



GCSE

## Biology A

General Certificate of Secondary Education

Unit **A221/01**: Modules B1, B2, B3 (Foundation Tier)

## Mark Scheme for June 2012

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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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**Annotations**

Used in the detailed Mark Scheme:

Annotation	Meaning
/	alternative and acceptable answers for the same marking point
(1)	separates marking points
<b>not/reject</b>	answers which are not worthy of credit
<b>ignore</b>	statements which are irrelevant - applies to neutral answers
<b>allow/accept</b>	answers that can be accepted
(words)	words which are not essential to gain credit
words	underlined words must be present in answer to score a mark
ecf	error carried forward
AW/owtte	alternative wording
ORA	or reverse argument

Available in scoris to annotate scripts

	indicate uncertainty or ambiguity
	benefit of doubt
	contradiction
	incorrect response
	error carried forward
	draw attention to particular part of candidate's response
	draw attention to particular part of candidate's response
	draw attention to particular part of candidate's response
	no benefit of doubt

<span style="border: 1px solid red; padding: 2px;">R</span>	reject
	correct response
<span style="border: 1px solid red; padding: 2px;">S</span>	draw attention to particular part of candidate's response
<span style="border: 1px solid red; padding: 2px;">A</span>	information omitted

### Subject-specific Marking Instructions

- If a candidate alters his/her response, examiners should accept the alteration.
- Crossed out answers should be considered only if no other response has been made. When marking crossed out responses, accept correct answers which are clear and unambiguous.

Eg

For a one mark question, where ticks in boxes 3 and 4 are required for the mark:

Put ticks (✓) in the two correct boxes.

<input type="checkbox"/>
<input type="checkbox"/>
<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>
<input type="checkbox"/>

This would be worth 1 mark.

Put ticks (✓) in the two correct boxes.

<input type="checkbox"/>
<input type="checkbox"/>
<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>
<input type="checkbox"/>

This would be worth 0 marks.

Put ticks (✓) in the two correct boxes.

<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

This would be worth 1 mark.

## c. The list principle:

If a list of responses greater than the number requested is given, work through the list from the beginning. Award one mark for each correct response, ignore any neutral response, and deduct one mark for any incorrect response, eg one which has an error of science. If the number of incorrect responses is equal to or greater than the number of correct responses, no marks are awarded. A neutral response is correct but irrelevant to the question.

## d. Marking method for tick boxes:

Always check the additional guidance.

If there is a set of boxes, some of which should be ticked and others left empty, then judge the entire set of boxes.

If there is at least one tick, ignore crosses. If there are no ticks, accept clear, unambiguous indications, eg shading or crosses.

Credit should be given for each box correctly ticked. If more boxes are ticked than there are correct answers, then deduct one mark for each additional tick. Candidates cannot score less than zero marks.

Eg If a question requires candidates to identify a city in England, then in the boxes

Edinburgh	
Manchester	
Paris	
Southampton	

the second and fourth boxes should have ticks (or other clear indication of choice) and the first and third should be blank (or have indication of choice crossed out).

Edinburgh			✓			✓	✓	✓	✓	
Manchester	✓	✗	✓	✓	✓				✓	
Paris				✓	✓		✓	✓	✓	
Southampton	✓	✗		✓		✓	✓		✓	
Score:	2	2	1	1	1	1	0	0	0	NR

e. For answers marked by levels of response:

- i. **Read through the whole answer from start to finish**
- ii. **Decide the level that best fits** the answer – match the quality of the answer to the closest level descriptor
- iii. **To determine the mark within the level**, consider the following:

<b>Descriptor</b>	<b>Award mark</b>
A good match to the level descriptor	The higher mark in the level
Just matches the level descriptor	The lower mark in the level

- iv. Use the **L1, L2, L3** annotations in Scoris to show your decision; do not use ticks.

Quality of Written Communication skills assessed in 6-mark extended writing questions include:

- appropriate use of correct scientific terms
- spelling, punctuation and grammar
- developing a structured, persuasive argument
- selecting and using evidence to support an argument
- considering different sides of a debate in a balanced way
- logical sequencing.

