

Foundation

GCSE

Combined Science B Twenty First Century Science

J260/01: Biology (Foundation Tier)

General Certificate of Secondary Education

Mark Scheme for June 2025

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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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MARKING INSTRUCTIONS

PREPARATION FOR MARKING

RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are available in RM Assessor.
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 50% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the RM Assessor messaging system.

5. **Crossed Out Responses**

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate). *When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.*

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only one mark per response)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth two or more marks)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional

judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. There is a NR (No Response) option. Award NR (No Response)
 - if there is nothing written at all in the answer space
 - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
 - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

8. The RM Assessor **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**

If you have any questions or comments for your Team Leader, use the phone, the RM Assessor messaging system, or email.

9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

10. For answers marked by levels of response:

Read through the whole answer from start to finish, using the Level descriptors to help you decide whether it is a strong or weak answer. The indicative scientific content in the Guidance column indicates the expected parameters for candidates' answers, but be prepared to recognise and credit unexpected approaches where they show relevance. Using a 'best-fit' approach based on the skills and science content evidenced within the answer, first decide which set of level descriptors, Level 1, Level 2 or Level 3, best describes the overall quality of the answer.

Once the level is located, award the higher or lower mark:

The higher mark should be awarded where the level descriptor has been evidenced and all aspects of the communication statement (in italics) have been met.

The lower mark should be awarded where the level descriptor has been evidenced but aspects of the communication statement (in italics) are missing.

In summary:

The skills and science content determines the level.

The communication statement determines the mark within a level.

The level of response question on this paper is **7(b)**.

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11. Annotations available in RM Assessor

Annotation	Meaning
	Correct response
	Incorrect response
	Omission mark
	Benefit of doubt given
	Contradiction
	Rounding error
	Error in number of significant figures
	Error carried forward
	Level 1
	Level 2
	Level 3
	Benefit of doubt not given
	Noted but no credit given
	Ignore

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12. Abbreviations, annotations and conventions used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions).

Annotation	Meaning
/	alternative and acceptable answers for the same marking point
✓	Separates marking points
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

13. Subject-specific Marking Instructions

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

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The breakdown of Assessment Objectives for GCSE (9-1) in Combined Science B:

	Assessment Objective
AO1	Demonstrate knowledge and understanding of scientific ideas and scientific techniques and procedures.
AO1.1	Demonstrate knowledge and understanding of scientific ideas.
AO1.2	Demonstrate knowledge and understanding of scientific techniques and procedures.
AO2	Apply knowledge and understanding of scientific ideas and scientific enquiry, techniques and procedures.
AO2.1	Apply knowledge and understanding of scientific ideas.
AO2.2	Apply knowledge and understanding of scientific enquiry, techniques and procedures.
AO3	Analyse information and ideas to interpret and evaluate, make judgements and draw conclusions and develop and improve experimental procedures.
AO3.1	Analyse information and ideas to interpret and evaluate.
AO3.1a	Analyse information and ideas to interpret.
AO3.1b	Analyse information and ideas to evaluate.
AO3.2	Analyse information and ideas to make judgements and draw conclusions.
AO3.2a	Analyse information and ideas to make judgements.
AO3.2b	Analyse information and ideas to draw conclusions.
AO3.3	Analyse information and ideas to develop and improve experimental procedures.
AO3.3a	Analyse information and ideas to develop experimental procedures.
AO3.3b	Analyse information and ideas to improve experimental procedures.

