GCSE

# BIOLOGY

# 8461/1H

Paper 1 Higher Tier

**Mark scheme**

June 2019

Version: 1.0 Final

*196G84611H/MS*

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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# Information to Examiners

## 1. General

The mark scheme for each question shows:

- the marks available for each part of the question
- the total marks available for the question
- the typical answer or answers which are expected
- extra information to help the Examiner make his or her judgement
- the Assessment Objectives, level of demand and specification content that each question is intended to cover.

The extra information is aligned to the appropriate answer in the left-hand part of the mark scheme and should only be applied to that item in the mark scheme.

At the beginning of a part of a question a reminder may be given, for example: where consequential marking needs to be considered in a calculation; or the answer may be on the diagram or at a different place on the script.

In general the right-hand side of the mark scheme is there to provide those extra details which confuse the main part of the mark scheme yet may be helpful in ensuring that marking is straightforward and consistent.

## 2. Emboldening and underlining

**2.1** In a list of acceptable answers where more than one mark is available 'any **two** from' is used, with the number of marks emboldened. Each of the following bullet points is a potential mark.

**2.2** A bold **and** is used to indicate that both parts of the answer are required to award the mark.

**2.3** Alternative answers acceptable for a mark are indicated by the use of **or**. Different terms in the mark scheme are shown by a / ; e.g. allow smooth / free movement.

**2.4** Any wording that is underlined is essential for the marking point to be awarded.

# 3. Marking points

## 3.1 Marking of lists

This applies to questions requiring a set number of responses, but for which students have provided extra responses. The general principle to be followed in such a situation is that 'right + wrong = wrong'.

Each error / contradiction negates each correct response. So, if the number of error / contradictions equals or exceeds the number of marks available for the question, no marks can be awarded.

However, responses considered to be neutral (indicated as * in example 1) are not penalised.

Example 1: What is the pH of an acidic solution?

**[1 mark]**

| Student | Response | Marks awarded |
|---|---|---|
| 1 | green, 5 | 0 |
| 2 | red*, 5 | 1 |
| 3 | red*, 8 | 0 |

Example 2: Name two planets in the solar system.

**[2 marks]**

| Student | Response | Marks awarded |
|---|---|---|
| 1 | Neptune, Mars, Moon | 1 |
| 2 | Neptune, Sun, Mars, Moon | 0 |

## 3.2 Use of chemical symbols / formulae

If a student writes a chemical symbol / formula instead of a required chemical name, full credit can be given if the symbol / formula is correct and if, in the context of the question, such action is appropriate.

## 3.3 Marking procedure for calculations

Marks should be awarded for each stage of the calculation completed correctly, as students are instructed to show their working. Full marks can, however, be given for a correct numerical answer, without any working shown.

## 3.4 Interpretation of 'it'

Answers using the word 'it' should be given credit only if it is clear that the 'it' refers to the correct subject.

### 3.5 Errors carried forward

Any error in the answers to a structured question should be penalised once only.

Papers should be constructed in such a way that the number of times errors can be carried forward is kept to a minimum. Allowances for errors carried forward are most likely to be restricted to calculation questions and should be shown by the abbreviation ecf in the marking scheme.

### 3.6 Phonetic spelling

The phonetic spelling of correct scientific terminology should be credited **unless** there is a possible confusion with another technical term.

### 3.7 Brackets

(…..) are used to indicate information which is not essential for the mark to be awarded but is included to help the examiner identify the sense of the answer required.

### 3.8 Allow

In the mark scheme additional information, 'allow' is used to indicate creditworthy alternative answers.

### 3.9 Ignore

Ignore is used when the information given is irrelevant to the question or not enough to gain the marking point. Any further correct amplification could gain the marking point.

### 3.10 Do <u>not</u> accept

Do **not** accept means that this is a wrong answer which, even if the correct answer is given as well, will still mean that the mark is not awarded.

