AQA Qualifications

GCSE

SCIENCE A / BIOLOGY

BL1FP

Mark scheme

4405 / 4401

June 2014

Version: 1.0 Final

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.

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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	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

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 e.c.f. 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 <u>not</u> 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.

Quality of Written Communication and levels marking

In Question 9 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.

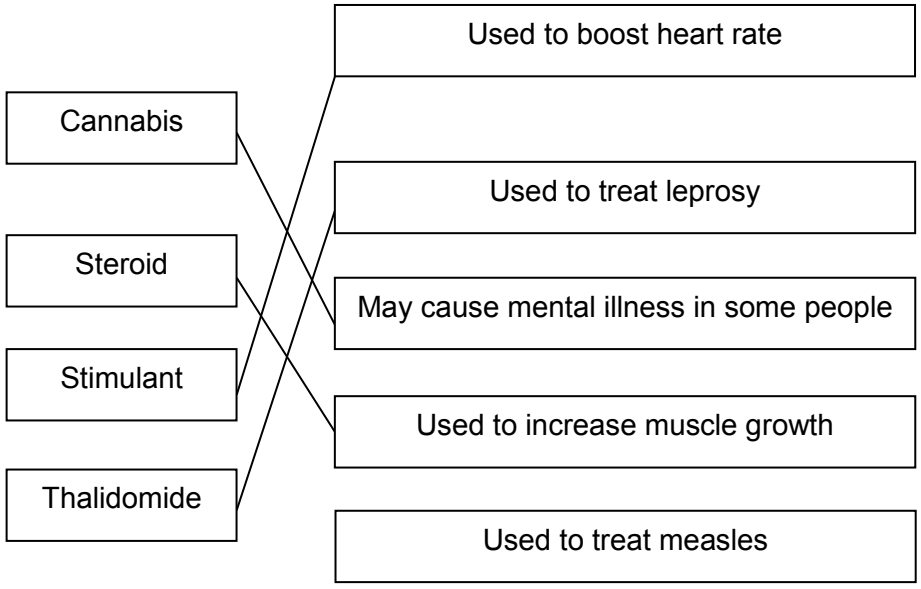
Level 3: detailed

- 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)(i)	Chromosomes		1	AO1 1.7.1b
1(a)(ii)	Characteristics		1	AO1 1.7.1b
1(a)(iii)	Classify		1	AO1 1.8.1d
1(b)	Plants	ignore algae	1	AO1 1.8.1d
Total			**4**	

Question	Answers	Extra information	Mark	AO / spec ref.
2(a)(i)	in the direction of the force of gravity		1	AO2 1.2.3a
2(a)(ii)	against the force of gravity		1	AO2 1.2.3a
2(b)(i)	diagram completed to show stem bending / leaning towards the window	the bend / lean can be at / from any point above pot level ignore any leaves	1	AO2 1.2.3a
2(b)(ii)	more light (for leaves) more photosynthesis / biomass / glucose	ignore heat ref to 'more' needed once only, eg 'more light for photosynthesis' = 2 marks if no other marks given allow 1 mark for 'to get light for photosynthesis'	1 1	AO1/ AO2 1.4.1a, b
Total			**5**	

Question	Answers	Extra information	Mark	AO / spec. ref
3(a)	(Type 2) diabetes / heart disease / deficiency disease / named	allow a relevant health problem ignore obesity **or** over / under weight / anorexia	1	AO1 1.1.1a
3(b)(i)	provides more (energy / sugar) than is used	idea of sugar being high in / having a lot of energy eg contains a lot of calories allow it is turned to fat **or** stored (as fat)	1	AO2 1.1.1a, b
3(b)(ii)	fat		1	AO1 1.1.1a
3(c)(i)	C		1	AO3 1.1.1
3(c)(ii)	no health problems	allow as others (may) have (possible) health problems ignore reference to sweetness	1	AO3 1.1.1
3(c)(iii)	idea of informed choice	eg in case you have health problems / allergies allow legal requirement ignore diabetes	1	AO3 1.1.1
Total			**6**	

