

GCSE

Biology B

Unit **B731/01**: Modules B1, B2, B3 (Foundation Tier)

General Certificate of Secondary Education

Mark Scheme for June 2016

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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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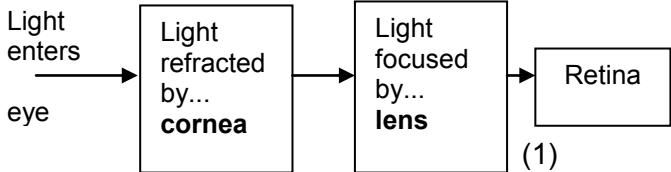
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Annotations used in scoris

Annotation	Meaning
BP	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	correct response
	incorrect response
BOD	benefit of the doubt
NBOD	benefit of the doubt not given
ECF	error carried forward
	information omitted
I	ignore
R	reject
CON	contradiction

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
—	=	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	part A = pupil (1) part B = blind spot (1)	2	allow answer correctly written by diagram label
b	 <pre> graph LR A[Light enters eye] --> B[Light refracted by... cornea] B --> C[Light focused by... lens] C --> D[Retina] style B fill:#fff,stroke:#000 style C fill:#fff,stroke:#000 style D fill:#fff,stroke:#000 </pre>	2	
c	Inherited / genetic (1)	1	allow from parent genes allow missing cones / cones don't work (1) ignore lack of cells in retina allow faulty allele / faulty gene / mutation
d	(brain) compares images from each eye (1) but the more similar the images the further away object is / ORA (2)	2	allow both eyes see different images allow overlapping field of view from each eye / different angles / triangulation
	Total	7	

Question	Answer	Marks	Guidance
2 a	(plant) hormones (1)	1	allow auxin / IAA / (plant) growth regulators etc
b	<p>any three from:</p> <p>put each tray of seeds in corresponding box (1)</p> <p>box A must have light shining onto side with hole (1)</p> <p>observe growth of seedlings after one week/period of time (1)</p> <p>seedlings in box A grow in direction of hole but seedlings in box B grow straight up (1)</p>	4	<p>allow diagram of correctly labelled and assembled equipment as follows:</p> <p>shows 2 trays in boxes (1)</p> <p>shows light from one direction v darkness (1) (boxes must have lids on and light shining into hole)</p> <p>allow two lights</p> <p>leave for a few days to grow (1)</p> <p>shows seedlings in box A grown to light box B grown straight up (1)</p> <p>not no growth in B</p>
c	<p>no (no mark) because it is not clear whether it is gravity or light the roots are responding to (2)</p> <p>BUT</p> <p>yes (no mark) because it is growing towards gravity /down or away from light (1)</p>	2	<p>allow roots showing positive geotropism / negative phototropism</p> <p>ignore references to shoot</p>
	Total	7	

Question	Answer	Marks	Guidance
3 a	<p>[Level 3] Answers contains reasons for Nicola choosing diet A and reason for Paul choosing diet B and all reasons are explained Quality of written communication does not impede communication of the science at this level. (5 – 6 marks)</p> <p>[Level 2] Answers contain more than one reason for the choice of diets and at least one reason is explained Quality of written communication partly impedes communication of the science at this level. (3 – 4 marks)</p> <p>[Level 1] Answers contain at least one reason for the choice of diets Quality of written communication impedes communication of the science at this level. (1 – 2 marks)</p> <p>[Level 0] Insufficient or irrelevant science. Answer not worthy of credit. (0 marks)</p>	6	<p>This question is targeted at grades up to C.</p> <p>Reasons for choices at level 1, 2 and 3 may include:</p> <ul style="list-style-type: none"> • Nicola chooses diet A because there is no meat • Nicola chooses diet A lower fat than diet C • Paul chooses diet B because it is high in carbohydrate <p>Explanations for choices at level 1, 2 and 3 may include:</p> <ul style="list-style-type: none"> • vegetarians do not eat meat • weight loss diets associated with low(er) fat content • high carbohydrate diet is required by long distance runners for energy <p>Use the L1, L2, L3 annotations in Scoris. Do not use ticks.</p>
b	<p>increased salt (in diet) leads to higher blood pressure (1)</p> <p>high blood pressure leads to increased risk of developing heart disease / risk of stroke / blood vessels bursting (1)</p>	2	<p>allow positive correlation between salt in diet and blood pressure ignore high salt in urine causes high blood pressure</p>
Total		8	