## 4. Level of response marking instructions

Extended response questions are marked on level of response mark schemes.

- Level of response mark schemes are broken down into levels, each of which has a descriptor.
- The descriptor for the level shows the average performance for the level.
- There are two marks in each level.

Before you apply the mark scheme to a student's answer, read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

**Step 1: Determine a level**

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer.

When assigning a level you should look at the overall quality of the answer. Do **not** look to penalise small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level.

Use the variability of the response to help decide the mark within the level, i.e. if the response is predominantly level 2 with a small amount of level 3 material it would be placed in level 2 but be awarded a mark near the top of the level because of the level 3 content.

**Step 2: Determine a mark**

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this.

The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do **not** have to cover all of the points mentioned in the indicative content to reach the highest level of the mark scheme.

You should ignore any irrelevant points made. However, full marks can be awarded only if there are no incorrect statements that contradict a correct response.

An answer which contains nothing of relevance to the question must be awarded no marks.

| Question | Answers | Extra information | Mark | AO / Spec. Ref. |
|---|---|---|---|---|
| **01.1** | controls the (activities of the) cell | allow contains genetic information / genes / DNA / chromosomes<br><br>do **not** accept brain<br>do **not** accept controls substances entering / leaving the cell | 1 | 4.1.1.2<br>AO1 |
| **01.2** | red blood cell / RBC<br><br>**or**<br>bacteria / prokaryote<br><br>**or**<br>xylem (cell) | allow erythrocyte<br><br>ignore blood cell unqualified<br>ignore platelets<br><br>allow named examples of bacteria<br><br>do **not** accept virus | 1 | 4.2.2.3<br>4.1.1.1<br>AO1 |
| **01.3** | cell shape is similar to cell in **Figure 1 and** nucleus present<br><br>any **two** features correctly identified and labelled:<br>• nucleus<br>• (cell) membrane<br>• cytoplasm<br>• mitochondria / mitochondrion<br>• ribosome(s) | ignore shading<br><br>do **not** accept a cell wall drawn<br><br>allow cell wall if drawn and correctly labelled<br><br>do **not** accept other plant sub-cellular structures | 1<br><br>1 | 4.1.1.2<br>AO2<br>8.2.1<br>AO1 |
| **01.4** | any **one** from:<br>• (cellulose cell) wall<br>• chloroplast<br>• (permanent) vacuole | ignore chlorophyll<br><br>allow starch grain | 1 | 4.1.1.2<br>AO1 |

| Question | Answers | Extra information | Mark | AO / Spec. Ref. |
|---|---|---|---|---|
| **01.5** | | an answer of (×) 400 scores **3** marks<br>an answer of (×) 40 scores **2** marks | | 4.1.1.5 AO2 |
| | 24 (mm) **or** 2.4 (cm) | allow in range 23 to 25 (mm) **or** in range 2.3 to 2.5 (cm) | 1 | |
| | $\frac{24}{0.06}$<br>**or**<br>$\frac{2.4}{0.06}$ | allow correct calculation from their measurement of **X** to **Y** in the range 2.3 cm to 3.5 cm **or** 23 mm to 35 mm | 1 | |
| | (×) 400 | allow correct magnification derived from their measurement in **mm**<br>ignore rounding errors | 1 | |
| **01.6** | high(er) magnification | ignore bigger / zoom | 1 | 4.1.1.5 AO1 |
| | high(er) resolution **or** high(er) resolving power | allow see more detail | 1 | |
| | | if neither mark awarded allow **1** mark for see smaller objects **or** see smaller sub-cellular structures<br>allow 3D image | | |
| **Total** | | | **10** | |

