

F

GCSE (9–1) Combined Science B

(Twenty First Century Science)

J260/01 Biology (Foundation Tier)

Sample Question Paper



Date – Morning/Afternoon

Version 2.2

Time allowed: 1 hour 45 minutes

You may use:

- a scientific or graphical calculator



First name

Last name

Centre
number

Candidate
number

INSTRUCTIONS

- Use black ink. HB pencil may be used for graphs and diagrams only.
- Complete the boxes above with your name, centre number and candidate number.
- Answer **all** the questions.
- Write your answer to each question in the space provided.
- Additional paper may be used if required but you must clearly show your candidate number, centre number and question number(s).
- Do **not** write in the bar codes.

INFORMATION

- The total mark for this paper is **95**.
- The marks for each question are shown in brackets [].
- Quality of extended response will be assessed in the question marked with an asterisk (*).
- This document consists of **32** pages.

Answer **all** the questions.

1 (a) Scientists use key terms to explain genetics.

Use words from the list to complete the sentences about genetics.

You may use each word, once, more than once or not at all.

alleles chromosomes genes genome nucleotides

The molecule which carries the genetic information is DNA.

DNA is a polymer made up of

Sections of DNA which code for a particular protein are called

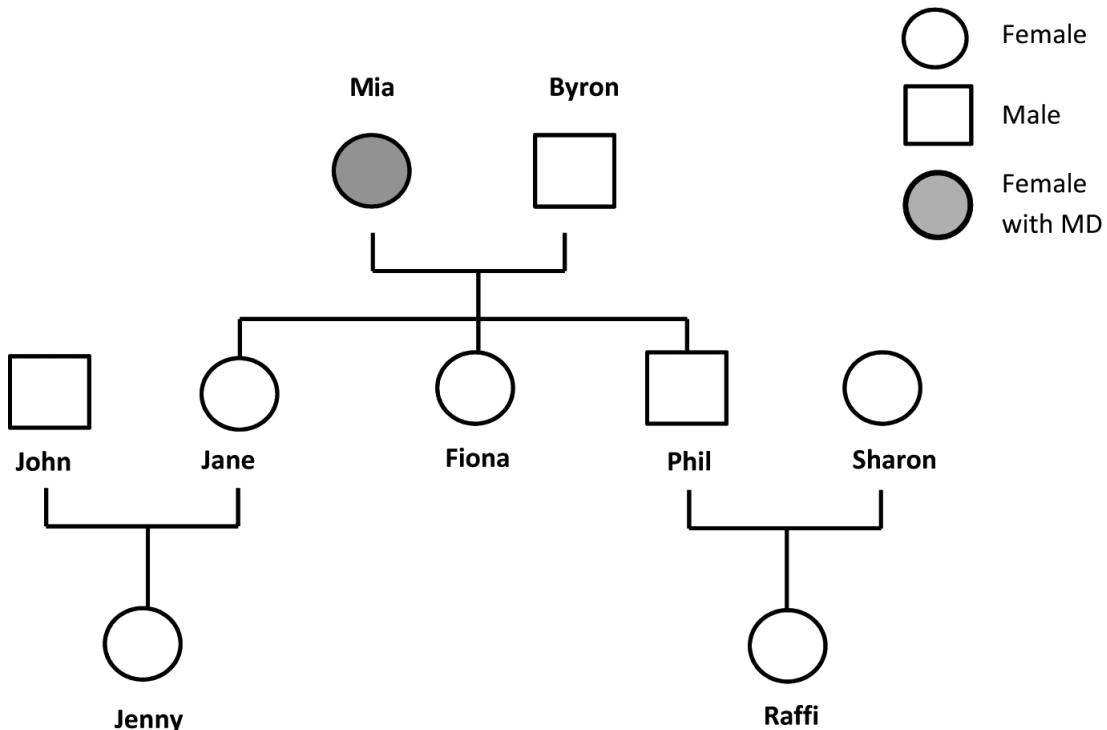
[2]

(b) Mitochondria are sub-cellular structures inside nearly every cell of the body. They have a small amount of their own DNA.

Mitochondria are inherited **only** from the mother. Mitochondria are inherited in the cytoplasm of the egg.

Some faulty mitochondria cause Mitochondrial Disease (MD). Symptoms can be brain damage, muscle wasting, heart failure and blindness.

Look at the family tree. Mia has Mitochondrial Disease (MD).



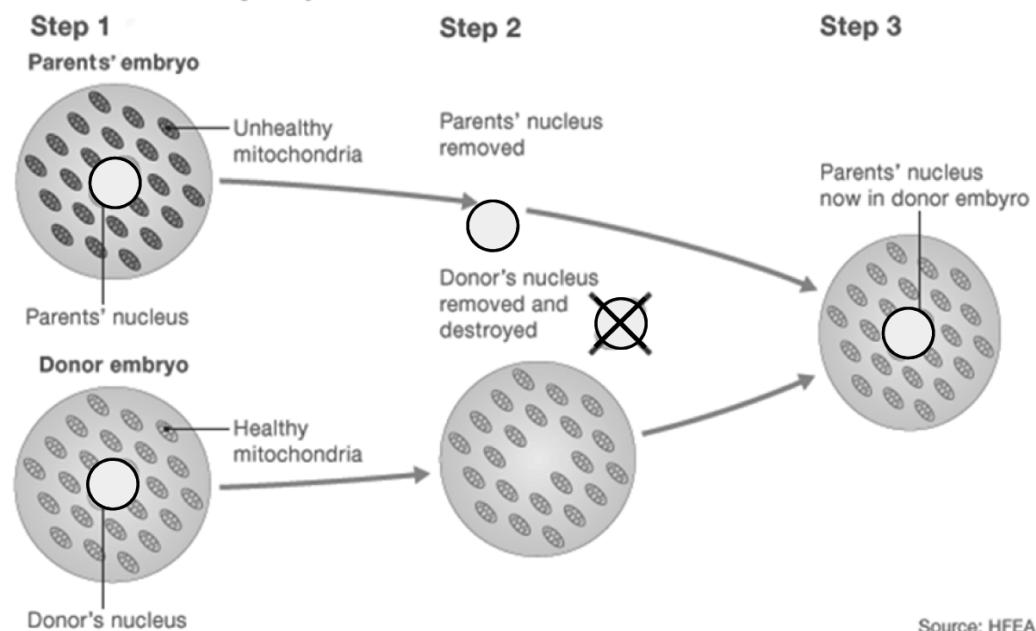
Name the **four other** people in Mia's family tree who will definitely have Mitochondrial Disease.

1..... 2..... 3..... 4..... **[2]**

(c) (i) In February 2015 the UK became the first country in the world to approve laws to allow the creation of babies with genetic material from three people.

The new laws were passed to help develop treatments for Mitochondrial Disease.

The diagram shows one way in which passing on Mitochondrial Disease might be prevented.



Explain why the embryo at the end of the process can be described as having three parents.

.....
.....
.....

[2]

(ii) State **two** possible benefits of this new technique.

Include practical and ethical considerations.

1

.....

2

.....

