

Mark Scheme for June 2013

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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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For answers marked by levels of response:

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

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

- d. 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.

Annotations

Annotation	Meaning
	correct response
	incorrect response
	benefit of the doubt
	benefit of the doubt not given
	error carried forward
	information omitted
	ignore
	reject
	contradiction
	Level 1
	Level 2
	Level 3

Abbreviations, annotations and conventions used in the detailed Mark Scheme.

/	=	alternative and acceptable answers for the same marking point
(1)	=	separates marking points
allow	=	answers that can be accepted
not	=	answers which are not worthy of credit
reject	=	answers which are not worthy of credit
ignore	=	statements which are irrelevant
()	=	words which are not essential to gain credit
<u> </u>	=	underlined words must be present in answer to score a mark (although not correctly spelt unless otherwise stated)
ecf	=	error carried forward
AW	=	alternative wording
ora	=	or reverse argument

Question			Answer	Marks	Guidance
1	(a)		prevents (nerve) impulses passing across synapses (1) the muscles cannot contract / motor neurones are not stimulated (1)	2	allow electrical signal ignore no messages / no information allow cannot control muscles
	(b)		uses a drug and a placebo (1) neither the people nor the doctors should know which treatment is used (1)	2	allow neither the patients nor the doctors know who gets the drug and who gets the placebo (2)
			Total	4	

Question			Answer	Marks	Guidance
2	(a)		total protein eaten = 51(g) (1) EAR = 36(g) (1) correct deduction ie no, she is eating more than enough protein / too much protein (1)	3	allow ecf i.e two marks if there is a correct deduction but an error in either the calculation of EAR or protein eaten allow one mark if there is a correct deduction but an error in both the calculation of EAR and protein eaten no mark for deduction without figures for both protein and EAR to back it up allow yes, she is getting more than enough no mark for just 'no' but allow if a comparison is implied, e.g no, she needs 36 but is getting 51 = 3 marks
	(b)		Sue is pregnant / breast feeding / has a more physical mode of life / more exercise / recovering from injury (1) (needs more protein) as she is providing nutrition/milk (for her offspring) / needs to increase/repair her muscle / repair tissues / protein for growth of baby (1)	2	ignore Sue has had a baby ignore references to disease ignore supports the baby

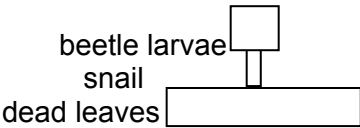
Question			Answer	Marks	Guidance
	(c)		recognition that needs an alternative supply of protein / needs protein supplements (1) an example of such a source e.g dairy products / milk / cheese / eggs / tofu / beans / pulses / nuts / lentils / QuornTM / avocado / broccoli / spinach / peas / asparagus / greens / (1)	2	allow recognition that meat is a good supply of protein allow fish ignore vegetables / fruit / plants / just 'meat substitute' / 'vegetarian meat' allow protein shakes / protein drinks / myco-protein (2) allow need alternative source of iron / vitamin B6 / vitamin B12 (1) and example of such a source (1) ignore reference to other vitamins and minerals
			Total	7	

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Question			Answer	Marks	Guidance
3	(a)		sweat evaporates (1) taking heat from the skin (1)	2	allow heat is lost from the body allow takes heat from the body ignore cools body down as in stem of question
	(b)		50% / $\frac{1}{2}$ / 1 in 2 (1) Gemma must be / heterozygous / (only) got one dominant allele and Leroy is / homozygous recessive / has no dominant allele (1)	2	allow 50/50 allow letters such as Hh and hh in a punnet square but must indicate which genotype belongs to who Look for correct labelling on diagram
	(c)	(i)	Gemma's phenotype but not her genotype (1) last box	1	
		(ii)	any two from: (antigens trigger) white blood cells release antibodies / antitoxins (1) antibodies / antitoxins lock on to antigens (and destroy them) (1) white blood cells engulf antigens (1)	2	allow attach on to antigens allow phagocytosis / digest antigen ignore eaten ignore antibodies engulf antigens ignore pathogens
			Total	7	