Question			Answer	Marks	AO element	Guidance																									
1	(a)		absence ✓ communicable ✓ communicable ✓	3	1.1																										
	(b)		<table border="1"><thead><tr><th>Infection</th><th>Bacterium</th><th>Fungus</th><th>Protist</th><th>Virus</th></tr></thead><tbody><tr><td>Athlete's foot</td><td></td><td>✓</td><td></td><td></td></tr><tr><td>Influenza</td><td></td><td></td><td></td><td>✓</td></tr><tr><td>Malaria</td><td></td><td></td><td>✓</td><td></td></tr><tr><td>Salmonella</td><td>✓</td><td></td><td></td><td></td></tr></tbody></table> ✓✓✓✓	Infection	Bacterium	Fungus	Protist	Virus	Athlete's foot		✓			Influenza				✓	Malaria			✓		Salmonella	✓				4	1.1	DO NOT ALLOW more than 1 tick in each row
Infection	Bacterium	Fungus	Protist	Virus																											
Athlete's foot		✓																													
Influenza				✓																											
Malaria			✓																												
Salmonella	✓																														
	(c)	(i)	Ash dieback ✓	1	1.1																										
		(ii)	Spores carried by the wind ✓	1	1.1																										

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Question			Answer	Marks	AO element	Guidance
2	(a)		glands ✓ the blood ✓ slower ✓ longer lasting ✓	4	1.1	DO NOT ALLOW more than one option circled for each sentence
	(b)		A before D ✓ D before C ✓ C before B ✓	3	1.1	ADCB
	(c)		Any two from: diet ✓ exercise ✓ insulin injections ✓ losing weight ✓	2	1.1	ALLOW less sugar / less fat / balanced diet / healthy eating ALLOW insulin patches / insulin pumps / tablets / medication

Question			Answer	Marks	AO element	Guidance															
3	(a)		Quadrat ✓	1	1.2																
	(b)	(i)	First check answer on answer line If answer = 7.6 award 2 marks (7+5+10+7+9) ÷ 5 / 38 ÷ 5 ✓ = 7.6 ✓	2	2.2	ALLOW 8 for 2 marks															
		(ii)	7 ✓	1	2.2																
		(iii)	7 ✓	1	2.2																
		(iv)	Any one from: eliminates bias ✓ (more) representative ✓	1	3.2a	IGNORE fairer ALLOW AW e.g. each area has an equal chance of selection ALLOW increases validity															
	(c)	(i)	First check answer on answer line If answer = 133 760 award 2 marks (4400 ÷ 0.25) x 7.6 ✓ 133 760 ✓	2	2.2	ALLOW (4400 ÷ 0.25) x 8 = 140 800 for 2 marks ALLOW ECF from 3b(i)															
		(ii)	increase the sample size ✓	1	3.3b	ALLOW repeat the investigation more times ALLOW use more quadrats/squares ALLOW use bigger quadrats/squares/area of metal square															
	(d)		<table><tr><th>Factor</th><th>Abiotic</th><th>Biotic</th></tr><tr><td>Food availability</td><td></td><td>✓</td></tr><tr><td>Light intensity</td><td>✓</td><td></td></tr><tr><td>Predators</td><td></td><td>✓</td></tr><tr><td>Temperature</td><td>✓</td><td></td></tr></table> ✓✓✓	Factor	Abiotic	Biotic	Food availability		✓	Light intensity	✓		Predators		✓	Temperature	✓		3	1.1	Four correct rows = 3 marks Three correct rows = 2 marks Two correct rows = 1 mark DO NOT ALLOW more than 1 tick in each row
Factor	Abiotic	Biotic																			
Food availability		✓																			
Light intensity	✓																				
Predators		✓																			
Temperature	✓																				

Question			Answer	Marks	AO element	Guidance
4	(a)		They modified the genome of the tomato ✓	1	2.1	DO NOT ALLOW more than one box ticked
	(b)		Benefit: example of one other benefit of these genetically modified tomatoes ✓ example of impact of this benefit ✓ OR Risk: example of one other risk of these genetically modified tomatoes ✓ example of impact of this risk ✓	2	2.1	Correct explanation for the named benefit/risk must be given for 2 marks e.g. longer shelf life/keep for longer/last longer / easier to transport / less food wastage / less need to replace spoiled food ALLOW new characteristics e.g. could increase flavour / bigger tomatoes / could add resistance to pests/cold/frost/heat/drought/herbicides / faster growth / increase vitamins e.g. less cost to people / increased production/yield / more food for people / increased sales/profit / healthier diet / less bioaccumulation e.g. could be harmful/toxic/poisonous/have side effects / unknown/untested effects, (gene) could transfer to other plants/organisms / engineered plants could escape into the wild / people could have ethical/moral/religious objections / more expensive / could reduce taste / could grow slower DO NOT ALLOW risky / playing God lower production/yield / lower sales/profit / plants/people/animals/consumers could get ill/die / biodiversity loss IGNORE disruption to food chain/delays rotting ALLOW an example of the impact of the benefit/risk for 1 mark if no example given

