

Mark schemes

Q1.

- (a) 1. Circular muscle contracts;
 2. Radial muscle relaxes;
Accept, for one mark 'both muscles contract' or 'both muscles relax' as names of muscles are in the diagram.
Reject muscles constrict.

2

- (b) 1. High (visual) acuity;
 2. (Each) cone is connected to a single neurone;
Accept no retinal convergence.
Accept 'bipolar/nerve cell' for neurone.
 3. (Cones send) separate (sets of) impulses to brain;
Accept 'optic nerve' for brain.
Reject 'signals', 'messages' for 'impulses'.
Accept 'action potential'.

3

- (c) 1. Correct answer of 0.6 (%) = **2 marks**;;
Ignore any numbers after 0.6, 2.58, 2.6 and after 0.43.
 2. Incorrect answer but shows number sequence 7065 / 7068 / 7069 / (ignore position of decimal point) = **1 mark**

OR

Final answer number sequence has 64 / 65 (ignore preceding zeros, numbers that follow and position of decimal point) = **1 mark**

OR

Final answer is 2.58 / 2.6 (%) = **1 mark**

OR

Final answer of 0.43 (%) = **1 mark**;

2

- (d) 1. High (visual) sensitivity;
Accept retinal convergence.
 2. Several rods connected to a single neurone;
Accept 'bipolar/nerve cell' for neurone
Accept 2, 'many' or

3. Enough (neuro)transmitter to reach/overcome threshold

OR

Spatial summation to reach/overcome threshold; more for 'several'

Reject 'signals', 'messages' for 'impulses'.

Accept named neurotransmitter.

Accept depolarisation, 'action potential' or 'generator potential' for 'to reach threshold'.

Generator potentials combine to reach threshold/depolarisation/action potential/generator potential.

3

[10]

Q2.

- (a) 1. Membrane more permeable to potassium ions and less permeable to sodium ions;
2. Sodium ions actively transported / pumped out and potassium ions in.

2

- (b) 1. (Pressure causes) membrane / lamellae to become deformed / stretched;
2. Sodium ion channels in membrane open and sodium ions move in;
3. Greater pressure more channels open / sodium ions enter.

3

- (c) 1. Threshold has been reached;
2. (Threshold or above) causes maximal response / all or nothing principle.

2

- (d) 1. Less / no saltatory conduction / action potential / impulse unable to 'jump' from node to node;
2. More depolarisation over length / area of membranes.

2

[9]

Q3.

21 – 25	Extended abstract Generalised beyond specific context	Response shows holistic approach to the question with a fully integrated answer which makes clear links between several different topics and the theme of the question. Biology is detailed and comprehensive A-level content, uses appropriate terminology, and is very well written and always clearly explained. No significant errors or irrelevant material.
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		For top marks in the band, the answer shows evidence of reading beyond specification requirements.
16 – 20	Relational Integrated into a whole	Response links several topics to the main theme of the question, to form a series of interrelated points which are clearly explained. Biology is fundamentally correct A-level content and contains some points which are detailed, though there may be some which are less well developed, with appropriate use of terminology. Perhaps one significant error and, or, one irrelevant topic which detracts from the overall quality of the answer.
11 – 15	Multistructural Several aspects covered but they are unrelated	Response mostly deals with suitable topics but they are not interrelated and links are not made to the theme of the question. Biology is usually correct A-level content, though it lacks detail. It is usually clearly explained and generally uses appropriate terminology. Some significant errors and, or, more than one irrelevant topic.
6 – 10	Unistructural Only one or few aspects covered	Response predominantly deals with only one or two topics that relate to the question. Biology presented shows some superficial A-level content that may be poorly explained, lacking in detail, or show limited use of appropriate terminology. May contain a number of significant errors and, or, irrelevant topics.
1 – 5	Unfocused	Response only indirectly addresses the theme of the question and merely presents a series of biological facts which are usually descriptive in nature or poorly explained and at times may be factually incorrect. Content and terminology is generally below A-level. May contain a large number of errors and, or, irrelevant topics.
0		Nothing of relevance or no response.

Commentary on terms and statements in the levels mark scheme

The levels mark scheme for the essay contains a number of words and statements that are open to different interpretations. This commentary defines the meanings of these words and statements in the context of marking the essay. Many words and statements are used in the

descriptions of more than one level of response. The definitions of these remain the same throughout.

Levels mark scheme word/statement	Definition
Holistic	Synoptic, drawing from different topics (usually sections of the specification)
A fully integrated answer which makes clear links between several different topics and the theme of the question	<p>All topics relate to the title and theme of the essay; for example, explaining the biological importance of a process.</p> <p>When considering, for example, the importance of a process, the explanation must be at A-level standard.</p> <p>'Several' here is defined as at least four topic areas from the specification covered. This means some sentences, not just a word or two. It does not mean using many examples from one topic area.</p>
Biology is detailed and comprehensive A-level content, uses appropriate terminology, and is very well written and always clearly explained.	<p>Detailed and comprehensive A-level content is the specification content.</p> <p>Terminology is that used in the specification.</p> <p>Well written and clearly explained refers mainly to biological content and use of terminology. Prose, handwriting and spelling are secondary considerations. Phonetic spelling is accepted, unless examiners are instructed not to do so for particular words; for example, glucagon, glucose and glycogen.</p>
No significant errors or irrelevant material.	<p>A significant error is one which significantly detracts from the biological accuracy or correctness of a described example. This will usually involve more than one word.</p> <p>Irrelevant material is several lines (or more) that clearly fails to address the title, or the theme of the title.</p>
For top marks in the band, the answer shows evidence of reading beyond specification requirements.	An example that is relevant to the title and is not required in the specification content. The example must be used at A-level standard.
Response mostly deals with suitable	Not addressing the biological theme of

topics but they are not interrelated and links are not made to the theme of the question.	the essay (e.g. importance) at <u>A-level standard</u> .
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Please note that to obtain full credit, students must use information to show **the importance of receptors**.

Specification Reference	Topic Area
3.1.4.2	Enzymes
3.2.1.2	Structure of prokaryotic cells and of viruses
3.2.3	Transport across cell membranes
3.2.4	Cell recognition and the immune system
3.3.4.1	Mass transport in animals
3.4.2	DNA and protein synthesis
3.5.1	Photosynthesis
3.5.2	Respiration
3.6.1.1	Survival and response
3.6.1.2	Receptors
3.6.1.3	Control of heart rate
3.6.2.1	Nerve impulses
3.6.2.2	Synaptic transmission
3.6.3	Skeletal muscles
3.6.4.1	Principles of homeostasis
3.6.4.2	Control of blood glucose concentration
3.6.4.3	Control of blood water potential
3.8.2.2	Regulation of transcription and translation
3.8.2.3	Gene expression and cancer

In order to fully address the question and reach the highest mark bands students must also include at least four topics in their answer, to demonstrate a synoptic approach to the essay.

Students may be able to show the relevance of other topics from the specification.

Note, other topics from beyond the specification can be used, providing they relate to the title and contain factually correct material of at least an A-level standard. Credit should not be given for topics beyond the specification which are below A-level standard.

[25]