



# GCE

## Biology

Advanced GCE F211

Cells, Exchange and Transport

# Mark Scheme for June 2010

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Question			Expected Answers	Marks	Additional Guidance
1	(a)	(i)	A = plasma / cell surface, membrane ; B = DNA / chromosome / chromatin / genetic material ;	2	<b>DO NOT CREDIT</b> membrane, cell membrane <b>DO NOT CREDIT</b> chromosomes (do not accept plural) <b>CREDIT</b> loop of / circle of, DNA <b>DO NOT CREDIT</b> plasmid, RNA <b>ACCEPT</b> nucleoid
1	(a)	(ii)	production of ATP ; <u>aerobic</u> respiration ;	max 1	<b>ACCEPT</b> named stages of aerobic respiration e.g. Krebs cycle, oxidative phosphorylation, ETC, chemiosmosis, link reaction, substrate level phosphorylation <b>DO NOT CREDIT</b> glycolysis, ATP <i>for</i> respiration <b>DO NOT CREDIT</b> <i>produce</i> energy (in form of ATP) <b>IGNORE</b> provide / release energy unqualified
1	(a)	(iii)	protein synthesis / translation ;  photosynthesis / described ;	2	<b>ACCEPT</b> production / creation, of proteins / polypeptides, assembly of proteins from amino acids  <b>IGNORE</b> autotrophic nutrition <b>DO NOT CREDIT</b> absorption of light unqualified
1	(b)		large surface area to volume ratio ;  small so demand for, O <sub>2</sub> / CO <sub>2</sub> , is low ;  <i>idea of:</i> <u>diffusion</u> (alone) is adequate to meet needs ;	2	<b>ACCEPT</b> large SA:Vol or large SA/Vol <b>ACCEPT</b> small Vol:SA ratio or small Vol/SA <b>DO NOT CREDIT</b> large surface area alone  <b>IGNORE</b> gases alone, nutrients  <b>ACCEPT</b> <i>idea of</i> : body SA large enough to meet needs by <u>diffusion</u> <b>ACCEPT</b> <i>idea of</i> : <u>diffusion</u> distance short

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1	(c)	cell / tissue	function in the lungs	4	<p><b>IGNORE</b> stretch / expand  <b>ACCEPT</b> ref to lungs, alveoli, airways recoiling etc  <b>DO NOT CREDIT</b> ref trachea / bronchi recoiling</p> <p><b>ACCEPT</b> transport / remove, mucus  <b>DO NOT CREDIT</b> dirt particles without ref to mucus</p> <p><b>DO NOT CREDIT</b> excrete mucus</p> <p><b>ACCEPT</b> narrows lumen OR controls, airflow / diameter, of airways  <b>DO NOT CREDIT</b> ref to alveoli OR greater airflow</p>
			recoil <b>OR</b> return to original, size / shape <b>OR</b> to help expel air <b>OR</b> prevents alveoli bursting ;		
			waft / wave / move / AW, mucus ;		
			secrete / release / produce, mucus ;		
			constrict the airway / AW ;		
		<b>Total</b>		<b>11</b>	

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Question		Expected Answers	Marks	Additional Guidance
2	(a)	<p>visible / can be seen / increase contrast ;</p> <p>named example of what is now visible (after staining) ;</p>	2	<p><i>First mark is for 'seeing' and the second mark is for 'recognising' what can now be seen.</i></p> <p><b>ACCEPT</b> see detail <b>IGNORE</b> ref to resolution</p> <p><b>ACCEPT</b> recognise different <i>types</i> of white blood cell <b>ACCEPT</b> can (now) see, nucleus / organelles / named organelles <b>IGNORE</b> recognise parts inside red blood cell <b>IGNORE</b> can now see red blood cells (already visible)</p> <p>'can now see red and white blood cells' = 2 marks</p>
2	(b)	(i)	<p>3D shape can be seen / greater depth of field ;</p> <p>can see, surface features / detail ;</p>	<p><b>DO NOT CREDIT</b> shape alone</p> <p><b>ACCEPT</b> 'you can see what is on the surface' <b>IGNORE</b> 'you see the surface better' because this needs further clarification i.e. features, shape, named structure</p>
		(ii)	<p>smaller / named, organelle (becomes visible) ;</p> <p>shapes / details of organelles ;</p>	<p><b>ACCEPT</b> named structure(s) such as lysosome, RER, mitochondrion, ribosome, Golgi , vesicle, nucleolus <b>DO NOT CREDIT</b> nucleus or chloroplast (already visible)</p>

