they show relevance.)</i> <i>Using a 'best-fit' approach based on the science content of the answer, first decide which of the level descriptors, Level 1, Level 2 or Level 3, best describes the overall quality of the answer.</i> <i>Then, award the higher or lower mark within the level, according to the Communication Statement (shown in italics):</i></p> <ul style="list-style-type: none"> ○ <i>award the higher mark where the Communication Statement has been met.</i> ○ <i>award the lower mark where aspects of the Communication Statement have been missed.</i> <p>• The science content determines the level. • The Communication Statement determines the mark within a level.</p> | | |

| Question | Answer | Mark | Guidance |
|----------|---|-----------|---|
| | <p>Level 3 (5–6 marks) Provides a comprehensive comparison of the roles of both B and T-lymphocytes including similarities and differences <i>There is a well-developed line of reasoning which is clear and logically structured and uses scientific terminology at an appropriate level. All the information presented is relevant and forms a continuous narrative.</i></p> <p>Level 2 (3–4 marks) Provides a description of the roles of both B and T-lymphocytes including similarities OR differences <i>There is a line of reasoning presented with some structure and use of appropriate scientific language. The information presented is mostly relevant.</i></p> <p>Level 1 (1–2 marks) Provides a brief description of the role of either B OR T-lymphocytes with limited/no comparison <i>The information is communicated with only a little structure. Communication is hampered by the inappropriate use of technical terms.</i></p> <p>0 marks No response or no response worthy of credit</p> | 6 | <p>scientific points may include</p> <p><i>B-lymphocyte</i> Processed in bone marrow Specific antibody production Differentiation into plasma cells</p> <p><i>T lymphocyte</i> Processed in thymus T-helpers Use of cytokines Stimulation of B lymphocytes T-killer/cytotoxic T-regulatory/suppressors</p> <p><i>Both (similarities)</i> complementary receptors clonal selection clonal expansion proliferation differentiation memory cell specificity</p> |
| | Total | 14 | |

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| Question | | Answer | Mark | Guidance |
|----------|-----|--|-------|---|
| 5 | (a) | <p><i>drawn as a diagram</i></p> <p>glycosidic bond between two molecules shown by oxygen atom ✓ bond drawn between correct carbon atoms ✓</p> | 2 | <p>Glucose Fructose</p>  |
| 5 | (b) | (i) <p><i>Support statement</i> (blue-green) result in leaf shows little sucrose present OR (green-orange) result in stem shows (greater) concentration of sucrose present ✓ (so) supports loading of sucrose into phloem , from source / as it is produced ✓ (blue-green) result in root shows sucrose is used by , roots / sinks ✓ (so) supports starch formation/use in respiration</p> <p><i>Do not support statement</i> <i>idea that</i> (Benedict's) test does not distinguish between reducing and non-reducing sugars ✓</p> <p>the blue-green result for , leaf / root , extract could be interpreted as a negative test ✓</p> | max 4 | <p>ALLOW sucrose is converted to starch in roots</p> <p>ALLOW does not distinguish between glucose and sucrose ALLOW reducing sugar / glucose , could be causing positive result</p> |

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| Question | | | Answer | Mark | Guidance |
|--------------|-----|------|--|-----------|--|
| 5 | (b) | (ii) | <p>Any three from: same temperature of water bath ✓ (equal) volume of Benedict's / test solutions ✓ excess sodium hydrogen carbonate needed ✓ same time left in water bath ✓ use method for obtaining quantitative results ✓</p> | 3 | <p>ALLOW boiling water bath</p> <p>ALLOW must be added until mixture stops fizzing</p> <p>e.g. filter precipitate and weigh e.g. use colorimeter</p> |
| 5 | (c) | | <p>tomato plants are dicot(yledon)s AND cereal crops are monocot(yledon)s ✓</p> <p><i>Differences</i> tomato plant leaves have branching veins ✓ tomato plant stems have vascular bundles arranged in rings ✓</p> <p>AVP ✓</p> <p><i>Similarities</i> both have vascular bundles ✓</p> | 3 | <p>2 max for differences ALLOW ora</p> <p>e.g. xylem in tomato plant root arranged in shape of cross ora</p> <p>ALLOW both have phloem / xylem</p> |
| 5 | (d) | | <p>starch , hydrolysed / broken down into , sugars / glucose / maltose ✓</p> <p>enzyme / amylase ✓ germination ✓</p> | 3 | |
| Total | | | | 15 | |

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| Question | | | Answer | Mark | Guidance |
|--------------|-----|------|--|------------------------------|---|
| 6 | (a) | (i) | G neutrophil ✓ H lymphocyte ✓ | 2 | ALLOW granulocyte |
| 6 | (a) | (ii) | 30 μm OR 0.03 mm ✓✓ | 2 | Correct units required ALLOW for 1 mark 30 / 0.03 OR 15 000 ÷ 500 OR 15 ÷ 500 |
| 6 | (b) | (i) | <i>missing stage</i> use of spreader ✓ <i>effect</i> <i>idea that</i> blood cells could not be seen clearly because the film would be too thick ✓ OR <i>missing stage</i> add , methanol / fixative <i>effect</i> <i>idea that</i> cells would be washed off the slide ✓ | Max 2 | Effect must be linked to correct missing stage |
| 6 | (b) | (ii) | stains some structures darker / provides contrast ✓ allows the shape of the nucleus to be seen ✓ allows the type of cell to be identified ✓ | 2 max | |
| 6 | (c) | | <i>useful for</i> counting cells ✓ <i>idea that</i> it can count large numbers of cells quickly ✓ allows analysis of , physical / chemical , characteristics ✓ diagnosis of blood cancers ✓ | 1 Max 2 | ALLOW can analyse size and shape Allow disease of the blood |
| Total | | | | 12 | |

OCR (Oxford Cambridge and RSA Examinations)
The Triangle Building
Shaftesbury Road
Cambridge
CB2 8EA

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

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Head office
Telephone: 01223 552552
Facsimile: 01223 552553

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