Question		Answer	Mark	Guidance										
1	(a)	nucleus	1											
	(b)	genes	1											
	(c)	<table border="1"> <tr><td>making proteins</td><td>✓</td></tr> <tr><td>storing information</td><td>✓</td></tr> <tr><td>linking cells together</td><td></td></tr> <tr><td>transporting nutrients</td><td></td></tr> <tr><td>producing carbon dioxide</td><td></td></tr> </table>	making proteins	✓	storing information	✓	linking cells together		transporting nutrients		producing carbon dioxide		2	2 correct = 2 marks. 1 correct = 1 mark. deduct 1 mark for each additional incorrect response
making proteins	✓													
storing information	✓													
linking cells together														
transporting nutrients														
producing carbon dioxide														
	(d)	<table border="1"> <tr><td>1</td><td>✓</td></tr> <tr><td>2</td><td></td></tr> <tr><td>4</td><td></td></tr> <tr><td>23</td><td></td></tr> <tr><td>46</td><td></td></tr> </table>	1	✓	2		4		23		46		1	deduct 1 mark for each additional incorrect response
1	✓													
2														
4														
23														
46														
			Total	5										

Question		Answer	Mark	Guidance																		
2		<table border="1"> <tr><td>Clones can only contain...</td><td></td></tr> <tr><td>Clones are genetically identical.</td><td>✓</td></tr> <tr><td>Multicellular organisms can not...</td><td></td></tr> <tr><td>Stem cells from genetically...</td><td></td></tr> <tr><td>Asexual reproduction...</td><td>✓</td></tr> <tr><td>Differences between clones...</td><td>✓</td></tr> <tr><td>Clones occur when cells of...</td><td>✓</td></tr> <tr><td>Clones are always male...</td><td></td></tr> <tr><td>Any variation found...</td><td></td></tr> </table>	Clones can only contain...		Clones are genetically identical.	✓	Multicellular organisms can not...		Stem cells from genetically...		Asexual reproduction...	✓	Differences between clones...	✓	Clones occur when cells of...	✓	Clones are always male...		Any variation found...		3	4 correct = 3 marks 3 correct = 2 marks 2 correct = 1 mark 1 or 0 correct = 0 marks  deduct 1 mark for each additional incorrect response
Clones can only contain...																						
Clones are genetically identical.	✓																					
Multicellular organisms can not...																						
Stem cells from genetically...																						
Asexual reproduction...	✓																					
Differences between clones...	✓																					
Clones occur when cells of...	✓																					
Clones are always male...																						
Any variation found...																						
			Total	3																		

Question		Answer	Mark	Guidance
3	(a)	<p>any 2 from:</p> <p>idea of chest infections/coughing/breathing difficulties; thick/build up of/ too much mucus/ production of phlegm; difficulty digesting food/digestive system not working correctly/ difficulty in gaining weight/ large (smelly) stools; sterility;</p>	1	<p><b>2 correct</b> responses = 1 mark</p> <p>mark responses across the two lines available, treat responses as a list</p> <p><b>accept</b> correct reference to pancreas, if qualified</p> <p><b>accept</b> any other correctly named symptom eg sinusitis, arthritis, incontinence, diabetes, skinny/thin</p> <p><b>ignore</b> weight loss</p>
	(b) (i)	6	1	<p>if more than 1 response = 0 marks</p> <p><b>accept</b> any clear indication of a response</p>
	(ii)	2	1	<p>if more than 1 response = 0 marks</p> <p><b>accept</b> any clear indication of a response</p>
	(iii)	1 AND 5	1	<p>if more than 2 responses = 0 marks</p> <p><b>accept</b> any clear indication of responses</p>
	(iv)	2	1	<p>if more than 1 response = 0 marks</p> <p><b>accept</b> any clear indication of a response</p>
	(c)	<p><b>decision</b> to have the test or not/ to abort or not (1)</p> <p><b>impact</b> of decision - lots of people/ parents/ other children will be affected if the baby has cystic fibrosis/ life implications for baby (1)</p>	2	OWTTE
		<b>Total</b>	<b>7</b>	