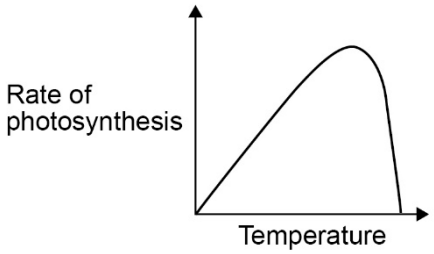
| Question | Answers | Extra information | Mark | AO / Spec. Ref. |
|---|---|---|---|---|
| **02.1** | a protist | | 1 | 4.3.1.5 AO1 |
| **02.2** | lower percentage of people with malaria when using (mosquito) nets | allow converse if clearly describing people who do not use (mosquito) nets<br><br>allow fewer people with malaria when using (mosquito) nets<br>allow **only** 1.2% of people with malaria when using (mosquito) nets<br><br>ignore reference to data from table unqualified<br><br>do **not** accept incorrectly calculated figures | 1 | 4.3.1.5 AO3 |
| **02.3** | any **one** from:<br>• some people who use (mosquito) nets have malaria<br>• data from only one area / part of Africa<br>• size of group too small **or** sample size too small **or** only 476 people<br>• only 50 people did not use (mosquito) nets **or** uneven group sizes (nets vs. no nets)<br>• no other information about people considered<br>• people may have lied about using (mosquito) nets | allow people can get malaria when they are not sleeping<br><br>allow correlation does not imply causation<br><br>allow examples of information not considered e.g. age, other medical issues such as sickle cell, whether taking anti-malarial medication, vaccination<br><br>ignore ref to other factors unqualified | 1 | 4.3.1.5 AO3 |
| **02.4** | any value between 88 – 91 | allow decimal values | 1 | 4.3.1.5 AO2 |

| Question | Answers | Extra information | Mark | AO / Spec.. Ref |
|---|---|---|---|---|
| **02.5** | any **one** from:<br>• improved health care | allow examples of improved health care such as **more / cheaper / new** treatments / vaccinations / antibiotics | 1 | 4.2.2.5<br>4.3.1.5<br>AO2 |
| | • use of mosquito control methods | allow descriptions such as spraying of insecticides / repellent **or** draining water holes **or** preventing mosquitoes from breeding | | |
| | • changing behaviour to avoid being bitten (by mosquitoes) | allow descriptions such as wear long clothing **or** avoid going out at dusk | | |

| Question | Answers | Mark | AO / Spec. Ref. |
|---|---|---|---|
| 02.6 | **Level 2:** Scientifically relevant facts, events or processes are identified and given in detail to form an accurate account. | 4–6 | 4.3.1.6<br>4.3.1.7<br>AO1 |
| | **Level 1:** Facts, events or processes are identified and simply stated but their relevance is not clear. | 1–3 | |
| | **No relevant content** | 0 | |
| | **Indicative content**<br><br>***prevents pathogens from entering***<br>**skin**<br>• tough / dry / dead outer layer<br>• skin acts as a barrier<br>• sebum / oil on (surface of) skin<br>• sebum / oil repels pathogens<br>• scabs form over cuts **or** scabs form a barrier<br>• platelets are involved in forming clots / scab<br><br>**stomach**<br>• contains (hydrochloric) acid<br>• (HCl) kills bacteria<br>• in food **or** in swallowed mucus<br><br>**eyes**<br>• produce tears<br>• contains enzymes to kill bacteria<br>• tears are antiseptic<br><br>**breathing system**<br>• trachea / bronchi / nose produce mucus<br>• mucus is sticky<br>• (mucus) traps bacteria<br>• (mucus) carried away by cilia<br><br>***defends itself against pathogens inside the body***<br>• immune system / white blood cells (WBCs)<br>• WBCs engulf pathogens<br>• antitoxins are produced<br>• (antitoxins) neutralise toxins / poisons (produced by pathogen)<br>• antibodies are produced<br>• (antibodies) help destroy pathogens<br>• memory cells (are formed)<br>• (memory cells give a) more rapid response if pathogen re-enters<br><br>a **level 2** response should refer to body defence **and** the immune system | | |