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Question			Answer	Marks	AO element	Guidance
	(c)		Bar correctly drawn for Brazil at 440 000 ✓ Bar correctly drawn for Canada at 110 000 ✓	2	2.2	ALLOW +/- ½ small square IGNORE width of bar

Question			Answer	Marks	AO element	Guidance
5	(a)		First check answer on answer line If answer = 3.14 (cm²) award 3 marks radius = $2 \div 2 = 1$ ✓ area = $3.14 \times (1 \times 1)$ ✓ = 3.14 (cm ²) ✓	3	2.2	ALLOW ECF for using the diameter of 2 instead of radius of 1 $3.14 \times (2 \times 2) = 12.56$ (cm ²) for 2 marks
	(b)		B ✓ largest clear zone / killed the most bacteria / most effective against the bacteria ✓	2	3.2b	
	(c)	(i)	Any one from: there is no clear zone (around disc A) ✓ (antibiotic A) has not killed the bacteria / has not stopped their growth ✓	1	3.1b	ORA the bacteria could still grow in antibiotic A / the bacteria appear to be resistant to it
		(ii)	Any one from: only carried out once / no repeats ✓ the result for A could be an anomaly ✓ only 1 type of bacteria tested / the antibiotic may work against different bacteria ✓ (may not be a fair comparison because) don't know whether concentration/volume of each antibiotic was the same on each disc ✓	1	3.1b	IGNORE references to time IGNORE may not have used the same amount of antibiotic

Question			Answer	Marks	AO element	Guidance									
6	(a)	(i)	parent B genotypes ✓ offspring genotypes ✓	2	2.1	<table><tr><td></td><td>t</td><td>t</td></tr><tr><td>T</td><td>Tt</td><td>Tt</td></tr><tr><td>t</td><td>tt</td><td>tt</td></tr></table>		t	t	T	Tt	Tt	t	tt	tt
							t	t							
						T	Tt	Tt							
						t	tt	tt							
ALLOW tT for parent B ALLOW ECF from incorrect parent B genotype for offspring/incorrect parent letters mark															
		(ii)	First check answer on answer line If answer = 1:1 award 2 marks 2 in every 4 with Tay-Sachs AND 2 in every 4 without = ratio of 2:2 ✓ = 1:1 (simplest) ✓	2	2.2	IGNORE 50:50 / 0.5:0.5 ECF from 6a(i) for 4:0 (if used tt for parent B) /0:4 (if used TT for parent B) for 1 mark max									
		(iii)	0.5 ✓	1	2.2	ALLOW 50%/2 in 4/ 1 in 2 / $\frac{2}{4}$ / $\frac{1}{2}$ ALLOW ECF from 6a(i) e.g. probability of 1 or 100% (if all offspring are tt), or probability of 0 or 0% (if all offspring are Tt)									
		(iv)	Homozygous recessive ✓	1	2.1	DO NOT ALLOW more than one box ticked									
	(b)	(i)	Enzyme ✓	1	2.1	DO NOT ALLOW more than one box ticked									
		(ii)	stem cells are undifferentiated / are not specialised / can become any type of cell ✓ so the stem cells can become/replace nerve cells/damaged cells/neurons (in the patient) ✓	2	2.1										
		(iii)	stem cells are taken from an embryo which is a potential future life ✓	1	3.1b	DO NOT ALLOW more than one box ticked									
		(iv)	Any two from: to see if it works ✓ make sure it is safe/identify side effects ✓ find correct dosage ✓	2	1.1	IGNORE to see effects unqualified ALLOW AW e.g. so humans are not harmed IGNORE can't test on humans/animals are similar to humans									

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Question			Answer	Marks	AO element	Guidance
7	(a)	(i)	Any one from: skeleton/horse got taller/bigger ✓ leg/leg bone/bones got longer/bigger ✓ idea that three toes/digits became single digit/hoof ✓	1	3.1a	
		(ii)	Each fossil is just one individual that might be different from others in the species ✓ Fossils do not show all the features of the organism, such as hair colour ✓	2	2.1	DO NOT ALLOW more than two boxes ticked.

