GCSE

BIOLOGY

8461/2F

Paper 2 Foundation Tier

Mark scheme

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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.

Further copies of this mark scheme are available from aqa.org.uk

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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 / ; eg 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, ie 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.

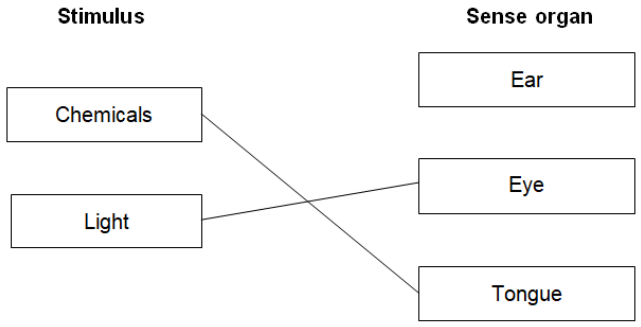
The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine 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.

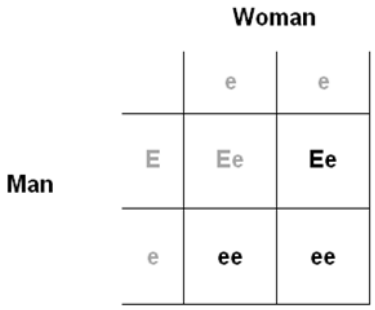
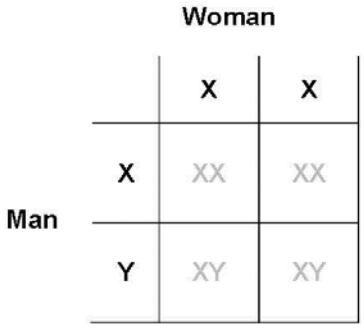
Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do **not** have to cover all of the points mentioned in the indicative content to reach the highest level of the mark scheme.

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		additional lines from a stimulus negates the mark for that stimulus	1 1	AO1 4.5.2.1
01.2	any **two** from: • fast / rapid • protect (from danger / harm) • a response / a reaction • automatic / involuntary **or** not under conscious control	ignore 'action' allow not coordinated by conscious part of the brain **or** allow does not involve thought / thinking ignore not coordinated by the brain	1 1	AO1 4.5.2.1
01.3	the muscle contracts		1	AO1 4.5.2.1
01.4	(10) (14) 8 11 13	in this order all 3 correct = 2 marks 2 correct = 1 mark 0 or 1 correct = 0 mark	2	AO2 4.5.2.1 8.2.7
01.5	(after drinking coffee) ruler falls less far (before being caught)	allow mean before = 17 **and** mean after = 11(.2) **or** mean after is only 11(.2) allow (ruler is) caught more quickly	1	AO3 4.5.2.1 8.2.7

