

**Science - Biology****B1**

Question	Marking details	Marks Available
1 (a)	fructose;	1
(b) (i)	west;	1
(ii)	E;	1
(iii)	A;	1
<b>Question 1 total</b>		<b>[4]</b>

Question	Marking details	Marks Available
2	(a) (i) E;	1
	(ii) A or B;	1
	(iii) A, B or C;	1
	(b) (i) 3;	1
	(ii) 5;	1
	(iii) 4;	1
	(c) (i) I 16.00-20.00; Accept 16-20	1
	II 04.00-07.00; Accept 4-7	1
	(either order)	
(ii) <u>Most/ more</u> of the hamsters; Accept 90%	2	
Reject All		
Are {below ground/ below surface/ in their burrows/ do not come out} at { <u>night</u> / when it is <u>dark</u> };		
<i>reverse argument</i>		
Less hamsters; Accept only 10%		
Are {above ground/ active} when it is {dark//at night};		
Reject All		
<b>Question 2 total</b>	<b>[10]</b>	

Question	Marking details	Marks Available
3	(a) (i) 23;	2
	(ii) 46;	
	(b) 50%;	1
	<b>Question 3 Total</b>	<b>[3]</b>

Question	Marking details	Marks Available
4 (a)	algae/ (water) plants/ moss/ named plants; accept weeds/ algal bloom	1
(b)	bacteria; fungi; Reject germs/ microbes	2
(c)	oxygen; accept correct symbols	1
<b>Question 4 Total</b>		<b>[4]</b>

Question	Marking details	Marks Available
5	(a) (i) liver;	1
	(ii) brain;	1
	(iii) <u>harm/ hurt/ damage/ reduce growth of</u> {baby/ child/ foetus/ embryo};	1
	(b) (i) 4.5;	2
	(ii) 1.5 (ecf);	
	(c) Deter people from drinking/ cut down consumption of alcohol/ less people spending money on alcohol/ people buy less alcohol; Reject <u>stop</u> people drinking/ buying alcohol;	1
	<b>Question 5 Total</b>	<b>[6]</b>

Question	Marking details	Marks Available												
6 (a)	Kills the weeds/ plants (reject animals/ pests); Reject stop weeds growing that compete (with the crop)/ {more room/ nutrients/ light} for crop;;	2												
(b) (i)	2 4 (5) 3 1 6 ;;;; 5 correct = 4 4 correct = 3 3 correct = 2 2 correct = 1 1 correct = 0	4												
(ii)	<table border="1"> <thead> <tr> <th>Argument</th> <th>✓ or ✗</th> </tr> </thead> <tbody> <tr> <td>Increased crop yield</td> <td>given</td> </tr> <tr> <td>Less herbicide used</td> <td>given</td> </tr> <tr> <td>Reduced biodiversity</td> <td>✗</td> </tr> <tr> <td>Cheaper food</td> <td>✓</td> </tr> <tr> <td>Long term effects unknown</td> <td>✗</td> </tr> </tbody> </table> <p>All 3 correct for 1 mark;</p>	Argument	✓ or ✗	Increased crop yield	given	Less herbicide used	given	Reduced biodiversity	✗	Cheaper food	✓	Long term effects unknown	✗	1
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Less herbicide used	given													
Reduced biodiversity	✗													
Cheaper food	✓													
Long term effects unknown	✗													
(iii)	Any two from, <u>Cost</u> of <u>extra</u> herbicide/ farmers have to <u>buy extra</u> herbicide; Competition from (resistant)soya/ description of competition; Herbicide kills maize;	2												
<b>Question 6 Total</b>		<b>[9]</b>												

Question	Marking details	Marks Available
7/1 (a)	<u>growth</u> (response) shown by <u>plants</u> ;	1
	to a { <u>one sided/unilateral</u> } stimulus;	1
	Accept example of growth of plant towards {light <u>source</u> / <u>pull of</u> gravity/ <u>source</u> of gravity} / sun;	1
(b)	(i) shoot drawn growing up from the horizontal; root shown growing down from the horizontal; Must show at least slight curvature in the correct direction Shoot should have leaves/ root should have an end	2
	(ii) I <u>positive</u> gravitropism/ geotropism; Accept negative gravitropism/ geotropism if relates to drawing Reject negative phototropism II <u>positive</u> phototropism; (Accept: negative gravitropism/ geotropism) ANSWERS MUST RELATE TO THEIR DRAWING	2
<b>Question 7 Total</b>		<b>[6]</b>

