



GCSE

Additional Science / Biology

BL2FP

Mark scheme

4408 / 4401

June 2016

Version/Stage: 1.0 Final Mark Scheme

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 Assessment Writer.

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

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 and help to delineate what is acceptable or not worthy of credit or, in discursive answers, to give an overview of the area in which a mark or marks may be awarded
- the Assessment Objectives 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	Pluto, Mars, Moon	1
2	Pluto, 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

Full marks can be given for a correct numerical answer, without any working shown.

However, if the answer is incorrect, mark(s) can be gained by correct substitution / working and this is shown in the 'extra information' column or by each stage of a longer calculation.

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 Accept / allow

Accept is used to indicate an equivalent answer to that given on the left-hand side of the mark scheme. Allow is used to denote lower-level responses that just gain credit.

3.9 Ignore / Insufficient / Do **not** allow

Ignore or insufficient are 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.

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

4. Quality of Written Communication and levels marking

In Question 8 students are required to produce extended written material in English, and will be assessed on the quality of their written communication as well as the standard of the scientific response.

Students will be required to:

- use good English
- organise information clearly
- use specialist vocabulary where appropriate.

The following general criteria should be used to assign marks to a level:

Level 1: Basic

- Knowledge of basic information
- Simple understanding
- The answer is poorly organised, with almost no specialist terms and their use demonstrating a general lack of understanding of their meaning, little or no detail
- The spelling, punctuation and grammar are very weak.

Level 2: Clear

- Knowledge of accurate information
- Clear understanding
- The answer has some structure and organisation, use of specialist terms has been attempted but not always accurately, some detail is given
- There is reasonable accuracy in spelling, punctuation and grammar, although there may still be some errors.

Level 3: Detailed

- Knowledge of accurate information appropriately contextualised
- Detailed understanding, supported by relevant evidence and examples
- Answer is coherent and in an organised, logical sequence, containing a wide range of appropriate or relevant specialist terms used accurately.
- The answer shows almost faultless spelling, punctuation and grammar.

Question	Answers	Extra information	Mark	AO / Spec. Ref.
1(a)	<p style="text-align: center;">Cell part</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="border: 1px solid black; padding: 5px; width: 150px; text-align: center;">Cell membrane</div> <div style="border: 1px solid black; padding: 5px; width: 150px; text-align: center;">Mitochondria</div> <div style="border: 1px solid black; padding: 5px; width: 150px; text-align: center;">Nucleus</div> </div>	<p style="text-align: center;">Function</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="border: 1px solid black; padding: 5px; width: 250px; text-align: center;">Where most energy is released in respiration</div> <div style="border: 1px solid black; padding: 5px; width: 250px; text-align: center;">Controls the movement of substances into and out of the cell</div> <div style="border: 1px solid black; padding: 5px; width: 250px; text-align: center;">Controls the activities of the cell</div> <div style="border: 1px solid black; padding: 5px; width: 250px; text-align: center;">Where proteins are made</div> </div> <p style="text-align: right; margin-top: 10px;">extra lines cancel</p>	3	AO1 2.1.1a
1(b)	Cell wall Chloroplast	in either order allow (permanent) vacuole	1 1	AO1 2.1.1b
Total		5		

Question	Answers	Extra information	Mark	AO / Spec. Ref.												
2(a)(i)	large intestine = E small intestine = D stomach = B		1 1 1	AO1 2.2.1d												
2(a)(ii)	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Function</th> <th style="width: 50%;">Organ</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Digestion of fat</td> <td style="text-align: center;">Large intestine</td> </tr> <tr> <td style="text-align: center;">Absorption of water into the blood</td> <td style="text-align: center;">Liver</td> </tr> <tr> <td style="text-align: center;">Production of hydrochloric acid</td> <td style="text-align: center;">Small intestine</td> </tr> <tr> <td></td> <td style="text-align: center;">Stomach</td> </tr> <tr> <td colspan="2" style="text-align: right;">extra lines cancel</td> </tr> </tbody> </table>	Function	Organ	Digestion of fat	Large intestine	Absorption of water into the blood	Liver	Production of hydrochloric acid	Small intestine		Stomach	extra lines cancel			3	AO1 2.2.1d 2.5.2f/g
Function	Organ															
Digestion of fat	Large intestine															
Absorption of water into the blood	Liver															
Production of hydrochloric acid	Small intestine															
	Stomach															
extra lines cancel																
2(b)	The concentration in the blood is lower.		1	AO2 2.1.2b												
Total			7													