[2]

2 (a) Communicable diseases in plants and animals can be caused by microorganisms called pathogens.

Put a tick (✓) in the box next to the type of organism that does **not** cause infectious disease.

Type of organism

Bacteria

Fungi

Insects

Protists

[1]

(b) Our bodies have defences that make it difficult for pathogens to enter.

Use **lines** to link each **defence** to its correct **description**.

One line has been drawn for you.

Defence	Description
Bacteria living in intestines	traps pathogens
Mucus	compete with pathogens
Skin	breaks down pathogens
Stomach acid	barrier to pathogens

[2]

(c) In 2014, there was an outbreak of Ebola in Africa. It was estimated that just over 50% of individuals infected with Ebola died during this outbreak.

Read the article below about Ebola.

Ebola pathogen
(a virus)



Ebola is a serious infectious disease of humans.

The early symptoms are fever, muscle pain, tiredness, headache and sore throat, then vomiting, diarrhoea and bleeding. Symptoms appear about 21 days after infection.

The Ebola pathogen has been found in the blood, vomit, faeces, urine and other bodily fluids of people with symptoms of the disease.

The Ebola pathogen is only found in these bodily fluids after the infected person has symptoms.

(i) Use information in the article to identify **three** signs that might show someone that they have Ebola.

1

2

3 [1]

(ii) Use the information in the article to describe how the Ebola pathogen spreads from person to person.

.....
.....
.....
.....

[3]

(iii) Ebola is a rare infection.

Describe how a **common** human infection that you have studied is spread from person to person.

.....
.....
.....

[2]

(d) Some infectious diseases can be prevented by a vaccination

Put a tick (✓) in the box next to the **correct** description of how vaccination does this.

A vaccination

... causes the production of antibodies before infection.

... causes the production of antigens before infection.

... stops the pathogen getting into the body.

... stops the pathogen reproducing inside the body.

[1]

BLANK PAGE

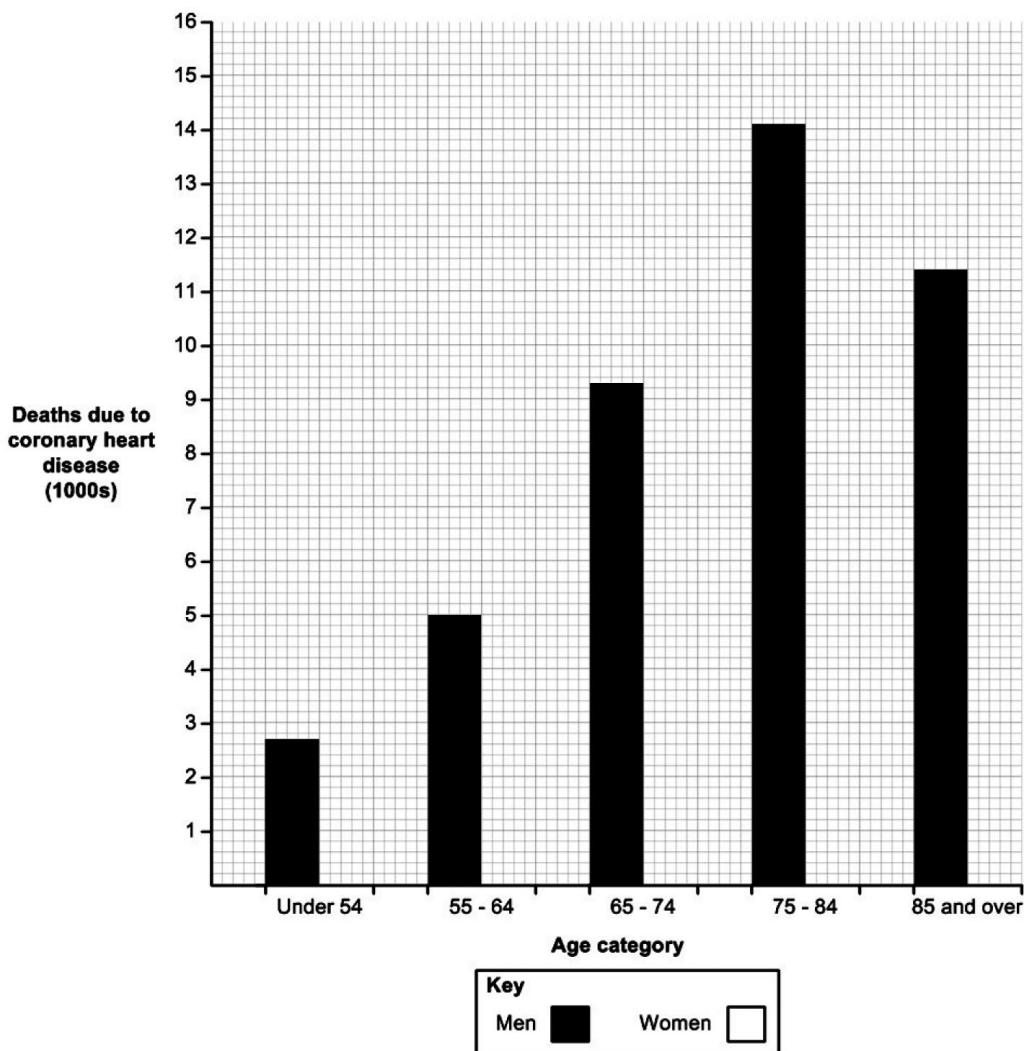
TURN OVER FOR THE NEXT QUESTION

3 (a) Here are some data about deaths caused by coronary heart disease, a type of cardiovascular disease, collected by the British Heart Foundation in England.

The figures are rounded to the nearest hundred.

Age category	Deaths in 2012	
	Men	Women
Under 54	2 700	700
55 – 64	5 000	1 400
65 – 74	9 300	3 800
75 – 84	14 100	9 500
85 and over	11 400	15 500

Complete the graph below by adding the data for women. [3]



(b) The risk of coronary heart disease and other types of cardiovascular condition, such as a heart attack, is also affected by factors other than age and gender.

Describe how **two** lifestyle factors can increase or decrease the risk of having a heart attack.

.....
.....
.....
.....
.....
.....

[4]

(c) The heart forms part of the circulatory system.

What role does the heart play in this system?

.....

[1]

(d) Water moves through a plant in the xylem.
Which sentence best explains how the xylem is adapted to its function?

Put one tick (✓) in the correct box.

Cells are joined end to end and contain cytoplasm.

Cells are joined end to end with no connecting cell walls.

Companion cells containing mitochondria to produce energy.

Perforated plates allow movement between cells.

[1]

(e) The skin contains stem cells. Stem cells are unspecialised cells.

How does this make them useful to scientists?

.....
.....
.....

[2]

TURN OVER FOR THE NEXT QUESTION

4 (a) Organisms that can photosynthesise are called producers.

Photosynthesis produces glucose.

Describe a test that can be used to show that a solution contains glucose.

.....

 [3]

(b) Yeast, a single celled microorganism, can use glucose for respiration.

Yeast can respire in conditions with oxygen and without oxygen. Yeast can be grown in a container called a fermenter.