Question	Marking details	Marks Available
8/2 (a)	<p>Any 2 from:</p> <p>the <u>more</u> overweight the greater the chance (of early death);</p> <p>the <u>more</u> overweight a person is initially the greater the chance (of <u>early</u> death) after losing weight;</p> <p>losing weight decreases the chance (of early death);</p> <p>Reject greater chance of death (not qualified by 'early')</p>	2

(b) (i)	<table border="1"> <thead> <tr> <th>John's lunch</th> <th>kJ</th> </tr> </thead> <tbody> <tr> <td>large portion of chips (300g)</td> <td>3195</td> </tr> <tr> <td>4 slices of bread and butter</td> <td>2080</td> </tr> <tr> <td>large fried fish 250g</td> <td>1375</td> </tr> <tr> <td>2 cups of black coffee with 4 teaspoons of sugar per cup</td> <td>1360</td> </tr> <tr> <td>200g portion of apple pie</td> <td>2400</td> </tr> <tr> <td>50 g portion of custard</td> <td>250</td> </tr> <tr> <td>Total energy content of John's lunch</td> <td>10,660</td> </tr> </tbody> </table>	John's lunch	kJ	large portion of chips (300g)	3195	4 slices of bread and butter	2080	large fried fish 250g	1375	2 cups of black coffee with 4 teaspoons of sugar per cup	1360	200g portion of apple pie	2400	50 g portion of custard	250	Total energy content of John's lunch	10,660	2
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Foods = 1 mark;

Total = 1 mark; (ecf)



Question	Marking details	Marks Available
	(ii) 160 (kJ); Allow ECF from (b)(i) as long as candidate's answer is greater than 10 500	1
	(iii) 19%	1
	<b>Question 8/2 Total</b>	<b>[6]</b>

Question	Marking details	Marks Available
9/3 (a)	A <u>erector</u> muscle;	2
	B <u>sweat</u> pore;	
(b)	Any two of the following. 1 mark for response 1 mark for explanation(2x2)	4
Response	hairs flattened; NOT hairs relax/ lie down	
Explanation	{thin layer of / insulating layer of/ less} air trapped so more heat {can escape/ be lost}; NOT no air trapped	
Response	sweat (present)/ sweating/ sweat produced;	
Explanation	<u>heat</u> lost by <u>evaporation</u> / <u>heat</u> {removed from the body/ used} to <u>evaporate</u> sweat;	
Response	vasodilation/blood vessels <u>wider</u> ; NOT larger/ increase in size/ grow/ expand/ bigger	
Explanation	<u>more</u> blood near skin surface <u>more</u> heat lost; NOT blood gets nearer to skin surface	

**Question 9/3 Total**

Question	Marking details	Marks Available
10/ 4	<p><b>Indicative content</b></p> <p>Carbon dioxide taken up by plants for photosynthesis. Carbon used in manufacture of carbohydrates/ sugar/ starch/ protein/ fat. Plants eaten by animals. Plants and / or animals respire and return carbon (dioxide) to air. Plants and/ or animals die. Decay/ named organisms release carbon (dioxide) to air. Reference to fossilisation due to lack of decay. Combustion/ burning of fossil fuels releases carbon (dioxide).</p> <p><b>5-6 marks</b> The candidate constructs an articulate, integrated account correctly linking relevant points, such as those in the indicative content, which shows sequential reasoning. The answer fully addresses the question with no irrelevant inclusions or significant omissions. The candidate uses appropriate scientific terminology and accurate spelling, punctuation and grammar.</p> <p><b>3-4 marks</b> The candidate constructs an account correctly linking some relevant points, such as those in the indicative content, showing some reasoning. The answer addresses the question with some omissions. The candidate uses mainly appropriate scientific terminology and some accurate spelling, punctuation and grammar.</p> <p><b>1-2 marks</b> The candidate makes some relevant points, such as those in the Indicative content, showing limited reasoning. The answer addresses the question with significant omissions. The candidate uses limited scientific terminology and inaccuracies in spelling, punctuation and grammar.</p> <p><b>0 marks</b> The candidate does not make any attempt or give a relevant answer worthy of credit</p> <p><b>Question 10/4 Total</b></p>	6
		<b>[6]</b>