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Question		Expected Answers	Marks	Additional Guidance
2	(c)	<p><i>This is a QWC question</i></p> <p>1 fetal <u>haemoglobin</u> has a higher <u>affinity</u> (for oxygen) ( than adult haemoglobin) ;</p> <p>2 (fetal Hb) takes up oxygen in low(er) <b>partial pressure</b> of oxygen ;</p> <p>3 <b>placenta</b> has low partial pressure of oxygen ;</p> <p>4 at low partial pressure of oxygen / in placenta, adult (oxy)haemoglobin will <b>dissociate</b> / AW ;</p>	max 3	<p><b>IGNORE</b> oxyhaemoglobin for haemoglobin <b>ACCEPT</b> Hb for <u>haemoglobin</u> (but not HbO)</p> <p><b>ACCEPT</b> fetal Hb becomes <i>more</i> saturated at a <i>low(er)</i> partial pressure of oxygen <b>ACCEPT</b> ppO<sub>2</sub> / pO<sub>2</sub> / oxygen tension / O<sub>2</sub> concentration, for partial pressure of oxygen</p> <p><b>ACCEPT</b> in placenta mother's haemoglobin, releases its oxygen / saturation drops</p>
		<b>QWC</b> (two terms used in correct context and spelt correctly);	max 1	Any <b>two</b> terms from the following: affinity, dissociate / dissociation, placenta, partial pressure / oxygen tension, saturation / saturated

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Question			Expected Answers	Marks	Additional Guidance
2	(d)	(i)	curve to right of curve A ; appropriate sigmoid shape ;	2	Curve should start at 0% on y axis and reach at least 80% on y axis
2	(d)	(ii)	<p>1 (actively respiring tissue) needs / requires, <i>more oxygen</i> ;</p> <p>2 for aerobic respiration / to release <i>more</i> energy ;</p> <p>3 (actively respiring tissue produces) <i>more</i> CO<sub>2</sub> ;</p> <p>4 haemoglobin involved in transport of CO<sub>2</sub> ;</p> <p>5 less haemoglobin available to combine with O<sub>2</sub> ;</p> <p>6 (Bohr shift) causes <i>more</i> oxygen to be released ;</p>	max 2	<p><i>idea</i> of 'more' should be clear as shown (MP 1,2,3,6)</p> <p><b>ACCEPT</b> make <i>more</i> ATP</p> <p><b>ACCEPT</b> produces <i>a lot</i> of CO<sub>2</sub> / as CO<sub>2</sub> levels rise</p> <p><b>CREDIT</b> detail to include carbonic acid dissociation / formation of haemoglobinic acid / HHb etc</p> <p><b>DO NOT CREDIT</b> oxygen released <i>more</i> quickly / quicker</p> <p><b>ACCEPT</b> oxygen released <i>more</i>, readily / easily</p> <p>'More CO<sub>2</sub> produced so more O<sub>2</sub> released' = 2 marks</p>
<b>Total</b>				<b>12</b>	

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Question			Expected Answers	Marks	Additional Guidance
3	(a)	(i)	<p><b>1</b> at low temperatures, all stain is in cells <b>OR</b> no stain in surrounding solution ;</p> <p><b>2</b> (taken up / held) against, diffusion / concentration, gradient ;</p> <p><b>3</b> at high temperature stain not held in cells ;</p> <p><b>4</b> at high temperature enzymes denatured so no ATP for active transport (of stain) ;</p> <p><b>5</b> use of correct comparative figs to illustrate a point ;</p> <p>AVP ; ;</p>	max 2	<p><i>MP 1 awarded for observation that the stain was no longer in the surrounding solution and not for the % of cells containing the stain.</i></p> <p><b>ACCEPT</b> the stain is not evenly distributed between cells and solution <b>ACCEPT</b> stain doesn't move out of cells</p> <p><b>ACCEPT</b> <i>up</i> the diffusion gradient</p> <p><b>ACCEPT</b> solution now contains stain <b>ACCEPT</b> 0% = none / no cells (stained)</p> <p><i>MP 1 and 3 - must be stated rather than inferred from quoted figs</i></p> <p><b>IGNORE</b> 'enzymes denatured' alone <b>CREDIT</b> active transport / carrier, proteins denatured <b>ACCEPT</b> mitochondria stopped working so no ATP produced</p> <p>e.g. 97% at 30°C but 0% at 80°C <b>IGNORE</b> figs without units</p>