| Total | | | 11 | |
|---|---|---|---|---|

| Question | Answers | Extra information | Mark | AO / Spec. Ref. |
|---|---|---|---|---|
| **03.1** | LHS:<br>carbon dioxide **and** water<br><br>RHS:<br>glucose | words take precedence over symbols<br><br>allow correct symbols (ignore balancing)<br><br>in any order<br><br>do **not** accept starch<br><br>ignore carbohydrates / sugar | 1<br><br>1 | 4.4.1.1<br>AO1 |
| **03.2** | power output of bulb | | 1 | 4.4.1.2<br>AO2 |
| **03.3** | any **two** from:<br>• repeat **and** calculate a mean **or** repeat **and** to eliminate anomalies<br>• control the (water) temperature<br>• control the concentration of carbon dioxide<br>• control the distance of the bulb from the pondweed<br>• control the mass / length / species / age of the pondweed<br>• give pondweed time to equilibrate | ignore do a control experiment unqualified<br><br>allow a method of controlling (water) temperature<br><br>allow a method of controlling carbon dioxide concentration<br><br>allow use the same piece of pondweed<br><br>allow do experiment with the bulb off / in the dark | 2 | 4.4.1.2<br>AO3 |
| **03.4** | 3.3 ($cm^3$/hour) | | 1 | 4.4.1.2<br>AO2 |

| Question | Answers | Extra information | Mark | AO / Spec. Ref. |
|---|---|---|---|---|
| **03.5** | correct scale **and** axis labelled | max **3** marks for bar chart | 1 | 4.4.1.2 AO2 |
| | all points plotted correctly | allow points plotted to within ± ½ small square<br>allow 3 or 4 correct plots for **1** mark<br>allow correct plot from incorrect value calculated in question **03.4** | 2 | |
| | correct curved line of best fit | ignore line extended beyond 60 / 250 (W)<br>ignore line joined point to point with straight lines | 1 | |
| **03.6** | correct answer from their line drawn on **Figure 4** | allow ± ½ small square tolerance<br>allow 1.8 / 1.9 if no line of best fit or incorrect graph is drawn | 1 | 4.4.1.2 AO2 |
| **03.7** |  | | 1 | 4.4.1.2 AO2 |
| **Total** | | | **12** | |

| Question | Answers | Extra information | Mark | AO / Spec. Ref. |
|---|---|---|---|---|
| **04.1** | (by the guard cells) opening **and** closing the stomata | ignore ref to guard cells being plasmolysed / turgid | 1 | 4.2.3.2 AO1 |
| **04.2** | (water is) transported in xylem | ignore mechanism of water entering the roots<br><br>do **not** accept translocation | 1 | 4.2.3.2 AO1 |
| | water evaporates (from leaves) | allow loss of water vapour | 1 | |
| | through the stomata | allow between the guard cells | 1 | |
| | | if no other marks awarded allow **1** mark for reference to transpiration | | |
| **04.3** | any **one** from:<br>• plant **A** has more stomata | allow converse for plant **B**<br><br>allow (the plants) have different numbers of stomata | 1 | 4.2.3.2 AO2 |
| | • plant **A** has more leaves | allow (the plants) have different numbers of leaves | | |
| | • plant **A** has bigger leaves | allow (the plants) have different sized leaves | | |
| | • plant **A** has a greater total surface area of leaves | allow (the plants) have different total surface area of leaves | | |
| | | allow plant **A** has less (waxy) cuticle<br>**or**<br>(the plants) have different amounts of (waxy) cuticle | | |
| | | allow plant **A** has fewer hairs on leaves<br>**or**<br>(the plants) have different number of hairs on the leaves | | |