Two fermenters, **A** and **B**, are set up with a solution containing yeast.

- In fermenter, **A**, air containing oxygen is bubbled through the solution.
- In second fermenter, **B**, the lid is shut and no air can get in or out.

Samples are taken and yeast cells are counted.

The results are shown in Table 4.1

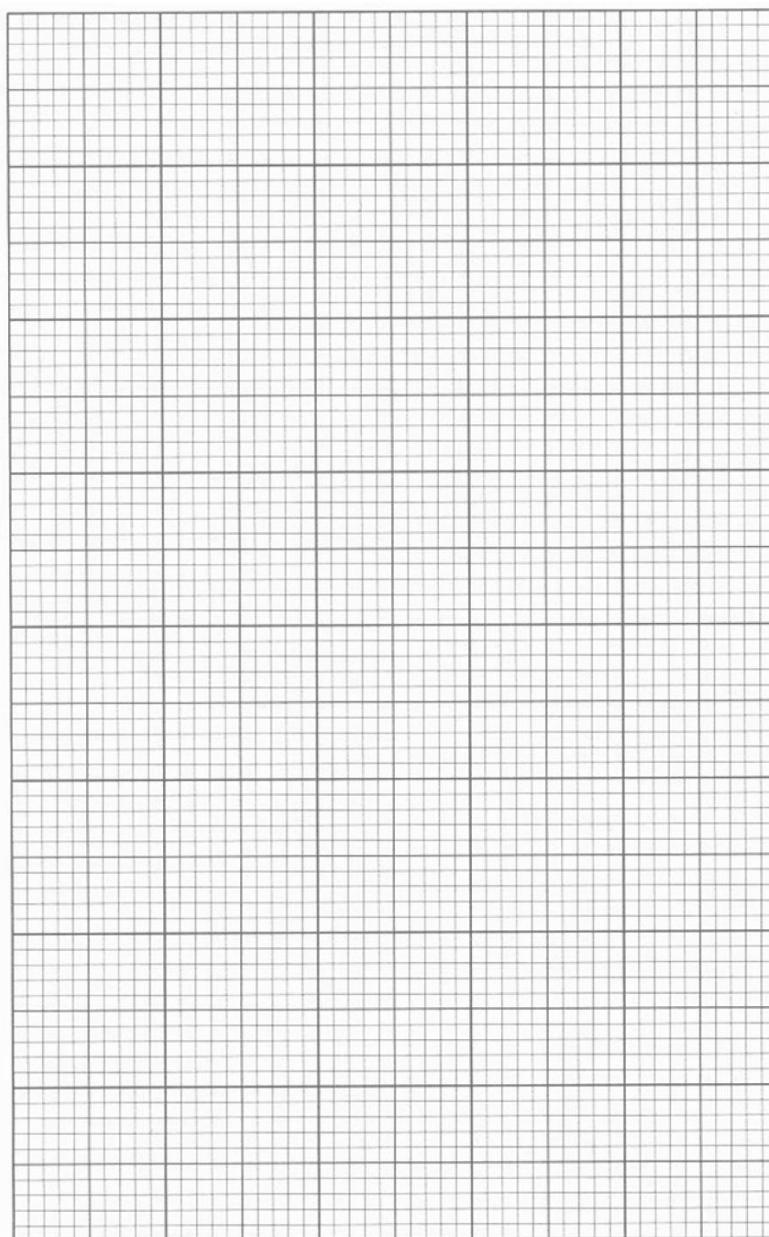
Time when yeast samples were taken (hours)	Number of yeast cells (in 1 mm ³)	
	A	B
0	50	50
1	100	100
2	200	150
3	400	175
4	800	200

Fig 4.1

13

(i) Plot the data given in the table (Fig 4.1) on the grid below.

Use the points to draw a curve through all the plots for **each** fermenter (A and B) and label each line appropriately.



[4]

(ii) Describe the results shown in the table (Fig 4.1) and the graph.

.....

.....

.....

.....

[2]

14

(c) Describe **two** differences between anaerobic and aerobic respiration.

1

.....

2

..... [2]

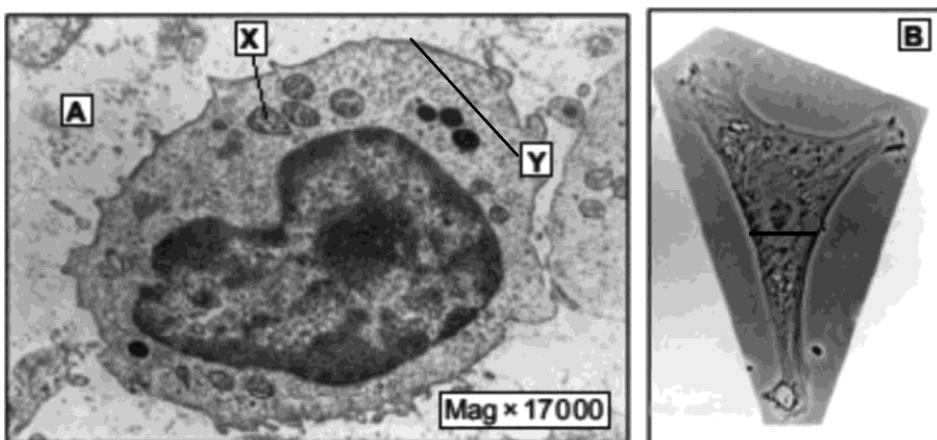
15

BLANK PAGE

TURN OVER FOR THE NEXT QUESTION

5 The photographs **A** and **B** both show a type of human white blood cell.

One was taken using a light microscope and one using an electron microscope.



(a) (i) A scientist measures the diameter of the white blood cell in photograph **B**.

The diameter is 8 mm.

The scientist knows that the actual diameter of the living cell is 0.01 mm.

Use this information and the equation below to calculate the magnification of photograph **B**.

$$\text{magnification} = \frac{\text{measured size}}{\text{actual size}}$$

$$\text{Magnification} = \dots \dots \dots \quad [1]$$

(ii) Use your calculation of magnification in (i) and the information in the photographs to explain why photograph **A** is the one taken with an electron microscope.

.....
.....
.....

[2]

(b) (i) Name the structure labelled **Y** in photograph **A**.

..... [1]

(ii) State the function of the structure labelled **X** in photograph **A**.