Question	Answers	Extra information	Mark	AO / Spec. Ref.
01.6	any **two** from: • more repeats • test more students • use ruler with more precise scale – eg mm scale • drop from same height (above the hand) • make sure student **B**'s hand is stationary • same distance between finger(s) and thumb	ignore accurate allow alternative method – eg use of computer to measure reaction time	2	AO3 4.5.2.1 8.2.7
Total			**10**	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
02.1	an allele expressed even if a person only has one copy of the allele		1	AO1 4.6.1.6
02.2		all 3 correct= 2 marks 1 or 2 correct = 1 mark	2	AO2 4.6.1.6
02.3	correct probability from Figure **4**	if no answer in Question **02.2** allow 0.5	1	AO3 4.6.1.6
02.4		gametes = X + X **and** X + Y allow in incorrect positions X, X, X and Y in correct boxes	1 1	AO2 4.6.1.6 4.6.1.8
02.5	 answer from Question **02.3** × 0.5 answer to calculation in mp1	an answer matching the answer from Question **02.3** × 0.5 scores **2** marks if no answer in Question **02.3**, an answer of 0.25 / ¼ / 1 in 4 / 25% scores **2** marks if no answer in Question **02.3** allow 0.5 × 0.5 if no answer in Question **02.3** allow 0.25 / ¼ / 1 in 4 / 25%	 1 1	AO2 4.6.1.6 4.6.1.8
Total			**8**	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
03.1	46		1	AO1 4.6.1.2 4.6.1.8
03.2	half the mass of the DNA in cell **A**		1	AO2 4.6.1.2
03.3	meiosis		1	AO1 4.6.1.2
03.4	mutation		1	AO1 4.6
03.5	any **two** from: • different egg / sperm each time • genes from two parents • each gamete / egg / sperm has different alleles / genes / DNA / genetic information	ignore different chromosomes ignore the children have different genes / alleles	2	AO2 4.6 4.6.1.1
03.6	8		1	AO2 4.1.2.2 4.6.1.2
03.7	40	allow in range 39 to 41	1	AO2 4.6.1.2
03.8	$\frac{40}{500}$ × 1000 80	an answer of 80 scores **3** marks allow ecf from Question **03.7** for **3** marks an answer of 0.08 scores **2** marks allow $\frac{\text{answer to Question 03.7}}{500}$ an answer from mp1 but not × 1000 scores **2** marks	1 1 1	AO2 4.6.1.2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
03.9	embryo is (very) small		1	AO2 4.5 4.5.3.4
	(so) embryo not seen / felt **or** lost in normal menstrual flow	ignore not noticed	1	AO3
Total			**13**	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.1	bacteria fungi		1 1	AO1 4.7.2.3
04.2	both increase rate because oxygen is needed for (aerobic) respiration **or** oxygen is used to release energy as increased temperature causes faster reactions	 do **not** accept anaerobic ignore energy produced allow named example eg respiration allow increased rate of enzyme action	1 1 1	AO1 4.2.2.1 4.4.2.1 4.5.1 4.7.2.3 4.7.4.1
04.3	water	allow H_2O / H_2O / moisture / rain do **not** accept H^2O / H2O	1	AO1 4.7.2.3
04.4	methane		1	AO1 4.7.2.3
04.5	60	allow sixty	1	AO2 4.7.2.3
04.6	so plants / crops grow faster / better (decays further and) releases / contains mineral ions / named example	 allow releases / contains nutrients ignore nitrogen / food / carbon dioxide allow as a fertiliser allow retains water in soil allow improves drainage allow insulates / keeps warm allow suppresses weed growth allow improves soil structure	1 1	AO1 4.7.2.3
Total			**10**	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.1	Raphus		1	AO2 4.6.4
05.2	any **two** from: • humans hunted / killed / ate the dodo **or** dodo easy to catch • humans ate / collected eggs • humans ate the dodo's food • animals brought by humans ate dodo / eggs • diseases introduced by humans **or** by imported animals • humans destroyed dodo's habitat / nests	allow examples – eg cats / dogs / pigs / rats allow deforestation	2	AO2 4.6.3.6
05.3	any **one** from: • growing crops / biofuels • grazing animals • building houses • quarrying / mining • dumping waste	allow farming / agriculture allow other correct examples – eg building roads	1	AO1 4.7.3.3 4.7.3.4
05.4	there is less photosynthesis the trees are burned		1 1	AO2 4.4.1.1 4.4.1.2 4.7.3.4 4.7.3.5
05.5	increase		1	AO1 4.7.3.5
05.6	 9 × 30 270	an answer of 270 scores **2** marks	 1 1	AO2 4.7.3.4 4.7.3.6

Question	Answers	Mark	AO / Spec. Ref.
05.7	**Level 2:** Relevant points (reasons/causes) are identified, given in detail and logically linked to form a clear account.	3–4	AO3
	Level 1: Points are identified and stated simply, but their relevance is not clear and there is no attempt at logical linking.	1–2	
	No relevant content	0	
	Indicative content • displaced animals can move to adjacent areas • where suitable habitat is found **or** where the trees have not been cut down • seeds return to deforested area • from other (forested) areas • plants / trees begin to grow back • so provide food / shelter / nest sites / suitable habitat for animals • animals return to re-growing area • from other (forested) areas • sufficient time for regeneration • old growth area is a source of recolonising organisms		4.7.3.1 4.7.3.4 4.7.3.6
Total		**13**	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.1	protein		1	AO1 4.4.2.3 4.5.3.3
06.2	urea is a waste (product)	allow toxic / poisonous **or** may damage cells **or** denatures proteins ignore harmful / dangerous	1	AO1 4.5 4.5.3.3
06.3	respiration breathing	in this order	1 1	4.4.2.1 4.4.2.2 4.7.4.3 AO1
06.4	least medium most	in this order 3 correct = **2** marks 1 or 2 correct = **1** mark	2	AO3 4.5.2.4 4.5.3.3
06.5	diffusion		1	AO1 4.1.3.1 4.5.3.3
06.6	protein (molecules too) large	this mark may only be awarded if mp1 is correct or not attempted allow pores in membrane are too small	1 1	AO3 4.5.3.3
06.7	3	allow three	1	AO3 4.5.3.3
06.8	increases	ignore numbers	1	AO3 4.5.3.3