| Question | Answers | Extra information | Mark | AO / Spec. Ref. |
|---|---|---|---|---|
| **04.4** | | an answer of 10 scores **3** marks | | 4.2.3.2 AO2 |
| | 5.2 | allow in range 4.8 to 5.6 | 1 | |
| | (5.2 × 2 =) 10.4<br>**or**<br>$\left(\frac{5.2}{0.5} =\right) 10.4$ | allow their calculated value in the range 8.8 to 12.0 | 1 | |
| | 10 ($cm^3$/hour) | allow their calculated value in the range 8.8 to 12.0 correct to 2 significant figures | 1 | |
| **04.5** | (rate increased because)<br>any **two** from:<br>• (it was) warmer<br>• light intensity was higher<br>• (it was) less humid<br>• (it was) windier | answers must be comparative<br>allow greater water vapour gradient between leaves and environment | 2 | 4.2.3.2 AO3 |
| **Total** | | | **10** | |

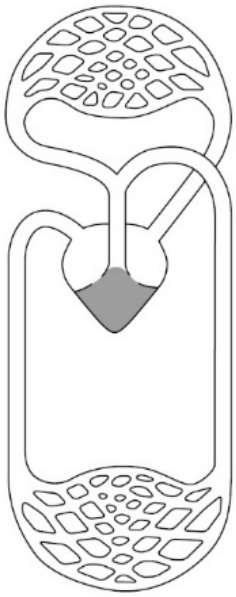
| Question | Answers | Extra information | Mark | AO / Spec. Ref. |
|---|---|---|---|---|
| **05.1** | **Level 2:** Relevant points (reasons/causes) are identified, given in detail and logically linked to form a clear account. | | 3–4 | 4.2.2.4<br>4.2.2.2<br>4.1.3.1<br>AO2 |
| | **Level 1:** Relevant points (reasons/causes) are identified, and there are attempts at logical linking. The resulting account is not fully clear. | | 1–2 | |
| | **No relevant content** | | 0 | |
| | **Indicative content:**<br><br>• backflow can occur **or** some blood flows backwards<br>• less blood leaves the heart **or** less blood is pumped around the body **or** some blood stays in the heart (instead of being pumped out) **or** reduced blood pressure **or** reduced flow rate<br>• less oxygen supplied to muscles / cells<br>• (so) less <u>aerobic</u> respiration<br>• (so) less energy released<br>• (so) less (efficient) muscle contraction<br>• anaerobic respiration takes place<br>• less (efficient) removal of lactic acid **or** lactic acid builds up **or** oxygen debt occurs<br>• (lactic acid building up) causes muscle fatigue<br>• less (efficient) removal of carbon dioxide (from blood)<br><br>a **level 2** response should refer to both respiration **and** the effects on exercise | | | |

| Question | Answers | Extra information | Mark | AO / Spec. Ref. |
|---|---|---|---|---|
| **05.2** | | ignore raw numbers from **Table 4** | | 4.2.2.4 AO3 |
| | (deaths mechanical valve =) 6% / 6.31136% | allow correctly rounded value | 1 | |
| | (deaths biological valve =) 10% / 10.14823% | allow correctly rounded value | 1 | |
| | (therefore a) higher proportion / percentage of patients die with biological valve **or** patients are more likely to die with biological valve | do **not** accept more patients die with a biological valve<br><br>allow **2** marks for ratio mechanical : biological = 1:1.6 **or** 1:1.7 **or** correctly calculated value<br><br>allow **3** marks for deaths with biological valves = 4% / 3.83687% higher **or** correctly rounded value **or** patients are 1.6 / 1.7 times more likely to die with biological valves<br><br>if **no** other marks awarded, allow for **1** mark chance of death after a valve replacement is 8% / 7.77247% **or** correctly rounded value | 1 | AO2 |