..... [1]

17

BLANK PAGE

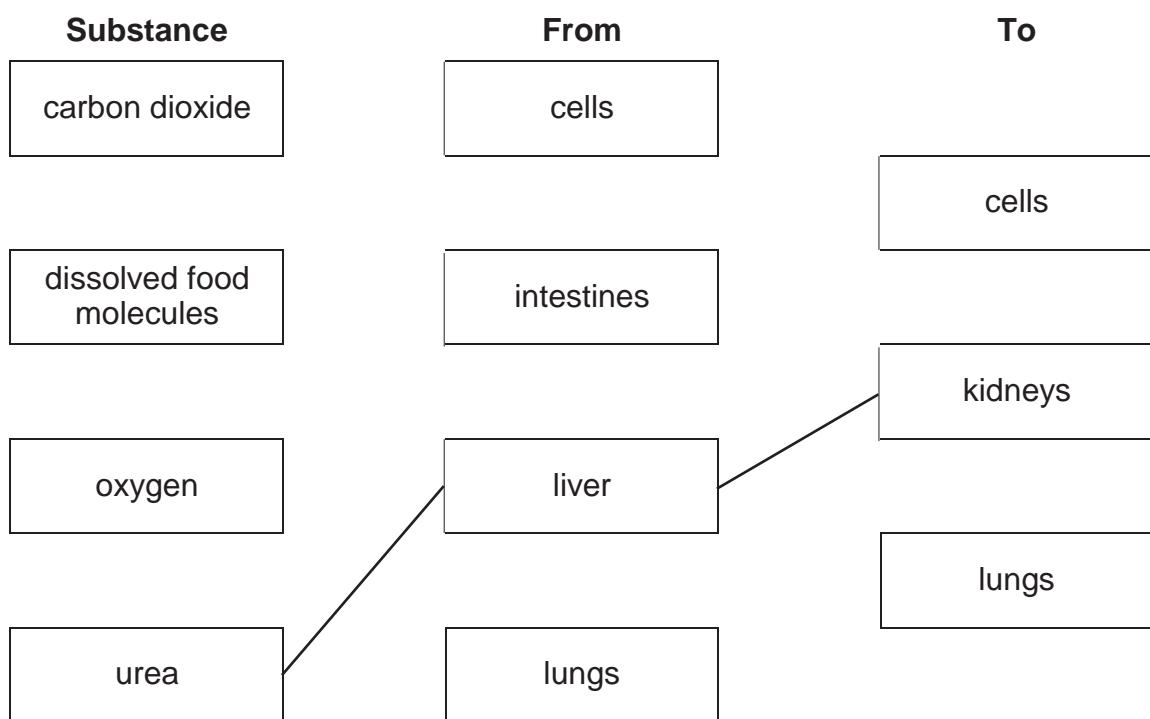
TURN OVER FOR THE NEXT QUESTION

6 (a) The human circulatory system transports substances from place to place within the body.

Use lines to complete the diagram showing where the listed **substances** are moved **from** and **to** in the human body.

Some boxes may have more than one line drawn to them.

Two lines have been drawn for you.



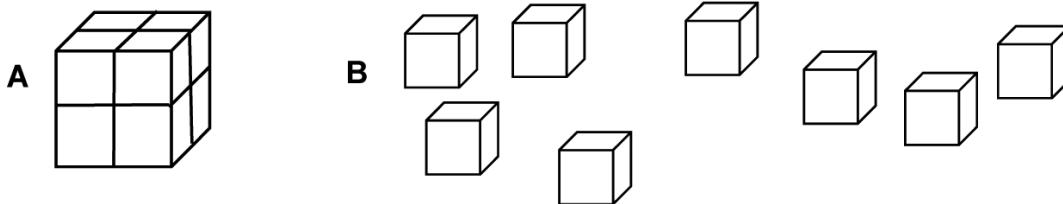
[3]

(b) A scientist knows that surface area is important at gas exchange surfaces.

She is modelling the shape of animals using 1 cm^3 blocks.

She makes two models. Each model contains eight 1 cm^3 blocks.

- **A** is a six sided cube.
- **B** has each block separate.



She works out the surface area of each model by counting the sides and starts to put the results in a table.

Model	Surface area (cm^2)	Volume (cm^3)	Surface area : volume ratio
A	24	8 :
B	48	8 :

Complete the table by calculating the surface area : volume ratios.

You can use the space below for working.

[2]

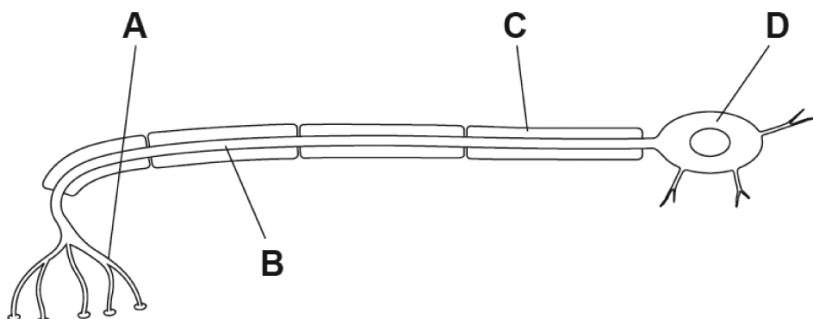
(c) As animals get bigger, they need special gas exchange surfaces like lungs.

Using the scientist's findings about the surface area : volume ratios and your own knowledge, explain why bigger animals need special gas exchange surfaces.

.....
.....
.....

[2]

7 (a) (i) The diagram below shows a motor neuron.



Which label, **A**, **B**, **C** or **D**, is pointing to the fatty sheath?

.....

[1]

(ii) The nervous system consists of billions of neurons.

An electrical impulse can travel down a neuron at different speeds.

The table shows information about three neurons, **D**, **E** and **F**.

Neuron	Length (m)	Time taken for impulse to travel (s)	Speed (m/s)
D	1.3	0.027	48.15
E	1.3	0.014	
F	0.8	0.022	

Calculate the speed of the electrical impulse travelling down neuron **E** and neuron **F**.

Neuron **E** speed = m/s

Neuron **F** speed = m/s

[2]

(iii) What is the role of the fatty sheath?

.....
.....

[1]

(b) The diagram shows the reflex arc involved in pulling the hand away from a hot object.



(i) What is the main feature of a reflex action, such as pulling the hand away from a hot object?

..... [1]

(ii) Why are reflex actions important?

..... [1]

8 (a) Charles Darwin suggested that evolution happened partly because of natural selection.

An example of natural selection today is the evolution of antibiotic resistance in bacteria.

A number of steps occur to produce resistant bacteria.

The steps are listed below but in the wrong order.

- A Number of resistant bacteria increases.
- B Where the antibiotic is used the new variant is more likely to survive.
- C An enzyme made by the new variant breaks down the antibiotic.
- D A mutation causes a new variant.
- E The new variant reproduces passing on the mutation.

Put the steps in the correct order.

Write the letters **A**, **B**, **C**, **D** and **E** in the boxes.

--	--	--	--	--

[3]

(b) Humans have changed the characteristics of domesticated animals and crop plants by selective breeding.

Milk production per cow has increased since 1930. Some of this increase has been caused by selective breeding.

Explain how selective breeding has increased milk production per cow.

.....

.....

.....

.....

.....

.....

.....

.....

[4]

9 (a) Jack and Sarah have a daughter, Nina, who has just been diagnosed with Marfan syndrome. This is a genetic disease that affects the body's connective tissue. (Connective tissue holds organs in place.)

Nina's Dad also has Marfan syndrome.

Using the letters, **D** and **d** to represent the alleles for this disease, predict the probability that Jack and Sarah's next child will have Marfan syndrome.

Complete the Punnett square below.

		Sarah	
		d	d
Jack	D		
	d		

Probability = [2]

(b) 1 in 5 000 people in the UK has Marfan syndrome.