Question			Answer	Marks	AO element	Guidance
	(b)*		Please refer to the marking instructions on page 4 of this mark scheme for guidance on how to mark this question. Level 3 (5–6 marks) Detailed explanation about why resistance to poison is becoming more common in bed bugs due to evolution <i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i> Level 2 (3–4 marks) Clear explanation about why resistance to poison is becoming more common in bed bugs due to evolution <i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.</i> Level 1 (1–2 marks) Limited explanation about why resistance to poison is becoming more common in bed bugs due to evolution <i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i> 0 marks <i>No response or no response worthy of credit.</i>	6	2.1	AO2.1 Applying understanding of evolution to explain why resistance is becoming more common in bed bugs • there was variation between bed bugs • one/some bed bugs had mutation/gene/allele/genetic variant for resistance • bed bugs with resistance were not killed/harmed / bed bugs without resistance were killed • resistant bed bugs had an advantage / they were the fittest / best adapted • resistant bed bugs were more likely to survive / survival of the fittest • resistant bed bugs were more likely to reproduce • resistant bed bugs were more likely to pass on the characteristic/allele/genetic variant/mutation/gene to the offspring • idea of natural selection Aspects of the communication statement might typically be missing when: • Irrelevant information is provided • Information presented is incoherent • Information presented is contradictory e.g. selective breeding/GM/GE/immunity • Information presented does not have a logical structure • Use of correct terminology is not secure/present within answer

Question			Answer	Marks	AO element	Guidance
	(c)		Any one from: (sequence/analysis of) DNA/genes/genome/proteins ✓ (presence of OR similarities/differences in) mutations / genetic variants ✓ (presence/absence of) chloroplasts/cell wall/nucleus/mitochondria/vacuole/plasmids ✓	1	1.1	ALLOW genetic material IGNORE cell structures unqualified
	(d)	(i)	Armadillo ✓	1	3.2a	DO NOT ALLOW more than one box ticked.
		(ii)	A ✓	1	3.2a	DO NOT ALLOW more than one letter circled

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Question			Answer	Marks	AO element	Guidance																
8	(a)		D ✓	1	1.1	DO NOT ALLOW more than one box ticked																
	(b)		vena cava ✓	1	1.1	DO NOT ALLOW more than one box ticked.																
	(c)		Any two from: prevent the backflow of blood ✓ from ventricle (B/D) into atrium (A/C) ✓ when the heart contracts ✓	2	1.1	ALLOW keep blood moving in one direction/forwards IGNORE control blood flow / keep blood moving ALLOW from artery into ventricle (B/D) / from the arteries/a named artery back into the heart / back into the heart ALLOW when the heart relaxes (if answer refers to blood moving back into the heart / from arteries to the ventricles)																
	(d)	(i)	<table border="1"><thead><tr><th>Feature</th><th>Arteries</th><th>Capillaries</th><th>Veins</th></tr></thead><tbody><tr><td>The walls have a thick layer of muscle.</td><td>✓</td><td></td><td></td></tr><tr><td>They have valves along their length.</td><td></td><td></td><td>✓</td></tr><tr><td>The walls are permeable.</td><td></td><td>✓</td><td></td></tr></tbody></table> ✓✓	Feature	Arteries	Capillaries	Veins	The walls have a thick layer of muscle.	✓			They have valves along their length.			✓	The walls are permeable.		✓		2	1.1	Three correct ticks = 2 marks One or two correct ticks = 1 mark DO NOT ALLOW more than 1 tick in each row
Feature	Arteries	Capillaries	Veins																			
The walls have a thick layer of muscle.	✓																					
They have valves along their length.			✓																			
The walls are permeable.		✓																				