Question	Answer	Marks	Guidance
4 (a)	[Level 3] Explains implications of all three conditions, at least one of them in detail and at least one calculation that indicates the number of people that may be involved. Quality of written communication does not impede communication of the science at this level. (5–6 marks) [Level 2] Explains implications of two conditions and at least one calculation that indicates the number or a calculated percentage of people that may be involved or two conditions at least one of them in detail. Quality of written communication partly impedes communication of the science at this level. (3–4 marks) [Level 1] Explains implications of at least one condition. Quality of written communication impedes communication of the science at this level. (1–2 marks) [Level 0] Insufficient or irrelevant science. Answer not worthy of credit. (0 marks)	6	This question is targeted at grades up to A. Indicative scientific points at level 3 may include: • plaque formation/fatty deposits in the coronary arteries can lead to reduced blood supply to heart muscle / lack of oxygen and or glucose to heart muscle / thrombosis • high blood pressure is linked to (an increased risk of) thrombosis / strokes / kidney damage • allow Type 2 diabetes causes kidney damage / blindness / poor circulation / ulcers Indicative scientific points at level 1, 2 may include: • too much cholesterol in the blood can form plaques in the walls of arteries ignore high blood cholesterol is linked to (an increased risk of) heart disease (low demand) • failure to respond to insulin is failure to control blood sugar levels / Type 2 diabetes • ignore failure to respond to insulin is diabetes (low demand) Indicative scientific points at level 1 only: • high blood pressure is linked to (an increased risk of) heart disease / heart attack • allow 1 mark for correct calculation only with no other explanations example of calculations • 30 000 people in Singapore have all three conditions (or similar calculation) • 330 000 have high blood pressure only • 68% have a single condition • 60% have at least one heart related / circulatory disease Use L1, L2, L3 annotations in scoris; do not use ticks.

Question			Answer	Marks	Guidance
	(b)		29% have two of the conditions only but we do not know which two (1)	1	allow some people have two conditions but we don't know which one
			Total	7	

Question			Answer	Marks	Guidance
5	(a)	(i)	(no) because larger number of beetle larvae would feed on a smaller number of snails / snails would have more biomass than beetle larvae (1)	1	allow energy between snail and beetle larvae decreases but numbers would increase not yes allow correct drawings of pyramid of number  allow correct description of bar lengths
		(ii)	any two from: heat / from respiration (1) excretion (1) egestion (1)	2	allow some lost by decay or decomposition not growth allow named excretory product e.g. urine / sweat allow faeces allow uneaten parts ignore movement / digestion / reproduction ignore waste products unless qualified
	(b)	(i)	8.3 (1)	1	
		(ii)	only transferring around 8% so not enough energy to support a fifth level (1) (8% of 50kJ) is approx. 4 kJ (1)	2	allow ecf on calculation allow 7.2 – 8.3 / ORA allow between 3.6 and 4.3
			Total	6	

Question			Answer	Marks	Guidance
6	(a)	(i)	class	1	ignore ticks
			family		
			genus		
			kingdom		
			order		
			species		
		(ii)	it is the international basis of naming species / it shows or is based on relationships / removes confusion with colloquial names / universal name in all languages (1)	1	allow allows scientists all over world to know name of animal or plant allow can group them based on relatives allow idea that similar species can be in same genus
	(b)		(its hooks allow anchorage / flattened body for crawling under stones) so are well suited (1) for limited habitats such as fast water hiding under stones (1)	2	allow adapted to survive in specific habitat/environment (2)