The population of the UK in 2014 was 64.1 million.

Calculate the number of people with Marfan syndrome in the UK in 2014.

Show your working.

Number of people = [2]

(c) Lung cancer affects far more people in the UK than Marfan syndrome.

In 2011, there were 43 463 new cases of lung cancer diagnosed.

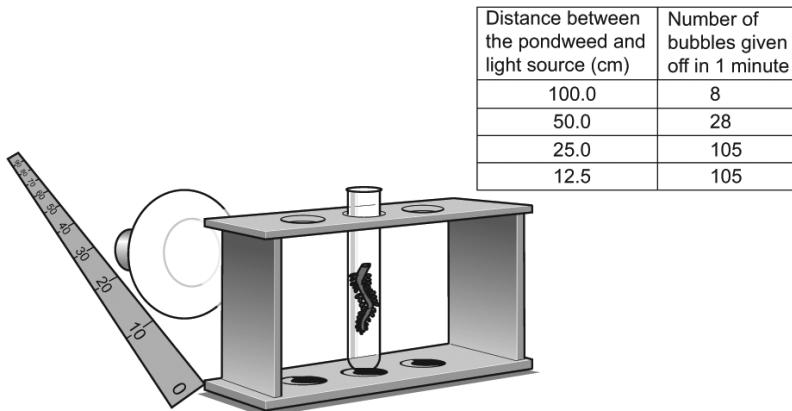
Why is the incidence of lung cancer so high?

.....

 [2]

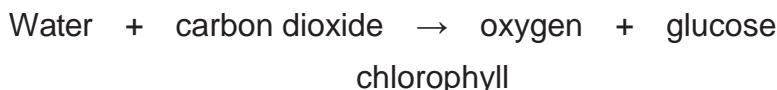
10 Two scientists are investigating the effect of light intensity on the rate of photosynthesis.

The diagram shows how they set up their investigation, and their results.



(a) The word equation for photosynthesis is:

sunlight energy



In which sub-cellular structure in a plant cell does photosynthesis occur?

..... [1]

(b) Describe the pattern in the scientist's results.

.....
.....

[2]

(c) (i) One scientist thinks that the result of 105 bubbles at 12.5 cm may be an error.

Describe how she could be more certain that 105 is the **true** value.

.....
.....
.....

[2]

(ii) How could similar apparatus be used to allow the scientists to investigate the effect of temperature on the rate of photosynthesis?

Other laboratory equipment is also available.

.....
.....
.....

[2]

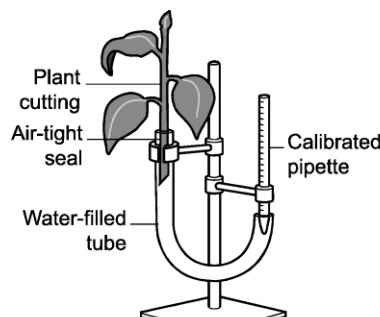
(d) The scientists also investigate the rate at which water is lost by leaves.

(i) What is the loss of water from leaves called?

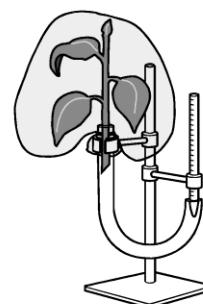
..... [1]

(ii) The scientists investigate the water uptake by a plant cutting using a potometer.

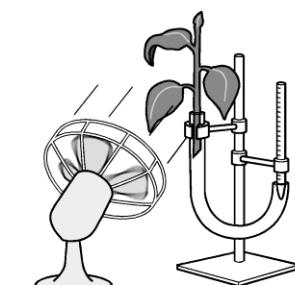
- They measure the water uptake in 30 minutes.
- They use four conditions: **A**, **B**, **C** and **D**, as shown below.



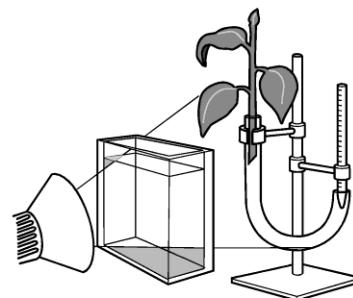
A. Normal room



B. Mist



C. Wind



D. Bright light

They take **three** readings for each condition and record their results in a table.

Condition	Water uptake in 30 minutes (cm ³)				Rate of water uptake (cm ³ /min)
	1	2	3	Mean	
A (Normal room)	4.18	4.01	3.98	4.06	0.32
B (Mist)	2.06	1.85	2.25	2.05	0.07
C (Wind)	9.34	9.85	9.20
D (Bright light)	10.36	10.56	9.89	10.27	0.34

Complete the table by calculating the mean **and** the rate of water uptake for condition **C**.

[2]

(iii) Condition D (bright light) causes plants to take up the most water.

Explain the results for D.

.....
.....
.....
.....

[2]

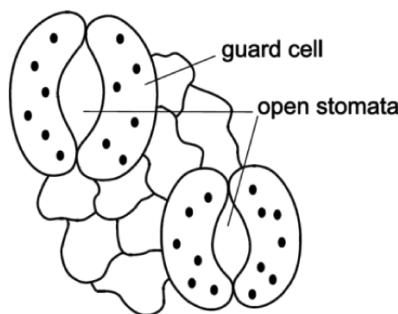
(iv) The volume of water taken up by the plants in this experiment may **not** be an accurate measurement of water lost from the plant.

Suggest why.

.....
.....
.....
.....

[2]

(e) Plants lose water from their leaves through tiny holes called stomata. These can be seen in the diagram below.



Plants can control water loss by closing their stomata.

Describe the consequences for photosynthesis for plants living in dry places if they need to close their stomata to save water.

.....
.....
.....
.....

[2]

TURN OVER FOR THE NEXT QUESTION

11 (a)* Ling is doing some fieldwork in an area where trees are growing around the edge of a field.

Ling wants to find out if the **type** of plant growing under a tree changes as you move away from the tree towards the middle of the field. She thinks light might affect the type of plant growing.

Ling uses a tape measure, quadrat, identification key and light meter in her fieldwork.

Explain how she will use this apparatus **and** describe how she will process her results.

[6]

(b) Alex carries out a similar investigation but is interested in biodiversity and how humans can affect it.

Field X has been planted with carrots and Field Y is a grass meadow.

Alex counts flowering plants within quadrats in the two fields and is able to estimate the number of flowering plants per m^2 in each field.

His results are shown in Table 11.1.

Flowering plant	Number of plants in 1m ²	
	Field X	Field Y
Carrots	16	0
Daisy	0	6
Dandelion	4	9
Buttercup	0	5
Number of species		
Total number of plants		
Biodiversity index		

Table 11.1

Complete the last three rows in the table.

You will need to calculate the biodiversity index using the equation below:

$$\text{biodiversity index} = \frac{\text{number of species in the area}}{\text{total number of plants in the area}}$$

[1]

(c) It is important to try to maintain biodiversity.

Which of the following would help to prevent a decrease in biodiversity?

Put a tick (✓) in the box next to the correct answer.