Question	Answers	Extra information	Mark	AO / spec ref.
4(a)	 extra line from any drug cancels that mark		4	AO1 1.3.1d,f,i
4(b)(i)	any **one** from: • (live) animals • cells • tissues	accept named examples, eg mice ignore people / volunteers do **not** allow plants	1	AO1 1.3.1b
4(b)(ii)	to check that the drug works to find the best dose to use		1 1	AO1 1.3.1b
4(b)(iii)	only scientists at the drug company		1	AO2 1.3.1b
4(c)(i)	420		1	AO2 1.3.1
4(c)(ii)	statin(s)		1	AO3 1.3.1
4(c)(iii)	any **one** from: • side effects • other medication • other (medical) conditions	allow cost allow patient choice allow family history **or** age	1	AO3 1.3.1
Total			**11**	

Question	Answers	Extra information	Mark	AO / spec ref.
5(a)(i)	gamete(s)	ignore reproductive cells	1	AO1 1.7.2a
5(a)(ii)	womb / uterus	allow phonetic spellings	1	AO1 1.7.2c
5(b)(i)	are formed from the same original embryo		1	AO2 1.7.2c
5(b)(ii)	embryo transplantation		1	AO1 1.7.2c
5(b)(iii)	any **one** from: • (calves will have some) genes / DNA from bull / sperm • idea that sexual reproduction produces variation	allow not all genes from the cow allow may be male allow idea that gene for low fat milk may not be passed on	1	AO2 1.7.2a
Total			**5**	

Question	Answers	Extra information	Mark	AO / spec ref.
6(a)(i)	(volume) increases (with time)	ignore numbers	1	AO2 1.8.1
6(a)(ii)	there is more evidence / specimens / results (for Homo sapiens)	allow examples of this, eg more / better fossils allow converse if clearly referring to Australopithecus ignore reference to being 'more recent'	1	AO3 1.8.1
6(b)	2.5 – 3.15 (million years ago)	accept any number in range	1	AO3 1.8.1
6(c)(i)	Darwin		1	AO1 1.8.1a
6(c)(ii)	any **one** from: • they believed in other theories • insufficient evidence • no proof • genes / mechanism of inheritance not known / discovered	 allow they believe that God made all life ignore 'no evidence' allow not enough proof	1	AO1 1.8.1b
Total			**5**	

Question	Answers	Extra information	Mark	AO / spec ref.
7(a)	sensory neurone		1	AO1 1.2.1e
7(b)(i)	synapse		1	AO1 1.2.1e
7(b)(ii)	a chemical		1	AO1 1.2.1e
7(c)	(What happens to the muscle) any **one** from: • contraction / contracts • gets shorter (How this helps the body) idea of protection for body (from damage / pain)	mark both parts of the question together ignore relaxation / relaxes / tenses eg moves finger / arm away (from pin / stimulus / source of pain)	 1 1	AO1 / AO2 1.2.1e
Total			**5**	

Question	Answers	Extra information	Mark	AO / spec ref.
8(a)	3-layered triangular pyramid	as blocks or layered triangle, ignore (small) gaps between layers	1	AO2 1.5.1b
	(pyramid) labelled in food chain order	all three labels are required for **2** marks the pyramid must be fully correct	1	
8(b)(i)	C		1	AO3 1.5.1c
8(b)(ii)	shortest **or** fewest stages / transfers / (trophic) levels	allow only if (b)(i) is C or blank	1	AO1 / AO2 1.5.1c
	less losses in waste / faeces / urine / CO_2 / excretion	allow smaller amount uneaten	1	
	less loss in respiration / heat / movement	allow less lost keeping warm do **not** allow energy for respiration do **not** allow respiration makes energy	1	
		allow less loss (of biomass / energy) **or** less transfer (of biomass / energy) to surroundings if neither 2nd nor 3rd point given, for **1** mark		
Total			**6**	