Question	Answer	Marks	Guidance
4 a	increases brain activity (1)	1	allow speeds up nerve transmission / reduces reaction times / speeds up reaction time / increases alertness (1) ignore hyperactive must refer to effect on nervous system so ignore higher pulse rate / raised blood pressure
b	would suffer withdrawal symptoms / form an addiction / become dependent to stimulant (1) would build up a tolerance to stimulant (1)	2	ignore just get used to it
Total		3	

Question	Answer	Marks	Guidance
5 a	any two from: binocular vision / good judges of distance/size (1) hunting strategy (1) breeding strategy (1)	2	allow both eyes face forward ignore good eye sight (1) allow good sense of smell (1) good hearing (1) camouflage (1) powerful leg muscles / speed (1) ignore claws / teeth as in stem of question ignore strong
b	<u>endangered</u> (1)	1	
c	any two from: protecting habitats (1) legal protection (against hunting) (1) education programmes (1) captive breeding programmes (1)	2	allow nature reserves / wildlife reserves ignore make habitats better allow stop hunting (1) allow breed in artificial ecosystems / zoos / wildlife parks ignore just kept in captivity / controlled environments / keep them in zoos / mate them / breed them / clone them

Question	Answer	Marks	Guidance
d	line B (no mark) because prey numbers increase cause an increase in predator numbers / predator increase causes prey population to fall (1) population of predators is less than population of prey / fewer predators than prey ORA (1)	2	If line A then no marks need causal link or lime lag idea
	Total	7	

Question	Answer	Marks	Guidance
6 a	insects (1)	1	allow correct answer ringed, ticked or underlined
b	evolution / natural selection (1)	1	allow evolving / speciation ignore adaptation
c i	they are similar species / all feed off buddleias (1)	1	allow all feed in similar way / share same habitat / all feed on nectar / ample supply of nectar not they are all the same organism
c ii	feeds on tree sap not nectar / feeds in a different way to the other butterflies / lives in a different type of habitat (1)	1	allow mouthparts specialised for feeding off tree / different foods/ flowers in woodland are different allow evolving to suit food
	Total	4	

Question	Answer	Marks	Guidance
7 a i	0.0075 (billion per year) (2) but $\frac{0.6}{80}$ (1)	2	allow range from 0.00625-0.0075 billion per year. allow range $\frac{0.5}{80}$ to $\frac{0.6}{80}$ (1)
a ii	answer must fit with part a) i) eg 10 times (0.0075 compared to 0.075) or 12 times (0.0065 compared to 0.075) (1)	1	
b	impossible to count them all / number so large / number constantly changing / idea of births and deaths impossible to keep check on (1)	1	
c	any two from: more energy required and this is obtained by burning fossil fuels (1) more CO ₂ / SO ₂ / NO ₂ / CO as a result of burning more fossil fuels / more cars / more energy needed (1) more household waste (1) more sewage (1) more mining of mineral resources (1) plastics/rubbish to landfill (1)	2	ignore references to respiration

Question	Answer	Marks	Guidance
d	(energy needs and pollution levels) will level out / they will decrease (1) because the population size is becoming constant / starting to fall (1)	2	second marking point must be linked to first as an explanation ignore simple reference to the line going up or down
	Total	8	