Decreasing the genetic variation within species.

Increasing the population of a common species.

Storing seeds in seed banks.

Using wood rather than oil for fuel.

[1]

END OF QUESTION PAPER

30

BLANK PAGE

DO NOT WRITE ON THIS PAGE

DO NOT WRITE ON THIS PAGE

Summary of updates

Date	Version	Details
December 2021	2.2	Updated copyright acknowledgements.

Copyright Information:

© BlueRingMedia. Image supplied by Shutterstock, www.shutterstock.com

Adapted from: Townsend N, Williams J, Bhatnagar P, Wickramasinghe K, Rayner M (2014). Cardiovascular disease statistics, 2014. British Heart Foundation: London. www.bhf.org.uk. Reproduced by kind permission of British Heart Foundation.

Histology Guide © Faculty of Biological Sciences, University of Leeds

© Crevis. Image supplied by Shutterstock, www.shutterstock.com

OCR is committed to seeking permission to reproduce all third-party content that it uses in the assessment materials. OCR has attempted to identify and contact all copyright holders whose work is used in this paper. To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced in the OCR Copyright Acknowledgements booklet. This is produced for each series of examinations and is freely available to download from our public website (www.ocr.org.uk) after the live examination series.

If OCR has unwittingly failed to correctly acknowledge or clear any third-party content in this assessment material, OCR will be happy to correct its mistake at the earliest possible opportunity. For queries or further information please contact the Copyright Team, The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA. OCR is part of the Cambridge Assessment Group; Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.

...day June 20XX – Morning/Afternoon

GCSE (9–1) Combined Science B (Twenty First Century Science)

J260/01 Biology (Foundation tier)

SAMPLE MARK SCHEME

Duration: 1 hour 45 minutes

MAXIMUM MARK 95

This document consists of 24 pages

MARKING INSTRUCTIONS**PREPARATION FOR MARKING****SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris assessor Online Training; OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 50% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the scoris messaging system.

5. Work crossed out:
 - a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
 - b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. There is a NR (No Response) option. Award NR (No Response)
 - if there is nothing written at all in the answer space
 - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
 - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).
8. The scoris **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
If you have any questions or comments for your Team Leader, use the phone, the scoris messaging system, or email.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

10. For answers marked by levels of response:

Read through the whole answer from start to finish, using the Level descriptors to help you decide whether it is a strong or weak answer. The indicative scientific content in the Guidance column indicates the expected parameters for candidates' answers, but be prepared to recognise and credit unexpected approaches where they show relevance. Using a 'best-fit' approach based on the skills and science content evidenced within the answer, first decide which set of level descriptors, Level 1, Level 2 or Level 3, best describes the overall quality of the answer. Once the level is located, award the higher or lower mark:

The higher mark should be awarded where the level descriptor has been evidenced and all aspects of the communication statement (in italics) have been met.

The lower mark should be awarded where the level descriptor has been evidenced but aspects of the communication statement (in italics) are missing.

In summary:

The skills and science content determines the level.

The communication statement determines the mark within a level.

Level of response question on this paper is **11(a)**.

11. Annotations

Annotation	Meaning
DO NOT ALLOW	Answers which are not worthy of credit
IGNORE	Statements which are irrelevant
ALLOW	Answers that can be accepted
()	Words which are not essential to gain credit
—	Underlined words must be present in answer to score a mark
ECF	Error carried forward
AW	Alternative wording
ORA	Or reverse argument

12. Subject-specific Marking Instructions

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

The breakdown of Assessment Objectives for GCSE (9–1) in Combined Science B:

	Assessment Objective
AO1	Demonstrate knowledge and understanding of scientific ideas and scientific techniques and procedures.
AO1.1	Demonstrate knowledge and understanding of scientific ideas.
AO1.2	Demonstrate knowledge and understanding of scientific techniques and procedures.
AO2	Apply knowledge and understanding of scientific ideas and scientific enquiry, techniques and procedures.
AO2.1	Apply knowledge and understanding of scientific ideas.
AO2.2	Apply knowledge and understanding of scientific enquiry, techniques and procedures.
AO3	Analyse information and ideas to interpret and evaluate, make judgements and draw conclusions and develop and improve experimental procedures.
AO3.1	Analyse information and ideas to interpret and evaluate.
AO3.1a	Analyse information and ideas to interpret.
AO3.1b	Analyse information and ideas to evaluate.
AO3.2	Analyse information and ideas to make judgements and draw conclusions.
AO3.2a	Analyse information and ideas to make judgements.
AO3.2b	Analyse information and ideas to draw conclusions.
AO3.3	Analyse information and ideas to develop and improve experimental procedures.
AO3.3a	Analyse information and ideas to develop experimental procedures.
AO3.3b	Analyse information and ideas to improve experimental procedures.

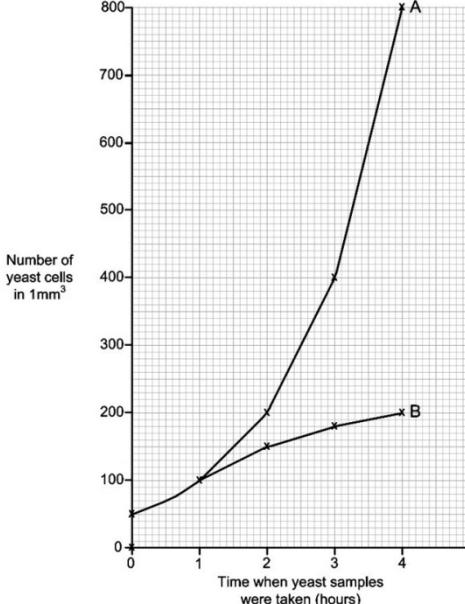
Question			Answer	Marks	AO element	Guidance
1	(a)		Nucleotides ✓ Genes ✓	2	1.1	
	(b)		Jane, Fiona, Phil ✓ Jenny ✓	2	2.1	ALLOW Jane, Fiona, and Phil in any order but all must be named for first marking point.
	(c)	(i)	“Parent’s embryo” has DNA / chromosomes / genes from mother and father ✓ Mitochondria (contain DNA) from donor embryo ✓	2	3.2b	
		(ii)	Any two from Benefits Child will not get mitochondrial disease ✓ Child cannot pass on mitochondrial disease ✓ Parents and family could not cope with a child with mitochondrial disease ✓ Cost benefits if don’t have to treat affected child ✓	2	3.2a	.