<table>
<tr><th>Question</th><th>Answers</th><th>Extra information</th><th>Mark</th><th>AO / spec ref.</th></tr>
<tr><td>9</td><td colspan="2">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.</td><td>6</td><td>AO1
1.4.1d,f</td></tr>
<tr><td>0 marks</td><td>Level 1 (1-2 marks)</td><td>Level 2 (3-4 marks)</td><td>Level 3 (5-6 marks)</td><td></td></tr>
<tr><td>No relevant content.</td><td>At least one way in which animals and / or plants are adapted to survive.</td><td>A description of ways in which animals and / or plants are adapted and an attempt to link at least one adaptation to how it increases the chance of survival.</td><td>A description of ways in which animals and plants are adapted and a description of how at least one adaptation increases the chance of survival.</td><td></td></tr>
<tr><td colspan="2">examples of biology points made in the response:
(animals)
• (A) change / decrease in surface area / example
○ (decrease in surface area which) reduces area from which sweat / water may be lost
• (A) hump with fat / fat stores
○ (fat in hump) to convert to water (via respiration)
• (A) long eyelashes
○ (long eyelashes) to keep (wind-blown) dust out of eyes
• (A) nocturnal / ‘keep out of the sun’
○ reduce sweat loss (in heat of the day)

(plants)
• (A) decrease in surface area
• (A) leaves are spikes
○ (reduced area / leaves are spikes) reduces water loss / transpiration / evaporation
• (A) long / wide spread / extensive roots
○ (long / wide spread /extensive roots) to absorb (more) water
• (A) fleshy / thick stem
○ (fleshy / thick stem) to store water</td><td colspan="2">extra information
allow adaptations of specific animals to living in specified dry conditions, eg a desert
• (A) change / increase in surface area / example
○ (increase in surface area which) increases area heat may be lost from (by radiation)
• (A) changes to thickness of insulating coat
○ (thicker coat on upper surface) increases insulation from sun’s heat
• (A) thin (layer) / reduced amount of body fat
○ (reduced amount of body fat which) reduces insulating layer
• (A) wide feet
○ (wide feet) to reduce pressure / spread weight / prevent sinking

allow adaptations of specific plants to living in specified dry conditions, eg a desert
• (A) thick wax
○ (thick wax) to reduce evaporation / water loss / transpiration
• (A) few(er) stomata
○ (few stomata) to reduce evaporation / water loss / transpiration</td><td></td></tr>
<tr><td>Total</td><td></td><td></td><td>6</td><td></td></tr>
</table>

Question	Answers	Extra information	Mark	AO / spec ref.
10(a)	microorganisms	allow microbes / bacteria / fungi / decomposers	1	AO1 / AO2 1.6.1b
	(microorganisms) respire	do **not** allow dead plants respire	1	
	(respiration / decay / microorganisms) releases (thermal) energy / 'heat'	ignore produce 'heat' do **not** allow produce energy do **not** allow dead plants release 'heat'	1	
10(b)(i)	any **three** from: • (opening) allows oxygen in		3	AO1 / AO2 / AO3
	• microorganisms / eggs need oxygen	allow air for oxygen		1.6.1b, c, 1.6.2
	• oxygen needed for respiration			
	• (opening) allows release of carbon dioxide (from microorganisms / respiration / eggs)	allow gaseous exchange (1 mark) of / for microorganisms / eggs (1 mark) if none of first four points given		
	• (opening) allows energy / 'heat' to escape	if no mark awarded for either of these points allow 1 mark for vents open in the day to prevent overheating **and** close at night to prevent it getting too cold		
	• (closing) retains energy / 'heat' if too cool / at night			
	• (closing) retains moisture	allow (opening) releases moisture		
10(b)(ii)	any **one** from: • maintains sex balance	e.g. equal / best / correct numbers of male and female	1	AO3 1.6.1
	• (survival of species depends on there being) males and females in population	allow so the offspring are not all the same sex		
Total			**7**	