
GCSE BIOLOGY

PAPER 1F

Mark scheme

Specimen 2018

Version 1.0

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. Boldening 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 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 as well, will still mean that the mark is not awarded.

Level of response marking instructions

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 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. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in 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 and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 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 1

Question	Answers	Extra information	Mark	AO / Spec. Ref.
01.1	ventricle		1	AO1/1 4.2.2.2
01.2	lungs		1	AO1/1 4.2.2.2
01.3	valve circled on heart		1	AO1/1 4.2.2.4
01.4	no fatty deposit		1	AO2/1 4.2.2.4
	healthy artery is wider / bigger hole / has more blood flow		1	AO2/1 4.2.2.4
01.5	statins		1	AO1/1 4.2.2.4
	stent		1	AO1/1 4.2.2.4
01.6	any two from: <ul style="list-style-type: none"> • smoking • high-fat diet • lack of exercise 	allow: <ul style="list-style-type: none"> • overweight / obese • having high blood pressure • having high cholesterol 	2	AO1/1 4.2.2.6
01.7	8 (%)		1	AO2/1 4.2.2.4
01.8	more males have coronary heart disease than females		1	AO3/2b 4.2.2.4
Total			11	

Question 2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
02.1	to show the experiment was more repeatable		1	AO1/2 4.2.2.1
02.2	(circle) 0.0 at 20 °C		1	AO3/1a 4.2.2.1
02.3	ignored it / did not use it	ignore repeated it	1	AO3/2b 4.2.2.1
02.4	increases the rate of reaction up to 30 °C		1	AO3/3a 4.2.2.1
02.5	60 °C		1	AO2/1 4.2.2.1
02.6	do the experiment at 30 °C, 35 °C and 40 °C		1	AO3/3b 4.2.2.1

Question 2 continues on the next page

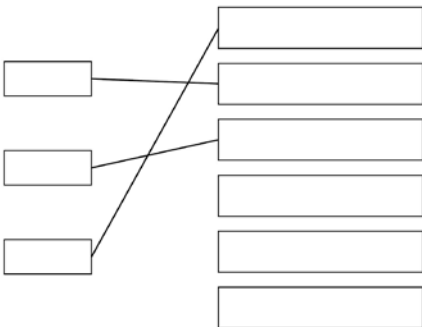
Question 2 continued

Question	Answers	Extra information	Mark	AO / Spec. Ref.
02.7	Level 2: A detailed and coherent plan covering all the major steps is provided. The method is set out logically taking into account control variable and appropriate measurements. The plan could be repeated by another person to determine the effect of pH on breakdown of starch by amylase.		3–4	AO1/1 4.2.2.1
	Level 1: Simple statements relating to relevant apparatus or steps are made but they may not be in a logical order. The plan would not allow another person to determine the effect of pH on breakdown of starch by amylase.		1–2	
	No relevant content		0	
	Indicative content <ul style="list-style-type: none"> • range of at least 3 pH values / use of buffer solutions • control variables / keep amount or concentration of starch and amylase the same • keep temperature the same using water bath / electric heater • use iodine test to make qualitative observations • observe colour changes at different temperatures • do repeats at each pH 			
Total			10	

Question 3

Question	Answers	Extra information	Mark	AO / Spec. Ref.
03.1	nucleus labelled correctly		1	AO1/1 4.1.1.1
	cell membrane labelled correctly		1	4.1.1.2
03.2	mitosis		1	AO1/1 4.1.2.2
03.3	electron (microscope)		1	AO1/2 4.1.1.5
03.4	higher magnification		1	AO1/2 4.1.1.5
03.5	45 (mm)		1	AO2/2 4.1.1.5
	45 / 250 or 0.18 (mm)	allow ecf	1	AO2/2 4.1.1.5
	180 (µm)	allow 180 (µm) with no working shown for 3 marks	1	AO2/2 4.1.1.5
03.6	0.2 µm		1	AO2/2 4.1.1.1
Total			9	