Question		Answer	Marks	AO element	Guidance										
2	(a)	<p>Type of organism</p> <p>Bacteria <input type="checkbox"/></p> <p>Fungi <input type="checkbox"/></p> <p>Insects <input checked="" type="checkbox"/></p> <p>Protists <input type="checkbox"/></p>	1	1.1	If more than one box is ticked, do not award the mark even if the correct box is also ticked										
	(b)	<table border="1"> <thead> <tr> <th>Defence</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>Bacteria living in intestines</td> <td>Traps pathogens</td> </tr> <tr> <td>Mucus</td> <td>Compete with pathogens</td> </tr> <tr> <td>Skin</td> <td>Breaks down pathogens</td> </tr> <tr> <td>Stomach acid</td> <td>Barriers to pathogens</td> </tr> </tbody> </table>	Defence	Description	Bacteria living in intestines	Traps pathogens	Mucus	Compete with pathogens	Skin	Breaks down pathogens	Stomach acid	Barriers to pathogens	2	1.1	<p>Three lines correct = 2 marks</p> <p>Two lines correct = 1 mark</p> <p>One line correct = no marks</p>
Defence	Description														
Bacteria living in intestines	Traps pathogens														
Mucus	Compete with pathogens														
Skin	Breaks down pathogens														
Stomach acid	Barriers to pathogens														
	(c) (i)	<p>Any three from</p> <p>Fever / muscle pain / tiredness / headache / sore throat / vomiting / diarrhoea / bleeding ✓</p>	1	2.1	Any order, three needed for one mark										
	(ii)	<p>Ebola / virus / pathogen is in vomit / faeces / blood ✓</p> <p>Contact with vomit / faeces / blood may spread disease / Ebola / virus / pathogen ✓</p> <p>Idea that physical defences have to be bypassed e.g. cut / break in skin / touch infected bodily fluid then touch own eye ✓</p>	3	2.1											

Question		Answer	Marks	AO element	Guidance
(iii) Correct human infection ✓ Correct infection route described ✓			2	1.1	
(d)		<p>... causes the production of antibodies before infection. <input checked="" type="checkbox"/></p> <p>... causes the production of antigens before infection. <input type="checkbox"/></p> <p>.... stops the pathogen getting into the body. <input type="checkbox"/></p> <p>... stops the pathogen reproducing inside the body. <input type="checkbox"/></p>	1	1.1	If more than one box is ticked, do not award the mark even if the correct box is also ticked

Question		Answer	Marks	AO element	Guidance
3	(a)	All bars correctly plotted = 3 ✓ 3 or 4 bars correctly plotted = 2 ✓ 2 bars plotted correctly = 1 ✓	3	2.2	ALLOW error of plus or minus ½ small square on the graph paper grid
	(b)	Two correct lifestyle factors and associated descriptions required for 4 marks Genetic / may have inherited genes ✓ AND That makes heart attacks more or less of a risk ✓ OR Exercise ✓ AND Makes heart attacks less of a risk ✓ OR High fat diet / obesity ✓ AND Makes heart attacks more of a risk ✓ OR Stress ✓ AND Makes heart attacks more of a risk ✓ OR Drinking too much alcohol ✓ AND Makes heart attacks more of a risk ✓ OR Smoking ✓	4	1.1	One mark for each correctly identified lifestyle factor without description, up to a maximum of two

Question		Answer	Marks	AO element	Guidance
		AND Makes heart attacks more of a risk ✓			ALLOW increase in blood CO (due to smoking)
	(c)	Acts as a pump ✓	1	1.1	
	(d)	✓ Cells are joined end to end with no connecting walls	1	1.1	If more than one box is ticked, do not award the mark even if the correct box is also ticked
	(e)	They can specialise into other cells ✓ Could be used to treat disease ✓	2	1.1 2.1	

Question		Answer	Marks	AO element	Guidance																		
4	(a)	<p>Add (equal volume) of Benedict's solution ✓</p> <p>Heat in a hot water bath ✓</p> <p>Brick red precipitate is a positive test for glucose ✓</p>	3	1.2	DO NOT ALLOW heat over a Bunsen burner																		
	(b)	<p>(i) Plots correct +/- half a square ✓</p> <p>Appropriate scale ✓</p> <p>Axes correct and labelled ✓</p> <p>Lines joined in curves and labelled ✓</p>  <table border="1"> <caption>Data points estimated from the graph</caption> <thead> <tr> <th>Time (hours)</th> <th>Curve A (y cells)</th> <th>Curve B (y cells)</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>50</td> <td>50</td> </tr> <tr> <td>1</td> <td>100</td> <td>100</td> </tr> <tr> <td>2</td> <td>200</td> <td>150</td> </tr> <tr> <td>3</td> <td>400</td> <td>180</td> </tr> <tr> <td>4</td> <td>800</td> <td>200</td> </tr> </tbody> </table>	Time (hours)	Curve A (y cells)	Curve B (y cells)	0	50	50	1	100	100	2	200	150	3	400	180	4	800	200	4	2.2	
Time (hours)	Curve A (y cells)	Curve B (y cells)																					
0	50	50																					
1	100	100																					
2	200	150																					
3	400	180																					
4	800	200																					

Question		Answer	Marks	AO element	Guidance
	(ii)	<p>Any two from</p> <p>A / oxygen increases faster than B / no oxygen ✓ In A, numbers double every hour ✓ In B, numbers double every hour and then slow ✓ Both increase at the same rate in the first hour ✓ A increases to 800 ✓ B increases to 200 ✓</p>	2	3.1a	
	(c)	<p>Any two from</p> <p>Aerobic uses oxygen and anaerobic does not use oxygen ✓ Anaerobic releases less energy / ATP than aerobic ✓ Anaerobic can release lactic acid / carbon dioxide ✓ Glucose breakdown is complete in aerobic but incomplete in anaerobic ✓</p>	2	1.1	ALLOW the reverse answer in each case

Question			Answer	Marks	AO element	Guidance
5	(a)	(i)	800 ✓	1	2.2	
		(ii)	<i>A has:</i> Greater resolution / more detail ✓ Greater magnification ✓	2	2.2	ALLOW organelles such as mitochondria are visible
	(b)	(i)	Y = cell membrane ✓	1	2.1	
		(ii)	Releases energy / ATP ✓	1	1.1	

Question		Answer	Marks	AO element	Guidance												
6	(a)	<p>Substance</p>	3	1.1	<p>Cells to carbon dioxide to lungs Intestines to dissolved to cells Lungs to oxygen to cells i.e. mark each substance separately</p>												
	(b)	<table border="1"> <thead> <tr> <th>Model</th> <th>Surface area (cm²)</th> <th>Volume (cm³)</th> <th>Surface area : volume ratio</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>24</td> <td>8</td> <td>3:1 ✓</td> </tr> <tr> <td>B</td> <td>48</td> <td>8</td> <td>6:1 ✓</td> </tr> </tbody> </table>	Model	Surface area (cm ²)	Volume (cm ³)	Surface area : volume ratio	A	24	8	3:1 ✓	B	48	8	6:1 ✓	2	2.2	
Model	Surface area (cm ²)	Volume (cm ³)	Surface area : volume ratio														
A	24	8	3:1 ✓														
B	48	8	6:1 ✓														
	(c)	<p>Any two from</p> <p>As they get bigger, the surface area : volume ratio gets smaller ✓</p> <p>So gases diffuse more slowly in / out ✓</p> <p>Diffusion across outer body surface too slow ✓</p>	2	<p>2.1 x 1</p> <p>1.1 x 1</p>													