Question		Answer	Marks	Guidance
	(c)	[Level 3] Identifies presence or absence of more than one named indicator species and makes a clear conclusion about the level of pollution in all three sites. Quality of written communication does not impede communication of the science at this level. (5–6 marks) [Level 2] Identifies presence or absence of at least one named indicator species and links it to level of pollution at two sites. Quality of written communication partly impedes communication of the science at this level. (3–4 marks) [Level 1] Identifies the level of pollution at one site. Quality of written communication impedes communication of the science at this level. (1–2 marks) [Level 0] Insufficient or irrelevant science. Answer not worthy of credit. (0 marks)	6	This question is targeted at grades up to A. Indicative scientific points at level 1, 2 and 3 may include: consider following point with reference: • mayfly larvae only live in unpolluted water (high in oxygen content) • rat-tail maggots can survive very high pollution / low oxygen content • allow there are mayfly in unpolluted areas so downstream of factory must be polluted • allow higher level responses to Biochemical Oxygen Demand (BOD) being very high in polluted water • ignore factory poisons the stream. Indicative scientific points at level 1 may include: example rat-tail maggot found at factory site because of high level of pollution Use L1, L2, L3 annotations in scoris; do not use ticks.
		Total	10	

Question			Answer	Marks	Guidance																					
7	(a)	(i)	<i>(July whale: food energy ratio =) 1:4 is worth (2)</i> but <i>if answer on line is incorrect allow 1 mark for 0.05:0.2 or 1:4 given in working</i>	2	allow 0.05:0.2 (1) allow 0.25:1 (2) not 4:1 not 1:0.25																					
		(ii)	any three from: (overall) more whales if more food energy (1) whales migrate to where there is more food energy (1) (but) in October, there is less food energy than August but more whales (1) ratios not constant / 1:1 in September and Oct but 1:2 in Aug (1)	3	allow idea that food limits population size allow idea of whales following food allow but 1:4 in July																					
	(b)		<table><tr><td>2</td><td></td><td>competition for limited resources</td></tr><tr><td></td><td></td><td></td></tr><tr><td>4</td><td></td><td>inheritance of 'successful' adaptations</td></tr><tr><td></td><td></td><td></td></tr><tr><td>1</td><td></td><td>presence of natural variation</td></tr><tr><td></td><td></td><td></td></tr><tr><td>3</td><td></td><td>survival of the fittest</td></tr></table>	2		competition for limited resources				4		inheritance of 'successful' adaptations				1		presence of natural variation				3		survival of the fittest	2	all 3 correct (2) 1 or 2 correct (1)
2		competition for limited resources																								
4		inheritance of 'successful' adaptations																								
1		presence of natural variation																								
3		survival of the fittest																								
	(c)		any two from: layer of blubber/fat (for insulation) (1) small SA / V ratio (1) migratory habit to move to warmer areas (1)	2	allow large volume to surface area allow move to areas with longest day length – poles in summer as more photosynthesis for their food source/move away from poles as day length shortens (2)																					
			Total	9																						

Question			Answer	Marks	Guidance																		
8	(a)		<table><tr><td></td><td>Haploid</td><td>Diploid</td></tr><tr><td>egg cell</td><td>✓</td><td></td></tr><tr><td>sperm cell</td><td>✓</td><td></td></tr><tr><td>zygote</td><td></td><td>✓</td></tr><tr><td>cells in embryo</td><td></td><td>✓</td></tr><tr><td>cells in twin embryos</td><td></td><td>✓</td></tr></table> all correct (2) at least three correct (1)		Haploid	Diploid	egg cell	✓		sperm cell	✓		zygote		✓	cells in embryo		✓	cells in twin embryos		✓	2	more than one tick per line negates a correct tick
	Haploid	Diploid																					
egg cell	✓																						
sperm cell	✓																						
zygote		✓																					
cells in embryo		✓																					
cells in twin embryos		✓																					
	(b)		mitosis (1)	1	mark phonetically (look for a 't')																		
	(c)	(i)	higher pressure / greater rate of flow (1)	1	must be comparative allow can have different pressures in lungs and body (1) allow more efficient / more rapid transport of oxygen (1) allow blood is pumped around faster ignore blood is pumped fast																		
		(ii)	idea that oxygen travels from (blood of) mother / to (blood of) foetus (1) but idea that oxygen moved from mother's haemoglobin to foetus' haemoglobin (2)	2	 allow maintains a concentration gradient across placenta (1)																		
		(iii)	energy (source) (1)	1	allow valid named process eg active transport / movement / protein synthesis / DNA synthesis (1) ignore simply 'for growth' / 'for development' ignore store																		
			Total	7																			

