



GCSE

Biology B

Unit **B731/01**: Modules B1, B2, B3 (Foundation Tier)

General Certificate of Secondary Education

Mark Scheme for June 2014

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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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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Annotations used in scoris

Annotation	Meaning
	correct response
	incorrect response
	benefit of the doubt
	benefit of the doubt not given
	error carried forward
	information omitted
	ignore
	reject
	contradiction

Abbreviations, annotations and conventions used in the detailed Mark Scheme.

- / = alternative and acceptable answers for the same marking point
- (1) = separates marking points
- allow** = answers that can be accepted
- not** = answers which are not worthy of credit
- reject** = answers which are not worthy of credit
- ignore** = statements which are irrelevant
- () = words which are not essential to gain credit
- = underlined words must be present in answer to score a mark (although not correctly spelt unless otherwise stated)
- ecf = error carried forward
- AW = alternative wording
- ora = or reverse argument

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MARK SCHEME

Question	Answer	Marks	Guidance
1 a		2	<p>all correct = 2 marks 1 or 2 correct = 1 mark (ignoring malaria- protozoa)</p>
b	<p>heat stroke (1)</p> <p>dehydration (1)</p>	2	<p>ignore just 'stroke' allow hyperthermia</p> <p>allow insufficient water to remove toxins</p> <p>allow higher level answers e.g. damage to enzymes / stops enzymes working / denatures enzymes (1) allow preventing chemical reactions happening (1) ignore kills enzymes</p> <p>ignore burn or body becomes too hot or overheats ignore damage to any body part e.g. organ failure</p>
Total		4	

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Question	Answer	Marks	Guidance
2 ai	carbohydrate / fat (1)	1	allow sugars / starch / oils / lipids ignore named sugars e.g. glucose
aii	EAR = 7.2 (g) (1)	1	allow 0.0072 kg allow 7.20 (g)
aiii	65% (1)	1	more than one answer ringed = 0 allow answer underlined or ticked allow ECF from part (ii)
b	(faulty) gene / inherited (1)	1	allow (faulty) allele allow (faulty) DNA allow mutation allow higher level answer: recessive allele ignore from parents BUT inherited from parents =1
c	any two from treatment might not work (1) treatment might cause harm / have side effects / AW (1) treatment done at expense of normal treatment (1) ethical issues about experimenting on children / AW (1)	2	allow might cause an allergy / reaction / death ignore has an effect allow unethical allow litigation (1)
Total		6	

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Question	Answer	Marks	Guidance
3 a	height / weight are (controlled)(by genes and) environmental factors (1) eye colour is (only) controlled by genes / is inherited / (1)	2	allow example of valid environmental factor e.g. John eats more / has better diet / eats more protein e.g. idea of James having an illness ignore from parents BUT inherited from parents =1
b	both have <i>same</i> genes / <i>same</i> DNA (1)	1	allow same alleles
	Total	3	

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Question	Answer	Marks	Guidance
4 a	<p>any two from</p> <p>overall the number of deaths decreases (1)</p> <p>males have more deaths than females (1)</p> <p>initial increase in deaths in males (1)</p> <p>later <i>great</i> decrease in male deaths (1)</p> <p>initially female death rate is (relatively) stable (1)</p> <p>later <i>slight</i> decrease in female deaths (1)</p>	2	<p>ignore references to heart disease</p> <p>allow male deaths decrease / female deaths decrease</p>
b	27 years (1)	1	<p>more than one answer = 0</p> <p>allow answer underlined or ticked</p>
c	<p>max 2 marks for reducing risk factors</p> <p>improvements in diets / eating less salt / eating less saturated fat (1)</p> <p>less smoking (1)</p> <p>more exercise (1)</p> <p>better health care for patients (with heart disease) (1)</p> <p>better health education (1)</p> <p>plus one/two from</p> <p>improvements reducing risk factors in males will have bigger effect as more males are affected in first place / AW (1)</p>	3	<p>allow better diets in recent year / skimmed milk / low cholesterol alternatives to butter / drinking less alcohol</p> <p>ignore eat better</p> <p>allow e.g. people's diets have improved by eating less saturated fat because this blocks the arteries supplying blood to the heart (2)</p> <p>e.g. less salt because it raises blood pressure (2)</p> <p>allow e.g. less smoking because it raises blood pressure (2)</p> <p>allow more active</p> <p>allow statins</p> <p>ignore people are healthier / healthier lifestyles</p> <p>allow females less affected by heart disease than males / RA (1)</p> <p>ignore women have healthier diets/smoke less etc than men</p>
	Total	6	