| Question | Answers | Extra information | Mark | AO / Spec. Ref. |
|---|---|---|---|---|
| **05.3** | platelets | allow thrombocytes | 1 | 4.2.2.3<br>AO1 |
| **05.4** | **Level 3:** A judgement, strongly linked and logically supported by a sufficient range of correct reasons, is given. | | 5–6 | 4.2.2.4<br>AO2<br>AO3 |
| | **Level 2:** Some logically linked reasons are given. There may also be a simple judgement. | | 3–4 | |
| | **Level 1:** Relevant points are made. They are not logically linked. | | 1–2 | |
| | **No relevant content** | | 0 | |
| | **Indicative content:**<br><br>**mechanical valves**<br>• longer lasting **or** more durable **or** don't wear out as easily **or** less likely to need replacing (within 6 years)<br>• blood clots (on the brain) are more likely (after surgery)<br>• patient has to take anti-clotting medication (for the rest of their lives)<br>• if medication not taken (correctly), clots can lead to blood clots on brain / heart attack<br>• medication can lead to excessive bleeding (after injury)<br>• some patients say they can hear the valves opening and closing<br>• survival rate at 5 years is slightly higher for mechanical valve<br>• lower percentage of deaths due to heart-related problems<br><br>**biological valves**<br>• no additional medication required<br>• ethical issues surrounding use of animal tissue<br>• valve may harden<br>• more likely to need further operation **or** another new valve<br>• more likely to be rejected<br>• more likely to need (immuno-suppressant) medication<br><br>**both valves**<br>• both are readily available<br>• little wait time<br><br>a **level 2** response should contain comparisons of both valves **and** some reference to own knowledge | | | |
| **Total** | | | **14** | |

| Question | Answers | Extra information | Mark | AO / Spec. Ref. |
|---|---|---|---|---|
| **06.1** | plasma | | 1 | 4.2.2.3 AO1 |
| **06.2** | Benedict's (reagent / solution) | allow Fehling's (reagent / solution) | 1 | 4.2.2.1 AO1 |
| **06.3** | add chemical / Benedict's (reagent to urine)<br>**and**<br>boil / heat<br><br><br>positive result – (colour changes from blue to brick) red | allow ecf from question **06.2**<br><br>allow any temperature above 65 °C<br><br>ignore water bath unqualified<br><br>allow orange / yellow / green / brown<br><br>if no other mark awarded, allow **1** mark for reference to glucose testing stick / strip | 1<br><br><br><br>1 | 4.2.2.1 AO1 |
| **06.4** | the blood is more concentrated **or** less dilute (than the solution in the cells)<br><br><br><br><br>(so) water moves out of cells by osmosis<br><br>water moves through a partially permeable membrane | allow the solution in the cells is less concentrated **or** more dilute than the blood<br>allow correct references to water concentration **or** water potential **or** hypotonic / hypertonic<br><br>ignore reference to amount of water or glucose<br><br>allow (so) water moves into the blood by osmosis<br><br>allow semi-permeable / selectively permeable membrane | 1<br><br><br><br><br>1<br><br>1 | 4.1.3.2 AO2 |

| Question | Answers | Extra information | Mark | AO / Spec. Ref. |
|---|---|---|---|---|
| **06.5** | projections / folds / villi provide a large surface area | ignore small intestine has a large surface area<br><br>do **not** allow cilia | 1 | 4.1.3.1<br>4.1.3.3<br>4.2.2.1<br>4.1.1.2<br>AO1 |
| | walls of projections / folds / villi / capillaries are thin / one cell thick for shorter absorption / diffusion distance | | 1 | AO2 |
| | (small intestine is) very long, increasing time (for absorption) | | 1 | AO1 |
| | good / efficient blood supply to maintain concentration gradient | allow many capillaries to maintain concentration gradient | 1 | AO2 |
| | cells have many mitochondria for (aerobic) respiration for active transport<br>**or**<br>cells have many mitochondria for energy release for active transport | do **not** accept anaerobic<br><br>do **not** accept producing energy | 1 | |
| **Total** | | | **12** | |