Question 4

Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.1		each extra line negates a mark	<p>1</p> <p>1</p> <p>1</p>	<p>AO1/1 4.3.1.2</p> <p>AO1/1 4.3.1.5</p> <p>AO1/1 4.3.1.3</p>
04.2	<p>pain when urinating</p> <p>yellow discharge</p>		<p>1</p> <p>1</p>	<p>AO1/1 4.3.1.3</p> <p>AO1/1 4.3.1.3</p>
04.3	<p>three correct plots</p> <p>correctly drawn line</p>	<p>allow 1 mark for two correct plots</p>	<p>2</p> <p>1</p>	<p>AO2/2 4.3.1.3</p> <p>AO2/2 4.3.1.3</p>
04.4	<p>any three from:</p> <ul style="list-style-type: none"> • (fairly) level / steady up to 2009 • (there is a) rise after 2009 • males are (always) higher than females • males rising faster than females 	<p>allow numbers of males fall (slightly) and females rise (slightly) up to 2009</p> <p>allow overall increase (from 2005 to 2013)</p>	<p>3</p>	<p>AO3/1a 4.3.1.3</p>

Question 4 continued

Question	Answers	Extra information	Mark	AO / Spec. Ref.
04.5	HIV is a virus		1	AO1/1 4.3.1.8
	(and) antibiotics are <u>only</u> effective against bacteria or antibiotics do not kill viruses	allow viruses live inside cells	1	AO2/1 4.3.1.8
Total			13	

Question 5

Question	Answers	Extra information	Mark	AO / Spec. Ref.
05.1	no oxygen (is used)		1	AO1/1 4.4.2.1
05.2	muscles become fatigued / stop contracting		1	AO1/1 4.4.2.2
	because not enough energy is transferred		1	AO1/1 4.4.2.2
05.3	carbon dioxide		1	AO2/2 4.4.2.1
05.4	count the bubbles or measure volume of gas		1	AO2/2 4.4.2.1
	in a given time		1	AO2/2 4.4.2.1
05.5	brewing / bread making	allow other suitable use of fermentation in food industry	1	AO1/1 4.4.2.1
Total			7	

Question 6

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.1	stinging hairs / can sting		1	AO2/1 4.3.3.2
	(so) this harms herbivores / stops animals eating them		1	AO1/1 4.3.3.2
	(so) less of the plant is removed / damaged		1	AO2/1 4.3.3.2
06.2	clove (oil)		1	AO3/2b 4.3.3.2
	it has the largest areas with no bacteria growing	allow largest inhibition zone or description of largest inhibition zone	1	AO3/2b 4.3.3.2
06.3	antibiotics were not tested		1	AO3/1b 4.3.3.2
Total			6	

Question 7

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.1	300		1	AO2/1 4.2.2.1
07.2	suitable scale on y-axis		1	AO2/2 4.2.2.1
	label y-axis		1	AO2/2 4.2.2.1
	4 bars drawn correctly	allow 1 mark for 3 correct bars	2	AO2/2 4.2.2.1
07.3	increases from 50 to 500		1	AO3/1a 4.2.2.1
	then decreases from 500 to 0		1	AO3/1a 4.2.2.1
07.4	carbohydrates broken down / digested into sugars		1	AO3/2b 4.2.2.1
	broken down by carbohydrase or amylase		1	AO3/2b 4.2.2.1
07.5	absorption of glucose		1	AO3/2b 4.2.2.1
	into blood		1	AO3/2b 4.2.2.1
	by active transport	allow diffusion	1	AO3/2b 4.1.3.3
Total			12	

Question 8

Question	Answers	Extra information	Mark	AO / Spec. Ref.
08.1	A		1	AO2/1 4.3.3.1
08.2	D		1	AO2/1 4.3.3.1
08.3	use the same type of plant or give equal amount of water to each plant	ignore size of pot	1	AO2/2 4.3.3.1
08.4	(advantage) more minerals		1	AO3/1b 4.3.3.1
	(disadvantage) cost / not free		1	AO3/1b 4.3.3.1
Total			5	