Question	Answers	Extra information	Mark	AO / Spec. Ref.
3(a)	88 000	correct answer = 2 marks allow 1 mark for 1.1 (in 1 m ²) or allow 1 mark for answer = [candidate's value in 1m ²] x 80 000	2	AO2 2.4.1b
3(b)	Place the quadrat in 100 random positions.		1	AO3 2.4, 2.4.1b
3(c)	any three from: Advantages: <ul style="list-style-type: none"> • less cost / free • less likely to kill other (harmless species of) plants • weedkiller may be toxic or may cause water pollution • weedkiller may accumulate up food chains Disadvantages: <ul style="list-style-type: none"> • volunteers may mistake other species for ragwort • volunteers may miss plants • some ragwort left to poison horses • time consuming • difficulties getting enough volunteers 	must include at least one advantage and one disadvantage for full marks allow uneven distribution of ragwort so much wastage of weedkiller allow weeds will grow back if no other disadvantages; allow ref. to issues with volunteers – eg don't turn up / not careful / don't finish the job	3	AO3 2.4, 2.4.1b
Total			6	

Question	Answers	Extra information	Mark	AO / Spec. Ref.									
4(a)	When the dominant allele is not present.		1	AO1 2.7.2c/d/e									
4(b)(i)	Bb		1	AO2 2.7									
4(b)(ii)	<p style="text-align: center;">Woman Brown hair</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td>B</td> <td>b</td> </tr> <tr> <td>b</td> <td style="background-color: #cccccc;"></td> <td>bb</td> </tr> <tr> <td>b</td> <td>Bb</td> <td>bb</td> </tr> </table> <p>Person 3 Red hair</p>		B	b	b		bb	b	Bb	bb	<p>3 correct = 2 marks 2 correct = 1 mark 1 or 0 correct = 0 marks</p> <p>allow bB for Bb</p>	2	AO2 2.7
	B	b											
b		bb											
b	Bb	bb											
4(b)(iii)	1 in 2	allow ecf from 4bii	1	AO2 2.7									
Total			5										

Question	Answers	Extra information	Mark	AO / Spec. Ref.
5(a)(i)	reduced photosynthesis	ignore growth do not allow need light for respiration	1	AO2 2.3.1a/b 2.8.1e
5(a)(ii)	less food (for animals) or less oxygen (for animals)	allow loss of habitat	1	AO2 2.3.1a/b 2.8.1e
5(a)(iii)	any two from: examples of physical factors, eg <ul style="list-style-type: none"> • flooding • drought • ice age / temperature change • volcanic activity examples of biological factors, eg <ul style="list-style-type: none"> • (new) predators (allow hunters / poachers) • (new) disease / named pathogen • competition for food • competition for mates • cyclical nature of speciation • isolation • lack of habitat or habitat change 	accept 2 physical factors or 2 biological factors or one of each for full marks ignore pollution If no other answers given allow natural disaster / climate change / weather change / catastrophic event / environmental change for 1 mark	2	AO1 2.8.1e
5(b)(i)	3		1	AO2 2.8.1e
5(b)(ii)	fossils	ignore bones, remains, fossil fuels	1	AO1 2.8.1a/e