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Question	Answer	Marks	Guidance
5	<p>[Level 3] Ethylene causes bananas to ripen / become more yellow and (ethylene is used before bananas are sold) to avoid bananas becoming over-ripe or damaged on journey / ripen bananas for the shops to sell and ripe bananas release ethylene Quality of written communication does not impede communication of the science at this level. (5 – 6 marks)</p> <p>[Level 2] Ethylene causes bananas to ripen / become more yellow plus either (ethylene is used before bananas are sold) to avoid bananas becoming over-ripe or damaged on journey / ripen bananas for the shops to sell or ripe bananas release ethylene Quality of written communication partly impedes communication of the science at this level. (3 – 4 marks)</p> <p>[Level 1] Ethylene causes bananas to ripen / become more yellow Quality of written communication impedes communication of the science at this level. (1 – 2 marks)</p> <p>[Level 0] Insufficient or irrelevant science. Answer not worthy of credit. (0 marks)</p>	6	<p>This question is targeted at grades up to C.</p> <p>allow sweeter / softer as alternatives to more ripe</p> <p>allow hormone as alternative for ethylene if only refer to chemical / gas then limited to 5/3/1 marks</p> <p>Use the L1, L2, L3 annotations in Scoris. Do not use ticks.</p>
Total		6	

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Question	Answer	Marks	Guidance
6 a i	arachnids <input type="checkbox"/> crustaceans <input checked="" type="checkbox"/> insects <input type="checkbox"/> myriapods <input type="checkbox"/>	1	more than one answer = 0 allow other unambiguous answers, e.g. X in box, underlining, circle
a ii	family <input type="checkbox"/> genus <input type="checkbox"/> kingdom <input type="checkbox"/> order <input type="checkbox"/> phylum <input type="checkbox"/> species <input checked="" type="checkbox"/>	1	more than one answer = 0 allow other unambiguous answers, e.g. X in box, underlining, circle
b i	3 (1) (rock pools in) middle zone (1)	2	allow answer for average in table allow ECF for second mark if incorrect mean calculated if no mean calculated allow second marking point
b ii	any two from more food / AW (1) fewer predators (1) more places to hide from predators (1) bigger rock pools (1) more stable temperature (than upper shore) (1) less chance of desiccation (than upper shore) (1)	2	ignore better habitat / better conditions / better place for breeding / safer / more shelter / more protection allow fewer people catching crabs allow more rock pools
Total		6	

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Question	Answer	Marks	Guidance
7 a i	CFCs (1) aerosols / refrigeration (1)	2	if mention global warming / greenhouse gases max 1 mark allow (ozone) is broken down to oxygen / reacts to form oxygen (1)
a ii	South America (1) (people will be more) exposed to UV radiation / (more at risk from skin) cancer (1)	2	allow mutation / DNA damage as alternative to cancer
b	<p>argon <input type="checkbox"/></p> <p>carbon dioxide <input checked="" type="checkbox"/></p> <p>hydrogen <input type="checkbox"/></p> <p>nitrogen <input type="checkbox"/></p> <p>oxygen <input type="checkbox"/></p> <p>sulfur dioxide <input checked="" type="checkbox"/></p>	2	allow other unambiguous answers, e.g. X in box, underlining, circle if more than 2 answers given, deduct one mark for each additional answer (minimum zero)
	Total	6	

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Question	Answer	Marks	Guidance
8	<p>[Level 3] Milva is best at 30 cm spacing or Blazer would be better at 15 cm spacing or idea you can get a greater total yield if you reduce the spacing AND explains in terms of competition for specific resources Quality of written communication does not impede communication of the science at this level. (5 – 6 marks)</p> <p>[Level 2] Milva is best at 30 cm spacing or Blazer would be better at 15 cm spacing or idea you can get a greater total yield if you reduce the spacing or explains in terms of competition for specific resources Quality of written communication partly impedes communication of the science at this level. (3 – 4 marks)</p> <p>[Level 1] correct statement about competition without any reference to specific resources or idea that farmers should choose variety with smallest percentage of small size potatoes or idea that overall Milva/Blazer is the best taking all distances into account Quality of written communication impedes communication of the science at this level. (1 – 2 marks)</p> <p>[Level 0] Insufficient or irrelevant science. Answer not worthy of credit. (0 marks)</p>	6	<p>This question is targeted at grades up to C. Indicative scientific points at level 2 and 3 may include:</p> <ul style="list-style-type: none"> • Plants compete for light / water / minerals <p>ignore compete just for space</p> <p>Indicative scientific points at level 1 may include:</p> <ul style="list-style-type: none"> • The further apart the plants the less competition <p>Use the L1, L2, L3 annotations in Scoris. Do not use ticks.</p>
Total		6	