| Question | Answers | Extra information | Mark | AO / Spec. Ref. |
|---|---|---|---|---|
| **07.1** | blood is pumped to the lungs by one / right side of the heart<br>**and**<br>blood is pumped to the body by the other / left side of the heart | allow blood enters the heart twice for every (one) circuit around the body | 1 | 4.2.2.2<br>AO1 |
| **07.2** | ventricle correctly identified as any part of grey area below:<br> | | 1 | 4.2.2.2<br>AO2 |
| **07.3** | oxygenated and deoxygenated blood mixes<br><br>(so) less oxygen reaches the body / tissues / cells | allow some deoxygenated blood is sent to the body / tissues / cells<br><br>allow named tissues / organs | 1<br><br>1 | 4.2.2.2<br>AO3 |

| Question | Answers | Extra information | Mark | AO / Spec. Ref. |
|---|---|---|---|---|
| **07.4** | concentration gradient (of oxygen) is shallow(er) / less steep<br><br>(therefore) less oxygen diffuses into blood / cells / gills<br><br>(so) less (aerobic) respiration occurs so less energy is released / available<br>**or**<br>(so more) anaerobic respiration occurs so less energy is released / available<br><br>(so) less metabolism<br><br>**or**<br>(so when) anaerobic respiration occurs, lactic acid is produced (and is toxic) | allow idea that concentration gradient is negative (i.e. out of axolotl) (1)<br>so oxygen diffuses out of axolotl's blood / cells / gills (1)<br><br>do **not** accept no respiration occurs<br>do **not** accept energy production<br><br>ignore reduced living processes unqualified<br><br>allow reduction of building larger molecules **or** movement / muscle contraction **or** keeping warm **or** urea formation **or** chemical reactions | 1<br><br>1<br><br>1<br><br>1 | 4.4.2.3<br>4.4.2.1<br>4.1.3.1<br>AO2 |
| **07.5** | stem (cells) | do **not** accept embryonic stem cell | 1 | 4.1.2.3<br>AO2 |
| **07.6** | any **one** from:<br>• paralysis<br>• diabetes | allow other examples such as Parkinson's / heart disease / stroke / cystic fibrosis / cancer / burns<br><br>do **not** accept infectious diseases | 1 | 4.1.2.3<br>AO1 |
| **07.7** | any **one** from:<br>• easy to breed<br>• easy / cheap to keep / rear (as are small)<br>• don't take up much space | allow reproduce quickly<br><br>allow reference to not being dangerous (to the scientist)<br>allow they are not endangered<br>allow removal of gill will not kill the axolotl | 1 | 4.1.2.3<br>AO3 |

| Question | Answers | Extra information | Mark | AO / Spec. Ref. |
|---|---|---|---|---|
| **07.8** | any **one** from:<br>• it's not a mammal **or** it is an amphibian<br>• regeneration in gills may be different to that in other organs<br>• metabolism / body processes are too different to humans | allow humans do not have gills<br><br>allow it's an endangered species or species need to be protected from extinction<br><br>ignore reference to genetic differences **or** ethics | 1 | 4.1.2.3<br>AO3 |
| **Total** | | | **12** | |

| Question | Answers | Extra information | Mark | AO / Spec. Ref. |
|---|---|---|---|---|
| **08.1** | any **one** from:<br>• (chemical which) catalyses / speeds up reactions in living organisms<br>• (chemical which) catalyses / speeds up biological reactions | allow biological catalyst<br>allow reduces activation energy (of reactions) in living organisms | 1 | 4.2.2.1 AO1 |
| | idea of specificity<br>**or**<br>(is a) protein | allow made of amino acids | 1 | |
| **08.2** | salivary gland | ignore mouth<br>ignore liver | 1 | 4.2.2.1 AO1 |
| | small intestine | allow duodenum / ileum<br>ignore intestine unqualified<br>do **not** accept large intestine | 1 | |