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3	(a)	(ii)	cells, dead / not respiring ;  no, (metabolic) energy / ATP, to take up stain ;  AVP ;	max1	<b>DO NOT CREDIT</b> 'burst' as these cannot be seen <b>ACCEPT</b> inhibitor present / membrane impermeable <b>ACCEPT</b> no functioning mitochondria
3	(b)	(i)	(membrane) structure disrupted ;  (phospho)lipid bilayer, melts / more fluid ;  (membrane) proteins / carrier molecules, denatured / unable to function ;  (membrane) becomes more permeable ;	max 1	<i>Mark first suggestion and if correct award mark – if further answers contradict first answer do not award mark.</i> <b>ACCEPT</b> damaged, destroyed, break down <b>IGNORE</b> <i>membrane</i> , denatured / more fluid  <b>IGNORE</b> lipid <i>molecules</i> melt  <b>ACCEPT</b> lose shape for denatured  <b>ACCEPT</b> leaky <b>IGNORE</b> refs to bonds breaking

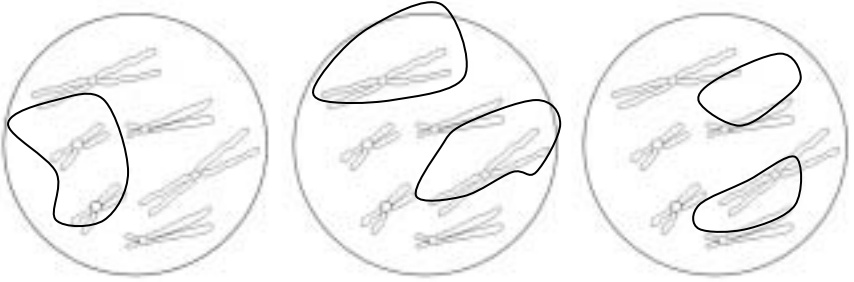


Question		Expected Answers	Marks	Additional Guidance
3	(d)	nucleus divides / mitosis ;  <i>idea of :</i> cell, swells on one side / bulges ;  nucleus / cytoplasm / organelles, move into, bud / bulge ;  pinches off / cell wall forms, (so bud becomes a separate cell) ;	max 2	<b>ACCEPT</b> asexual reproduction / cloning <b>IGNORE</b> cell splits, ref to genetically identical cells  <b>IGNORE</b> <i>bud</i> forms on side  <b>IGNORE</b> replicated DNA enters bud  <b>ACCEPT</b> cytokinesis <b>IGNORE</b> two cells are formed / bud separates unqualified
		<b>Total</b>	<b>10</b>	

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Question			Expected Answers	Marks	Additional Guidance
4	(a)	(i)	<p><i>plant cell / Y, has:</i> a wall ; chloroplasts ; vacuole ;</p>	max 2	<p>Credit reverse argument</p> <p><b>ACCEPT</b> thylakoid, discs / membranes OR granum(a) <b>IGNORE</b> chlorophyll</p>
4	(a)	(ii)	<p><b>A1</b> a vacuole ; <b>E1</b> to take up water / to become turgid ;</p> <p><b>A2</b> cell wall thicker on one side ; <b>E2</b> causes, cell to bend / open stoma(ta) ;</p> <p><b>A3</b> mitochondria ; <b>E3</b> generates ATP (for active transport) ;</p>	max 2	<p><i>Mark adaptation (A) as stand-alone</i> <i>Ensure explanation (E) stated is appropriately linked to adaptation</i></p> <p><b>DO NOT CREDIT</b> curved cell wall / thick cell wall unqualified <b>ACCEPT</b> close stoma(ta) if adaptation correct</p> <p><b>IGNORE</b> ref to chloroplasts</p>
4	(b)	(i)	two homologous chromosomes circled ;	1	<p><b>ACCEPT</b> one circle around both chromosomes or two circles The two chromosomes must be of same length</p> 

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4	(b)	(ii)	<p>three chromosomes, one from each pair ;</p> <p>chromosomes drawn as one bar ;</p>	<p>2</p>	<p><i>Chromosomes should be of different lengths however if two are of similar length, look for different centromere position to award mark</i></p> <p><b>ACCEPT</b> </p> <p><b>DO NOT CREDIT</b> two joined together at centromere</p> <p></p>
<b>Total</b>				<b>7</b>	

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Question			Expected Answers	Marks	Additional Guidance
5	(a)	(i)	osmosis ;	1	
		(ii)	2 = symplast (pathway) ; 3 = apoplast (pathway) ;	2	<b>ACCEPT</b> symplastic <b>ACCEPT</b> apoplastic
		(iii)	S ;	1	