Question			Answer	Marks	AO element	Guidance
7	(a)	(i)	C ✓	1	1.1	
		(ii)	B: 92.86 ✓ C: 39.36 ✓	2	2.2	DO NOT ALLOW answers not given to 2d.p.
		(iii)	Prevents impulse leaking out / insulates neuron ✓	1	1.1	
	(b)	(i)	Fast ✓	1	1.1	
		(ii)	Prevent damage / safety ✓	1	1.1	

Question		Answer	Marks	AO element	Guidance
8	(a)	<p>D C B E A all three marks</p> <p>D first and A last ✓</p> <p>C before B ✓</p> <p>B before E ✓</p>	3	1.1	
	(b)	<p>Any four from</p> <p>Choose a bull from a high milk yield herd / mother with high milk yield ✓</p> <p>Choose a cow from a high milk yield herd / mother with high milk yield ✓</p> <p>Breed together ✓</p> <p>From the next generation choose high yield cow ✓</p> <p>Repeat over many generations ✓</p>	4	2.1	<p>ALLOW genes for high milk yield increase / genes for low milk yield lost from population.</p>

Question		Answer	Marks	AO element	Guidance											
9	(a)	<p style="text-align: center;">Sarah</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td style="text-align: center;">d</td> <td style="text-align: center;">d</td> </tr> <tr> <td style="text-align: right;">Jack</td> <td style="text-align: center;">D</td> <td style="text-align: center;">Dd</td> <td style="text-align: center;">Dd</td> </tr> <tr> <td></td> <td style="text-align: center;">d</td> <td style="text-align: center;">dd</td> <td style="text-align: center;">dd</td> </tr> </table> <p style="text-align: center;">Probability $\frac{1}{2}$ / 50% / 1 in 2 ✓</p>		d	d	Jack	D	Dd	Dd		d	dd	dd	2	2.2	
	d	d														
Jack	D	Dd	Dd													
	d	dd	dd													
	(b)	<p>FIRST CHECK THE ANSWER ON THE ANSWER LINE IF answer = 12 820 award 2 marks</p> <p>64 100 000 / 5 000 ✓ 12 820 ✓</p>	2	2.2												
	(c)	<p>Linked to smoking ✓ Linked to work related exposure to pollutants ✓</p>	2	1.1												

Question			Answer	Marks	AO element	Guidance
10	(a)		Chloroplast ✓	1	1.1	
	(b)		The closer the light the faster photosynthesis / more bubbles produced ✓ No further increase on photosynthesis / number of bubbles from 25 to 12.5 cm ✓	2	3.1a	ALLOW more oxygen produced
	(c)	(i)	Repeat the reading for 12.5 cm ✓ If the number of bubbles is close to 105 then she can be more certain it is the true value ✓	2	3.3b	ALLOW repeat for all distances and calculate a mean
		(ii)	Any two from Use a heat source to vary the temperature e.g. a water bath ✓ Use a thermometer to measure the temperature ✓ Count the number of bubbles (of oxygen) given off (at each temperature) ✓	2	3.3a	
	(d)	(i)	Transpiration ✓	1	1.1	
		(ii)	C: mean 9.46 ✓ C: rate of water uptake 0.32 ✓	2	1.2	
		(iii)	Stomata let in gas / carbon dioxide needed for photosynthesis ✓ Stomata open when it is light / during the day ✓	2	1.1	ALLOW idea that more stomata are open for one mark

Question		Answer	Marks	AO element	Guidance
	(iv)	<p>Any two from</p> <p>1. Water may be lost from parts of the apparatus that are not sealed ✓</p> <p>2. Some water is used for photosynthesis ✓</p> <p>3. If the plant is wilting, the plant will use water to restore turgidity ✓</p>	2	1.2 1.1	MP2 DO NOT ALLOW incorrect use of water e.g. respiration
	(e)	Will be unable to exchange gases / take in carbon dioxide ✓ So rate of photosynthesis will decrease / go down ✓	2	2.1	

Question		Answer	Marks	AO element	Guidance
11	(a)*	<p>Please refer to the marking instructions on page 4 of this mark scheme for guidance on how to mark this question.</p> <p>Level 3 (5–6 marks) Correctly explains in detail how to use all four pieces of apparatus to carry out a transect from the tree to the middle of the field.</p> <p>AND Provides a complete description as to how results will be processed.</p> <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <p>Level 2 (3–4 marks) Correctly explains in detail how to use two or three pieces of apparatus to carry out a transect from the tree to the middle of the field.</p> <p>AND Provides a partial description as to how results will be processed.</p> <p><i>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.</i></p> <p>Level 1 (1–2 marks) Correctly explains how to use one piece of apparatus to carry out a transect from the tree to the middle of the field.</p> <p>AND Provides a simple description as to how results will be processed.</p>	6	2.1 ×4 3.1a ×2	<p>AO2.1 Application of knowledge of apparatus to carry out sampling to this example</p> <p>Tape measure:</p> <ul style="list-style-type: none"> • Spread tape measure out from tree to middle of field • Mark regular intervals to place quadrat e.g. every other metre • Take regular readings along the transect <p>Quadrat</p> <ul style="list-style-type: none"> • A quadrat is a square frame • Place quadrat on the ground • At the intervals indicated by the tape measure being used to mark out the transect • Estimate percentage cover of plants. <p>Identification key:</p> <ul style="list-style-type: none"> • Compare plants observed to images / descriptions • Use to find names / species of plants • In each quadrat • Dichotomous choices within the key. <p>Light meter:</p> <ul style="list-style-type: none"> • Measure light levels / light intensities • Hold equipment at ground level • Equipment should be held at the same angle each time

Question		Answer	Marks	AO element	Guidance									
		<p><i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i></p> <p>0 marks <i>No response or no response worthy of credit.</i></p>			<ul style="list-style-type: none"> Take a reading for each quadrat along the transect <p>AO3.1a Description of the processing of results</p> <ul style="list-style-type: none"> Consider the types of plants in relation to the light readings Compare the light levels along the transect Compare plant types / species / percentage cover along the transect Draw a table to show percentage cover in each quadrat along the quadrat Possible graphical representation of results e.g. bar chart / kite diagram. 									
(b)		<table border="1"> <tbody> <tr> <td>Number of species</td> <td>2</td> <td>3</td> </tr> <tr> <td>Total number of plants</td> <td>20</td> <td>20</td> </tr> <tr> <td>Biodiversity index</td> <td>0.1</td> <td>0.15</td> </tr> </tbody> </table>	Number of species	2	3	Total number of plants	20	20	Biodiversity index	0.1	0.15	1	2.2	All values need to be correct to award the mark
Number of species	2	3												
Total number of plants	20	20												
Biodiversity index	0.1	0.15												

Question		Answer	Marks	AO element	Guidance
(c)		<p>Decreasing the genetic variation within species.</p> <p>Increasing the population of a common species.</p> <p>Storing seeds in seed banks.</p> <p>Using wood rather than oil for fuel.</p>	1	1.1	

Summary of updates

Date	Version	Change
May 2018	2	We've reviewed the look and feel of our papers through text, tone, language, images and formatting. For more information please see our assessment principles in our "Exploring our question papers" brochures on our website

BLANK PAGE

BLANK PAGE

BLANK PAGE