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Question			Answer	Marks	AO element	Guidance
		(ii)	Any two as pairs from (red blood cells): (bi)concave shape ✓ large surface area ✓ OR (bi)concave shape/large surface area ✓ for faster/rapid/maximum uptake/diffusion (of oxygen) ✓ OR no nucleus ✓ so more space for haemoglobin/oxygen/can carry more oxygen ✓ OR are small/flexible ✓ so can squeeze/pass/move/fit through capillaries ✓ OR haemoglobin ✓ transport oxygen ✓ AND Any two from (plasma): is a liquid/mostly water ✓ acts as a solvent ✓ distributes heat around the body ✓ transports red blood cells/white blood cells/blood cells/platelets ✓ transports substances in the blood ✓	4	1.1	IGNORE dent/hollow DO NOT ALLOW transports sugars/nutrients IGNORE pumps oxygen ALLOW transports glucose/sugar/amino acids/ vitamins/hormones/mineral ions/ /salts/urea/CO₂

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Question			Answer					Marks	AO element	Guidance
9	(a)							4	1.1	DO NOT ALLOW more than 1 tick in each row
			Statement	Both	Meiosis	Mitosis	Neither			
			It involves two divisions to produce four new cells.		✓					
			It makes new cells for growth and repair of tissues in adults.			✓				
			It produces cells with half the number of chromosomes.		✓					
			It produces gametes.		✓					
✓✓✓✓										
	(b)	(i)	DNA ✓					1	1.1	DO NOT ALLOW more than one box ticked
		(ii)	Any two from: uncontrolled cell division / divides many times ✓ by mitosis ✓ idea that this produces a lump/mass/ball (of cells) ✓					2	1.1	ALLOW divide faster/multiply faster IGNORE cells reproduce/grow/spread IGNORE cells mutate IGNORE produces a tumour

Question			Answer	Marks	AO element	Guidance
10	(a)		C before D ✓ D before E ✓ E before B ✓	3	2.2	(A)CDEB
	(b)	(i)	Any one from: starting mass/weight ✓ size/surface area/length of cylinders/potatoes ✓ cylinder taken from same potato/type of potato ✓ no potato skin ✓ temperature ✓ volume of sugar solution ✓ make sure cylinders/potatoes are fully covered ✓ drying technique ✓	1	2.2	IGNORE time left in sugar solution IGNORE shape of potato IGNORE amount of sugar solution
		(ii)	idea of valid comparison / so sugar solution on the potato cylinder is not included in final mass ✓	1	3.3a	ALLOW water/liquid/solution affects/increases the mass / to remove excess water/liquid/solution ALLOW weight for mass IGNORE water affects measurements
	(c)	(i)	B = +0.12 D = -0.10/-0.1 ✓	1	1.2	
		(ii)	starting masses were different ✓	1	3.2a	ALLOW have different starting weights
		(iii)	Any two from: calculate percentage change ✓ repeat and get a mean ✓ make sure the starting masses/weight are the same/similar ✓ same size/surface area/length of cylinders/potatoes ✓ cylinder taken from same potato/type of potato ✓ no potato skin ✓ same temperature ✓ same volume of sugar solution ✓ make sure cylinders/potatoes are fully covered ✓ use same drying technique ✓	2	3.3b	IGNORE time ALLOW repeat and remove anomalies/outliers IGNORE same shape of potato

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Question			Answer	Marks	AO element	Guidance
	(d)	(i)	water has moved out of potato / potato/cells lost water ✓ water has moved from an area of low concentration to high concentration/high water concentration to low water concentration/ down the water concentration gradient ✓	2	2.1	DO NOT ALLOW sugar/solution has moved out of the potato ALLOW AW water has moved to a higher concentration / water has moved to the lower water concentration / water has moved from an area less concentrated
		(ii)	idea that concentration inside the potato cells is the same as the concentration of the sugar solution ✓	1	2.1	ALLOW at equilibrium ALLOW no water is lost or gained

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