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Question	Expected Answers	Marks	Additional Guidance
5 (b)	<p><i>This is a QWC question</i></p> <p>1 water moves into xylem down <b>water potential</b> gradient ;</p> <p>2 <b>root pressure</b> / high (<b>hydrostatic</b>) <b>pressure</b> at bottom of xylem ;</p> <p>3 water vapour loss / <b>transpiration</b> / <b>evaporation</b>, at leaves / top of plant ;</p> <p>4 (creating) low (hydrostatic) pressure at top of xylem ;</p> <p>5 water, under <b>tension</b> / pulled up (in a continuous column) ;</p> <p>6 <b>cohesion</b> between water molecules / described ;</p> <p>7 <b>adhesion</b> of water molecules to xylem / described ;</p> <p>8 <b>capillary action</b> / described ;</p> <p>9 water moves up (xylem / stem) by <b>mass flow</b> ;</p> <p>10 from high(er) (hydrostatic) pressure to low(er) (hydrostatic) pressure / down (hydrostatic) pressure gradient ;</p>	max 4	<p><b>ACCEPT</b> <math>\psi</math> for water potential</p> <p><b>ACCEPT</b> water moves from high <math>\psi</math> to low <math>\psi</math></p> <p><b>IGNORE</b> drawn for pulled up</p> <p><b>ACCEPT</b> ref to xylem being very narrow so water rises</p>
	<p><b>QWC</b> (three terms used in correct context and spelt correctly) ;</p>	1	<p>Any <b>three</b> terms from the following :</p> <p>water potential, hydrostatic pressure, transpiration / evaporation, cohesion / cohesive, adhesion / adhesive, tension, root pressure, capillary action / capillarity, mass flow</p>

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5	(c)	xylem vessel	phloem sieve tube element			<p>One mark per row Both statements must be correct to achieve mark</p> <p><b>DO NOT CREDIT</b> ticks and crosses</p> <p>Read whole list – if any suggestion is wrong then do not award mark <i>XYLEM</i> <b>DO NOT CREDIT</b> 'nutrients' OR 'water' alone <i>PHLOEM</i> <b>ACCEPT</b> 'sugar' in place of sucrose <b>IGNORE</b> unspecified 'solutes' <b>DO NOT CREDIT</b> glucose</p> <p><b>ACCEPT</b> arrows ↑ (xylem) ↓↑ (phloem) <b>DO NOT CREDIT</b> 'all directions' <b>IGNORE</b> ref to pits / lateral movement</p>
		present	absent	;		
		present	absent	;		
		(water and), minerals / ions / salts	products of photosynthesis / sucrose / assimilates / amino acids / minerals / ions / salts / plant 'hormones'	;		
(only) up stem / towards leaves	both directions / up and down / from source to sink	;				
		<b>Total</b>			<b>13</b>	



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6	(a)	a single value between 67 and 80 ; ;	max 2	two marks for correct answer  If answer incorrect, allow one mark for appropriate working i.e. 60 divided by time from trace selected by candidate
6	(b)	heart rate, slower / lower / reduced / 60 – 63 beats per minute ;  rest period / diastole longer ;  ventricle takes longer to contract / ventricular systole longer ;	max 2	<i>Mark first point on each numbered line</i> <b>ACCEPT</b> length of one beat is longer <b>DO NOT CREDIT</b> 'slows heart's activity'  <b>ACCEPT</b> T wave elongated / increases from 0.24s to 0.32s / increases by 0.1 s <b>IGNORE</b> name of chamber  <b>ACCEPT</b> R wave slightly elongated / increases from 0.07s to 0.12s / increases by 0.05 s
6	(c)	SAN, is pacemaker / initiates heart beat ;  (SAN sends) impulse / wave of excitation, over atria (walls) ;  AVN delays impulse ; (AVN) sends impulse down, septum / bundle of His / Purkyne fibres ;	max 3	<b>ACCEPT</b> <i>starts</i> , wave of excitation / action potential / electrical impulse <b>IGNORE</b> 'sends out' (wave)  <b>IGNORE</b> <i>through / to</i> , the atrium <b>DO NOT CREDIT</b> signal / message for impulse, <b>allow ecf</b> <b>DO NOT CREDIT</b> pulse <b>IGNORE</b> delays contraction <b>ACCEPT</b> Purkinje
<b>Total</b>			<b>7</b>	

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