Question 9

Question	Answers	Extra information	Mark	AO / Spec. Ref.
09.1	active transport		1	AO1/1 4.1.3.3
09.2	by transpiration stream / pull		1	AO1/1 4.2.3.2
	in xylem		1	AO1/1 4.2.3.1
09.3	any three in the correct order from: <ul style="list-style-type: none"> • mount epidermis on a slide • count stomata in one area • repeat in four more areas • repeat method on other surface of leaf • calculate mean 	allow nail varnish film	3	AO2/2 4.2.3.2
09.4	1	allow numbers written out in a line with middle number circled	1	AO2/2 4.2.3.2
09.5	$(44 + 41 + 40 + 42 + 39) / 5$ = 41.2		1	AO2/2 4.2.3.2
	41	allow 41 with no working shown for 2 marks allow 41.2 for 1 mark	1	AO2/2 4.2.3.2
09.6	less water lost		1	AO3/1a 4.2.3.2
	so it does not wilt		1	AO3/1b 4.2.3.2
Total			11	

Question 10

Question	Answers	Extra information	Mark	AO / Spec. Ref.
10.1	to kill virus or to prevent virus spreading		1	AO2/2 4.3.1.2 4.3.3.1
10.2	take (stem) cells from meristem or tissue culture	allow take cuttings	1	AO2/1 4.1.2.3
10.3	use Benedict's solution		1	AO1/2 4.2.2.1 4.4.1.3
	glucoses turns solution blue to orange		1	AO1/2 4.2.2.1 4.4.1.3
10.4	Level 2: A detailed and coherent explanation is provided. The student makes logical links between clearly identified, relevant points that explain why plants with TMV have stunted growth.		3–4	AO2/1 4.3.1.2 4.3.3.1 4.4.1.3
	Level 1: Simple statements are made, but not precisely. The logic is unclear.		1–2	
	No relevant content		0	
	Indicative content <ul style="list-style-type: none"> • less photosynthesis because of lack of chlorophyll • therefore less glucose made so • less energy released for growth • because glucose is needed for respiration and / or • therefore less amino acids / proteins / cellulose for growth • because glucose is needed for making amino acids / proteins / cellulose 			
Total			8	

Question 11

Question	Answers	Extra information	Mark	AO / Spec. Ref.
11.1	<p>any two from:</p> <ul style="list-style-type: none">• acid in the stomach kills pathogens in food• skin forms a barrier / produces antimicrobial secretions• hairs in the nose trap (particles which may contain) pathogens• trachea / bronchi has mucus which traps pathogens <p>or</p> <p>bronchi have cilia which waft mucus to throat to be swallowed</p>		2	AO1/1 4.3.1.6

Question 11 continued

Question	Answers	Extra information	Mark	AO / Spec. Ref.
11.2	Level 3: A clear, logical and coherent answer, with no significant redundancy. The student understands the process and links this to reasons for clinical trials.		5–6	AO1/2 4.3.1.9
	Level 2: A partial answer with errors and ineffective reasoning or linkage.		3–4	
	Level 1: One or two relevant points but little linkage of points or logical reasoning.		1–2	
	No relevant content		0	
	Indicative content <ul style="list-style-type: none"> • pre-clinical trials of the new drug on cells / tissues / live animals • to test toxicity, dosage and efficacy • clinical trials / test on healthy volunteers and Ebola patients at very low doses • so that you can monitor for safety / side effects • and only then do trials to find the optimum dosage and test for efficacy • double blind trial / use of placebo • which does not contain the new drug • random allocation of Ebola patients to groups • so no one knows who has placebo / the new drug • peer review of data • to help prevent false claims 			
Total			8	