Question		Answer	Mark	Guidance															
4	(a)	bacterial infections	1																
	(b)	<table border="1"> <tr><td>Bacteria become resistant...</td><td><input checked="" type="checkbox"/></td><td>-</td></tr> <tr><td>New antibiotics tested on people..</td><td>-</td><td><input checked="" type="checkbox"/></td></tr> <tr><td>New antibiotics tested for profit...</td><td>-</td><td><input checked="" type="checkbox"/></td></tr> <tr><td>Antibiotics must be effective or safe...</td><td>-</td><td><input checked="" type="checkbox"/></td></tr> <tr><td>Patients should complete the course...</td><td><input checked="" type="checkbox"/></td><td>-</td></tr> </table>	Bacteria become resistant...	<input checked="" type="checkbox"/>	-	New antibiotics tested on people..	-	<input checked="" type="checkbox"/>	New antibiotics tested for profit...	-	<input checked="" type="checkbox"/>	Antibiotics must be effective or safe...	-	<input checked="" type="checkbox"/>	Patients should complete the course...	<input checked="" type="checkbox"/>	-	2	5 correct = 2 marks 3 or 4 correct = 1 mark
Bacteria become resistant...	<input checked="" type="checkbox"/>	-																	
New antibiotics tested on people..	-	<input checked="" type="checkbox"/>																	
New antibiotics tested for profit...	-	<input checked="" type="checkbox"/>																	
Antibiotics must be effective or safe...	-	<input checked="" type="checkbox"/>																	
Patients should complete the course...	<input checked="" type="checkbox"/>	-																	
	(c)	<table border="1"> <tr><td>Vaccines are made from...</td><td></td></tr> <tr><td>Vaccines cause an ...</td><td></td></tr> <tr><td>Different people experience...</td><td><input checked="" type="checkbox"/></td></tr> <tr><td>Vaccines contain other peoples...</td><td></td></tr> </table>	Vaccines are made from...		Vaccines cause an ...		Different people experience...	<input checked="" type="checkbox"/>	Vaccines contain other peoples...		1	2 or more responses = 0 marks							
Vaccines are made from...																			
Vaccines cause an ...																			
Different people experience...	<input checked="" type="checkbox"/>																		
Vaccines contain other peoples...																			
	(d)	<p>idea that person might not want vaccination justified eg fear of needles / of side effects (1)</p> <p>idea of being vaccinated means you will not pass the disease onto other people ; less chance / less people get disease (1)</p>	2	<b>accept</b> prevent epidemics for 1 mark															
		<b>Total</b>	<b>6</b>																

Question		Answer	Mark	Guidance												
5	(a)	<table border="1"> <tr><td>...receive carbon dioxide</td><td></td></tr> <tr><td>...rest between beats</td><td></td></tr> <tr><td>...receive oxygen</td><td>✓</td></tr> <tr><td>...be attached to a bone</td><td></td></tr> <tr><td>...receive glucose</td><td>✓</td></tr> <tr><td>...produce vitamins</td><td></td></tr> </table>	...receive carbon dioxide		...rest between beats		...receive oxygen	✓	...be attached to a bone		...receive glucose	✓	...produce vitamins		2	deduct 1 mark for each additional incorrect response
...receive carbon dioxide																
...rest between beats																
...receive oxygen	✓															
...be attached to a bone																
...receive glucose	✓															
...produce vitamins																
	(b) (i)	thick wall/muscle (1) to withstand pressure (1) OR elastic wall (1) to maintain blood flow/pressure between heart beats (1)	2													
	(ii)	valves (1) to prevent back flow (1) OR large lumen (1) reduced resistance to flow (1)	2	do not accept thin walled as this does not help it function  accept alternate wording for lumen												
	(c)	any correct health example with both parts of the correlation correctly linked eg  the more you smoke (1) the greater the risk of (lung) cancer/heart disease (1)	2	smoking causes (lung) cancer/heart disease = 1 mark												
		<b>Total</b>	<b>8</b>													

A221/01

**Mark Scheme**

June 2012

<b>Question</b>		<b>Answer</b>	<b>Mark</b>	<b>Guidance</b>
6	(a)	4	1	if more than 1 response = 0 marks
	(b)	5	1	if more than 1 response = 0 marks
		<b>Total</b>	<b>2</b>	

<b>Question</b>		<b>Answer</b>	<b>Mark</b>	<b>Guidance</b>
7		have produced different results (1) copy themselves (1) natural selection (1)	3	look for other indications of responses eg lines from phrase to gap linked correctly
		<b>Total</b>	<b>3</b>	

Question		Answer	Mark	Guidance
8	(a)	Variation can be caused by the environment. Variation only occurs between organisms of the same species. Variation is caused by natural selection. Genetic variation can be passed from parent to offspring. Environmental variation is passed from parent to offspring. Variation is caused by selective breeding. Variation can occur in a single organism of a species. Variation can be caused by genes.	3	if more than 3 responses deduct 1 mark for each additional response  <b>accept</b> any clear indication of responses eg crosses if ticks not shown, shaded boxes
	(b)	The transfer of information between different organisms. Showing how artificial selection took place. Transferring energy from the Sun into food. The extinction of a species. The future development of food crops. The production of new medicines.	2	if more than 2 responses deduct 1 mark for each additional response  <b>accept</b> any clear indication of responses eg crosses if ticks not shown, shaded boxes
	(c)	meeting needs of people today/ maintaining biodiversity/ idea of saving species/ named example of a sustainable process eg replacement planting of trees, selective harvesting of fish, recycling a <b>specific</b> resource (1)  for future use / generations (1)	2	OWTTE
	(d)	credit any good example eg Dodos	1	<b>reject</b> dinosaurs
		<b>Total</b>	<b>8</b>	
		<b>Paper Total</b>	<b>42</b>	

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