| Question | Answers | Extra information | Mark | AO / Spec. Ref. |
|---|---|---|---|---|
| **08.3** | reduced / no enzyme production / release (from pancreas) | allow named example of enzymes<br><br>ignore reference to hormones | 1 | 4.2.2.1<br>4.4.2.3<br>4.4.2.1<br>AO2 |
| | food is not broken down fully **or** food is not digested fully | allow no food is broken down / digested<br>allow example | 1 | |
| | plus any **one** of the following routes for max **2** marks: | mark as pairs | | |
| | less glucose / sugar absorbed **or** less glucose / sugar passes into the blood(stream) | | 1 | |
| | (so) less glucose available for respiration so more (body / stored) fat used up in metabolism / respiration | | 1 | |
| | **or** | | | |
| | fewer amino acids absorbed **or** fewer amino acids pass into the blood(stream) (1) | | | |
| | (so) fewer amino acids are available for making new protein for repair / replacement (1) | | | |
| | **or** | | | |
| | fewer fatty acids absorbed **or** fewer fatty acids pass into the blood(stream) (1) | ignore glycerol | | |
| | (so) fewer fatty acids available so less fat is stored in the body (1) | ignore glycerol | | |
| | **or** | | | |
| | chemotherapy / radiotherapy causes nausea / loss of appetite (1) | | | |
| | (so) less intake of food (1) | | | |

| Question | Answers | Extra information | Mark | AO / Spec. Ref. |
|---|---|---|---|---|
| **08.4** | (cancer) cells cannot divide<br>**or**<br>(cancer) cells are destroyed / killed | do **not** accept reference to the drug killing (cancer) cells | 1 | 4.2.2.7<br>AO3 |
| | (so) tumour doesn't grow / get bigger **or** tumour less likely to spread **or** tumour less likely to form secondary tumours | allow cancer cells less likely to spread / metastasise | 1 | |
| | (because) enzymes **A** and **B** are not working / active / effective / present<br>**or**<br>(because) enzymes **A** and **B** are inhibited | allow reference to both enzymes<br><br>ignore enzymes unqualified | 1 | |
| **08.5** | (functional) enzyme **B** would still be made / present | allow enzyme **B** is not inhibited | 1 | 4.2.2.7<br>AO3 |
| | (therefore cancer) cells would still divide uncontrollably<br>**or**<br>(therefore cancer) cells would not be destroyed<br>**or**<br>(therefore) the tumour will (continue to) grow / get bigger / spread **or** the tumour will form secondary tumours | | 1 | |
| **08.6** | any **two** from:<br>• to avoid the patients thinking they feel better with the drug<br>**or**<br>to take into account a psychological effect<br>• as a control / comparison<br>• to avoid bias(ed results) | ignore to make it more valid unqualified<br><br>ignore to provide an independent variable | 2 | 4.3.1.9<br>AO2 |
| **08.7** | testing on volunteers with the disease | | 1 | 4.3.1.9<br>AO1 |

| Question | Answers | Extra information | Mark | AO / Spec. Ref. |
|---|---|---|---|---|
| **08.8** | monoclonal antibody is attached to radioactive substance / toxin / drug / chemical | | 1 | 4.3.2.2 AO1 |
| | monoclonal antibody will (only) attach to / target (antigen on) cancer cells / tumour | | 1 | AO1 |
| | (so) radioactive substance / toxin / drug / chemical will (bind to cancer cells and) stop them growing / dividing | allow radioactive substance / toxin / drug / chemical will kill / destroy the cancer cells<br><br>**OR**<br>monoclonal antibody interrupts the cell cycle **or** monoclonal antibody aids immune response (1)<br><br>monoclonal antibody will (only) target cancer cells / tumour (1)<br><br>(so) action of monoclonal antibody stops cancer cells growing / dividing **or** (so) action of monoclonal antibodies helps immune system kill / destroy cancer cells (1) | 1 | AO1 |
| **Total** | | | **19** | |