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.9	any **two** from: • has a low(er) concentration of urea • constant urea concentration / level • less time attached to machine **or** fewer hospital visits • no / less restriction on travel • not piercing skin repeatedly • less chance of infection / blood clots • cheaper in the long term • no restrictions on diet	allow converse points for person **A** / dialysis allow substance (if named must be correct) ignore cheaper unqualified	2	AO3 4.5.3.3
Total			**13**	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.1	primary consumer		1	AO2 4.7.2.1 4.7.4.1
07.2	correct shape: 4 tiers with largest at bottom and smallest at top correctly labelled: dragonfly / nymph + hydra + daphnia + algae	 in this order **or** allow: 3rd-order **or** tertiary consumer **or** apex / top predator **or** (trophic level) 4 2nd-order **or** secondary consumer **or** (trophic level) 3 1st-order **or** primary consumer **or** herbivore **or** (trophic level) 2 producer **or** (trophic level) 1 allow for **2** marks inverted pyramid if correctly labelled	1 1	AO2 4.7.4.2
07.3	any **one** from: (Daphnia biomass smaller because) • non-digestible parts (of algae) or lost in faeces • not all absorbed • lost in urine / urea • used in respiration **or** lost as carbon dioxide / CO_2 • algae not all eaten **or** eaten by other organisms • some algae decompose	 ignore waste allow excretion allow (to supply energy) for movement / warmth allow used to supply energy	1	AO1 4.7.4.3
07.4	 14 14 000	an answer of 14 000 scores **2** marks allow evidence of an incorrectly calculated mean × 1000 allow 1.4×10^4	 1 1	AO2 4.7.2.1

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.5		an answer of 2.625×10^4 **or** 2.63×10^4 **or** 2.6×10^4 scores **4** marks an answer of 26250 scores **3** marks allow ecf from Question **07.4**		AO2 4.7.2.1
	(volume of pond =) 1.875 **or** 2.5 × 1.5 × 0.5	an incorrect answer for one step does **not** prevent allocation of marks for subsequent steps	1	
	14 000 × 1.875	allow ecf from Question **07.4**	1	
	26250		1	
	2.625×10^4	allow 2.63×10^4 **or** 2.6×10^4	1	
07.6	increased (growth / reproduction of) algae		1	AO2 4.7.2.1 4.7.3.2
	(more algae so) more food for Daphnia	allow fertiliser toxic to Hydra (1) (so) fewer Daphnia eaten (1)	1	4.7.4.1
07.7	(Hydra have) less food		1	AO3 4.7.2.1
	because (graph shows) fewer Daphnia (with more fertiliser)	allow other valid suggestions, eg fertiliser toxic to Hydra (1) **or** fertiliser causes growth of algae (on surface) which block light and so die and decay **or** eutrophication (1) (decay / eutrophication) uses up oxygen (so lack of oxygen for Hydra) (1)	1	4.7.3.2
Total			**14**	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
08.1	chromosome(s)	allow gene(s) / allele(s)	1	AO1 4.6.1.4 4.1.2.1
08.2	X = sugar Y = nucleotide Z = base		1 1 1	AO1 4.6.1.5
08.3	double helix		1	AO1 4.6.1.4
08.4	3		1	AO2 4.6.1.5
08.5	any **two** from: • diagnosis of inherited / genetic disorder • gene therapy **or** treatment of inherited disorders • understanding (human) evolution **or** understanding ethnic origins (of a person) **or** understanding ancestry • tracing human migration patterns	allow descriptions or named examples allow research / understand genetic disorders allow other examples – eg identification of criminals (1) paternity determination (1)	2	AO1 4.6.1.4
Total			**8**	

Question	Answers	Extra information	Mark	AO / Spec.
09.1	named example of tropism – eg geotropism / gravitropism	allow hydrotropism **or** chemotropism **or** thermotropism	1	AO1 4.5.4.1
	correct corresponding stimulus – eg gravity	allow water **or** chemical **or** 'heat'	1	
09.2	**Level 3:** The method would lead to the production of a valid outcome. All key steps are identified and logically sequenced.		5–6	AO1 AO2 4.5.4.1
	Level 2: The method would not necessarily lead to a valid outcome. Most steps are identified, but the plan is not fully logically sequenced.		3–4	
	Level 1: The method would not lead to a valid outcome. Some relevant steps are identified, but links are not made clear.		1–2	
	No relevant content		0	
	Indicative content • several seedlings in each batch **or** one pot of seedlings in each batch • measure heights of shoots • leave some in dark with light from one side / direction in box with hole • control(s) with all-round light **or** rotating on clinostat **or** in dark • control variable(s) eg same temperature / water / soil type • after suitable time (at least several hours) • record appearance of seedlings re. light direction • re-measure heights of shoots • detail of how bent shoots were measured – eg use thread or straighten them out • calculate mean height increase for each group • use ruler / protractor to estimate angle of bending for level 3 a reference to comparing the growth of plants with light from one direction with plants either in darkness or in full light along with a control variable is required			

Question	Answers	Extra information	Mark	AO / Spec. Ref.
09.3	leaves / plant receive(s) / absorb(s) more light (so) more photosynthesis (so plant) produces more glucose	 allow starch / carbohydrate / sugar / organic material / other named organic substance if no other mark awarded allow **1** mark for any two of the mark points with no reference to 'more'	1 1 1	AO2 4.5.4.1 4.7.2.1 4.4 4.4.1.2 AO1
Total			**11**	