Question		Answer	Marks	Guidance
9	(a)	Answer in range 11-12 (years) (1) idea of greatest difference between 95 th and 5 th percentile lines (1)	2	allow calculation of the difference anywhere in the 11-12 range
	(b)	(yes) because the mean / median values for boys > mean / median values for girls (1) (no) because some girls are taller than some boys (1)	2	allow value for boys at 50 percentile is higher than girls at 50 percentile allow some of the boys are same height as some of the girls ORA
	(c)	(i) max four from: structural proteins (1) to build new tissue / named tissue e.g. skin (1) hormones (1) to control growth / control body processes / control named process e.g. puberty (1) carrier molecules / eg haemoglobin (1) to transport materials (needed for growth) (1) enzymes / catalysts (1) to control chemical reactions (involved in growth) (1)	4	can only get both marks for each type of protein if points clearly linked 'job' mark is dependent on 'type' mark max 2 for types of proteins given with no link to growth allow named enzymes or named reactions eg enzymes (1) that control respiration (1) allow specific examples eg insulin (1) to control blood sugar (1) collagen (1) to make skin (1) antibodies (1) to fight disease (1) clotting factor (1) to seal wounds (1) melanin (1) protect skin from UV (1) keratin (1) to make skin/hair (1) haemoglobin (1) carry oxygen (1) two specific examples of the same type can still gain full marks e.g protease to break down protein, carbohydrase to break down carbohydrates = 4 ignore hormones that are not proteins: progesterone / oestrogens / testosterone

Question			Answer	Marks	Guidance
		(ii)	it codes for the amino acid sequence / order (1) 3 bases / triplet codes for one amino acid (1)	2	ignore bases make amino acids allow higher level answers referring to role(s) of mRNA / tRNA (up to 2 marks for full explanation)
			Total	10	

Question		Answer	Marks	Guidance
10	(a)	[Level 3] At least one argument for and one argument against is given, to include at least one explanation of the problems of inbreeding. Quality of written communication does not impede communication of the science at this level. (5–6 marks) [Level 2] At least one argument for and one argument against is given or one argument for banning given, to include at least one explanation of the problem of inbreeding. Quality of written communication partly impedes communication of the science at this level. (3–4 marks) [Level 1] One argument for or against is given. Quality of written communication impedes communication of the science at this level. (1–2 marks) [Level 0] Insufficient or irrelevant science. Answer not worthy of credit. (0 marks)	6	This question is targeted at grades up to A. Indicative scientific points at level 3 in addition to points at level 1 and 2 may include: • (explanation of problem) reduction of gene pool • reduction in variation • accumulation of harmful recessive conditions Indicative scientific points at level 1, 2 may include: Arguments for banning breeding: • causes inbreeding • health problems can arise • it is cruel / harmful / unnatural / unethical Arguments against banning breeding: • health problems can be treated • caesarean operations are routine • out-breeding can be used • breeders should be able to do so if they wish / high demand for that breed • breed has been around for hundreds of years / wrong to consign the breed to extinction
	(b)	don't selective breed for large heads / flat faces / narrow hips / selective breeding for smaller heads / less flat faces / avoid breathing problems / wider hips / (1) better health care (1)	2	allow out-breeding/ORA (1) allow dog breeding authorities (eg kennel club) to re-define characteristics of bulldogs (1)
Total			8	

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