Question	Answers	Extra information	Mark	AO / Spec. Ref.
5(c)(i)	65 million years ago		1	AO2 2.8.1e
5(c)(ii)	17	allow ecf	1	AO2 2.8.1e
5(c)(iii)	fossil record incomplete or some fossils destroyed	accept not enough evidence or cannot perform experiment to test	1	AO3 2.8 2.8.1a/e
Total			9	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
6(a)	ovary		1	AO1 2.7.1f
6(b)	46		1	AO1 2.7.1e/i 2.7.2b
6(c)(i)	does not fit the pattern or it is higher than the 3 rd value / it should be lower than the 3 rd value / it should be between the 3 rd and 5 th values	do not allow use of incorrect figures	1	AO3 2.7
6(c)(ii)	As age increases % of women (having a baby) decreases		1	AO2 2.7
6(d)(i)	33	allow 1 mark for $\frac{66}{2}$ if no answer / wrong answer	2	AO2 2.7, 2.7.3d
6(d)(ii)	low success rate more likely to have a baby with health problems / abnormalities / a faulty chromosome		1 1	AO3 2.7, 2.7.3d
Total			8	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
7(a)(i)	without <u>oxygen</u>	allow not enough oxygen ignore air ignore production of CO ₂ ignore energy	1	AO1 2.6, 2.6.2a
7(a)(ii)	more/high/increased lactic acid (at end)	allow approximate figures (to show increase) ignore reference to glucose	1	AO3 2.6, 2.6.2b
7(b)(i)	1.5	allow only 1.5 / 1½ / one and a half	1	AO3 2.6, 2.6.1g/h
7(b)(ii)	increases at first and levels off suitable use of numbers eg rises to 10 / by 9 (dm ³ per min) or increases up to 1.5 (min) / levels off after 1.5 (min) (of x axis timescale) or after the first minute (of the run)	ignore subsequent decrease allow answer in range 1.4 to 1.5	1 1	AO2 2.6, 2.6.1g/h
7(b)(iii)	supplies (more) oxygen supplies (more) glucose for (more) respiration releases (more) energy (for muscle contraction)	need 'more/faster' once only for full marks allow removes (more) CO ₂ /lactic acid / heat as an alternative for either marking point one or two, once only do not allow energy production or for respiration	1 1 1 1	AO1 2.6.1b/e/f/ g/h 2.6.2d
Total			9	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
8			6	AO1/2/3 2.3.1a/b/c/d +prac
Marks awarded for this answer will be determined by the Quality of Written Communication (QWC) as well as the standard of the scientific response. Examiners should also refer to the information on page 5 and apply a 'best-fit' approach to the marking.				
0 marks	Level 1 (1–2 marks)	Level 2 (3–4 marks)	Level 3 (5–6 marks)	
No relevant content.	A partial description of how the apparatus is set up or a description of how light is supplied or a simple description of how photosynthesis can be measured. or a control variable	A description of how the apparatus is set up and a description of how photosynthesis can be measured. or a description of how light intensity is varied or a control variable or any other relevant point	A description of how the apparatus is used to measure the rate of photosynthesis at different light intensities is given. For full marks reference must be made to a control variable or repeats	
examples of the points made in the response <ul style="list-style-type: none"> apparatus set up: <ul style="list-style-type: none"> weed in water in beaker light shining on beaker method of varying the light intensity – eg changing distance of lamp from plant method of controlling other variables <ul style="list-style-type: none"> use same pond weed or same length of pond weed temperature: water bath or heat screen CO₂ leave sufficient time at each new light intensity before measurements taken method of measuring photosynthesis – eg counting bubbles of gas released or collecting gas and measuring volume in a syringe measuring rate of photosynthesis by counting bubbles for set period of time repetitions 		extra information allow information in the form of a diagram		
Total			6	

Question	Answers	Extra information	Mark	AO / Spec. Ref.
9(a)	a catalyst / speeds up a reaction	ignore it is not used up	1	AO1 2.5.1a/b
	it is a protein or it is specific / described or it has an active site	allow it only acts on one molecule	1	
9(b)	cytoplasm		1	AO1 2.1.1a 2.6.1a
9(c)	Advantage: any one from: <ul style="list-style-type: none"> • heat would denature proteins in milk • heat alters texture or flavour of milk • catalase / enzyme is specific or only affects hydrogen peroxide • less energy / fuel / lower temperature used so less expensive or less pollution 		1	AO3 2.5, 2.5.2j
	Disadvantage: any one from: <ul style="list-style-type: none"> • (some pathogens may survive) causing illness • catalase / enzyme left in milk or may cause allergies or may alter taste 		1	
Total			5	