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Question	Answer	Marks	Guidance
9 a	<pre> graph LR A[Bengal tiger] --- B[captive breeding] C[humpback whale] --- D[education] E[Lundy cabbage] --- F[legal protection] G[mako shark] --- H[seed banks] </pre>	2	all correct = 2 marks 1 or 2 correct = 1 mark (ignoring mako shark – education programmes)
b i	small fish / worms (1)	1	
b ii	a feeding level or position/stage/level organism has in a food chain/web (1)	1	allow where an organism is in a food chain/web ignore what it eats / what eats it
c	<p>any three from</p> <p>(yes/no/can not tell – no mark)</p> <p>increase in eagles/breeding pairs (1) BUT continuous/steady increase in eagles/breeding pairs (2)</p> <p>(but) there's no evidence about what the original population size was / what is a viable population size (1)</p> <p>we don't know the effect of removing them from the endangered list (e.g. increased hunting etc) / we don't know what happened after 2006/2007 (1)</p>	3	allow they will be hunted again
Total		7	

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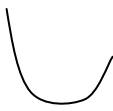
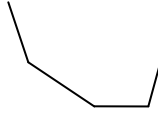

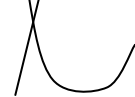
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Question	Answer	Marks	Guidance
10 a	<p>any two from carries genes / codes / information (1) controls cell activity / characteristics (of organism) (1)</p> <p>controls protein production / synthesis (1) BUT controls production of proteins for growth / repair (2)</p>	2	<p>codes for proteins = 2</p> <p>allow it can replicate / copy itself (1)</p>
b	<p>two strands (1) coiled (1)</p>	2	<p>award marks for clear diagram</p>  <p>'spiral staircase' / 'twisted ladder' = 1</p> <p>ignore references to bases</p>
c i	<p>idea that other scientists/Franklin were involved in the discovery (of the structure of DNA)</p>	1	<p>ignore Franklin discovered the structure of DNA allow Franklin discovered the helix shape</p>
	<p>ii</p> <p>idea that Watson and Crick worked out the structure / put together other scientists' work (1)</p>	1	
	Total	6	

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Question	Answer	Marks	Guidance
11 a i	U shape line = 1 BUT  = 2	2	allow  (2)  (2)  (1) ignore bar charts
ii	37.5 (°C) (1)	1	allow answer in range 35-40 (°C) allow single number, e.g. 37 (°C) or range, e.g. 37-38 (°C)
b	The volume of carbon dioxide is less than the volume of oxygen / 2 nd box (1)	1	more than one answer = 0 allow other unambiguous answers, e.g. X in box, underlining, circle
Total		4	

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Question	Answer	Marks	Guidance
12 a	<p>[Level 3] Describes selecting cows with named characteristic and using them for breeding and then repeating this over many generations. Quality of written communication does not impede communication of the science at this level. (5 – 6 marks)</p> <p>[Level 2] Describes selecting cows with named characteristic and using them for breeding. Quality of written communication partly impedes communication of the science at this level. (3 – 4 marks)</p> <p>[Level 1] Describes a suitable characteristic for selection OR gives a generic description of selective breeding. Quality of written communication impedes communication of the science at this level. (1 – 2 marks)</p> <p>[Level 0] Insufficient or irrelevant science. Answer not worthy of credit. (0 marks)</p>	6	<p>This question is targeted at grades up to E</p> <p>allow AI/IVF/embryo implants as alternative for breeding</p> <p>ignore genetic engineering</p> <p>Indicative scientific points at level 1 may include:</p> <ul style="list-style-type: none"> • breed the ‘best’ cows • high milk yield • high milk quality • disease resistance • fast growth rate • good meat <p>Use the L1, L2, L3 annotations in Scoris; do not use ticks.</p>
b i	white (blood) cells (1) <i>engulfs</i> pathogens / phagocytosis / makes antibodies (1)	2	<p>allow lymphocytes / leucocytes</p> <p>ignore fight / destroy pathogens</p> <p>ignore engulf infection / engulfs disease</p> <p>allow engulf microbes/germs/bacteria</p>
ii	(make sure) it’s not harmful / it’s free from disease / free from pathogens / AW (1)	1	<p>allow to check for side effects</p> <p>allow check taste</p>

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			allow check to see if antibodies are present / does fight infection allow free from bacteria / viruses / microorganisms ignore germs ignore to make sure it doesn't affect humans
	Total	9	

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Question	Answer	Marks	Guidance
13 a	different sexes / boy and girl (1)	1	ignore any other differences
b	they have the same parents OR they have similar genes OR the genes are not exactly the same (1) BUT they were formed from different eggs and sperm from the same parents OR they have similar genes but not <i>exactly</i> the same (2)	2	ignore just 'they have different genes' allow genes are not identical ignore just 'they came from different eggs/sperm'
c	different sperm and eggs join / two sperm join with two eggs (1) at the same time (with the same parents) (1)	2	allow two zygotes formed / two separate fertilisations
d	multicellular (1)	1	more than 1 answer = 0 if no answer written on line, look for circling / underlining
	Total	6	

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