Question	Answer	Marks	Guidance
8	<p>[Level 3] Explains that more energy is lost from the second food chain and gives reasons why energy is lost and includes data to show loss. Quality of written communication does not impede communication of the science at this level. (5 – 6 marks)</p> <p>[Level 2] Explains that more energy is lost from the second food chain and gives reasons why energy is lost or includes data to show loss. Quality of written communication partly impedes communication of the science at this level. (3 – 4 marks)</p> <p>[Level 1] Explains that more energy is lost from the second food chain or gives a reason why energy is lost from a food chain. Quality of written communication impedes communication of the science at this level. (1 – 2 marks)</p> <p>[Level 0] Insufficient or irrelevant science. Answer not worthy of credit. (0 marks)</p>	6	<p>This question is targeted at grades up to C.</p> <p>Indicative scientific points about data may include:</p> <ul style="list-style-type: none"> • 200 kJ available to humans in food chain 2 compared with 6000kJ in food chain 1 • 30 times more energy available • If calculations are used $\frac{6000}{200000} = 3\% \text{ of energy from sun in food chain 1 is transferred to humans}$ $\frac{200}{200000} = 0.1\% \text{ of energy from sun transferred to humans in food chain 2}$ <p>Indicative scientific points about energy loss may include:</p> <ul style="list-style-type: none"> • energy is lost from food chains • energy is lost due to respiration / heat / egestion / excretion / uneaten parts • food chain 2 has more trophic levels, so more stages where energy can be lost <p>Use the L1, L2, L3 annotations in Scoris. Do not use ticks.</p>
	Total	6	

Question	Answer	Marks	Guidance
9 a i	0 (months) (1)	1	allow figure or range between 0-1 (months) allow 1 st month
ii	answer in range 11-12 (months) (1) loss in mass / mass becomes constant / graph drops / graph becomes level (1)	2	allow growth drops / stops ignore negative correlation
b	division / divided / split / multiplied (1) differentiation / specialisation (1)	2	ignore got bigger allow mitosis / created more cells not meiosis
	Total	5	

Question	Answer	Marks	Guidance
10 a	<p>[Level 3] Gives a detailed description of selective breeding related to border collies. Quality of written communication does not impede communication of the science at this level. (5 – 6 marks)</p> <p>[Level 2] Gives a partial description of selective breeding related to border collies. Quality of written communication partly impedes communication of the science at this level. (3 – 4 marks)</p> <p>[Level 1] Gives a generic description of at least two stages of selective breeding. Quality of written communication impedes communication of the science at this level. (1 – 2 marks)</p> <p>[Level 0] Insufficient or irrelevant science. Answer not worthy of credit. (0 marks)</p>	6	<p>This question is targeted at grades up to E</p> <p>Indicative scientific points may include:</p> <ul style="list-style-type: none"> • selecting for suitable characteristic e.g. speed / intelligence / ability to learn / good hearing / good sight / quick responses / stamina / calm temperament • breeding selected animals together • selecting from the offspring and using these for breeding • repeating over many generations <p>References to idea of cloning / genetic engineering limit answer to level one</p> <p>Use the L1, L2, L3 annotations in Scoris; do not use ticks.</p>
b i	39 (1)	1	
ii	78 (1)	1	
iii	DNA (1)	1	allow protein / histones ignore DNA bases / genes
iv	nucleus (1)	1	ignore mitochondria

Question	Answer	Marks	Guidance
c	any three from: get more oxygen / get oxygen more quickly (1) get more glucose / get glucose more quickly (1) to muscles (1) to get rid of extra carbon dioxide (1) for respiration / to release energy (1)	3	marking points referring to glucose, oxygen and carbon dioxide must be comparative
	Total	13	

Question	Answer	Marks	Guidance
11 a i	D (1) it has a thick(er) wall / muscle OR it should be C but the heart is reversed (1)	2	2 nd mark is dependent on the 1 st allow more muscular
ii	idea that heart would need to be turned round / placed back to front (1) to allow connection to the correct blood vessels (1)	2	allow put the heart in face down / flipped over / reversed / inverted allow idea that would need to extend / reach the blood vessels to the heart (1) to allow them to reach the correct chambers (1) arteries / veins need to be swapped around (1)
b i	6300 (1)	1	
ii	any two from (yes) x-rays are routine / easy to do (1) idea that information will help doctors (1) idea that although SI only affects 1 in 10,000 that's still 6,300 people which is a lot (1) (no) x-rays are expensive / harmful (1) SI isn't dangerous in itself (1) idea that although it's 6300 people that's only a small proportion of the population / rare condition(1)	2	allow children can wear medical tags ignore it's common allow children live healthily with SI
	Total	7	

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

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Facsimile: 01223 552553

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