



**General Certificate of Secondary Education
2023–2024**

**Double Award Science
Biology**

Unit B1

Foundation Tier

[GDW11]

WEDNESDAY 21 FEBRUARY 2024, MORNING

**MARK
SCHEME**

General Marking Instructions

Introduction

Mark schemes are intended to ensure that the GCSE examinations are marked consistently and fairly. The mark schemes provide markers with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria which they should apply in allocating marks to candidates' responses.

Assessment objectives

Below are the assessment objectives for GCSE Double Award Science.

Candidates must:

- AO1** Demonstrate knowledge and understanding of:
- scientific ideas; and
 - scientific techniques and procedures;
- AO2** Apply knowledge and understanding of and develop skills in:
- scientific ideas; and
 - scientific enquiry, techniques and procedures; and
- AO3** Analyse scientific information and ideas to:
- interpret and evaluate;
 - make judgements and draw conclusions; and
 - develop and improve experimental procedures.

Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 16-year-old which is the age at which the majority of candidates sit their GCSE examinations.

Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

Positive marking

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. The exception to this for GCSE Double Award Science is when examiners are marking complex calculations when the Examiners are briefed to mark by error or omission. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 16-year-old GCSE candidate.

Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Marking Calculations

In marking answers involving calculations, examiners should apply the 'carry error through' rule so that candidates are not penalised more than once for a computational error. To avoid a candidate being penalised, marks can be awarded where correct conclusions or inferences are made from their incorrect calculations.

Types of mark schemes

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

Levels of response

In deciding which level of response to award, examiners should look for the number of indicative content points in candidate responses to ensure that the answer has been written to coincide with the question. In deciding which mark within a particular level to award to any response, quality of communication will be assessed and examiners are expected to use their professional judgement.

The following guidance is provided to assist examiners.

- ***Threshold performance:*** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- ***High performance:*** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

Quality of written communication

Quality of written communication is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of bands of response. The description for each band of response includes reference to the quality of written communication.

For conciseness, quality of written communication is distinguished within bands of response as follows:

- Band A: Quality of written communication is excellent.
Band B: Quality of written communication is good.
Band C: Quality of written communication is basic.
Band D: Response not worthy of credit.

In interpreting these band descriptions, examiners should refer to the more detailed guidance provided below:

Band A (Excellent): Excellent reference to scientific terminology. The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

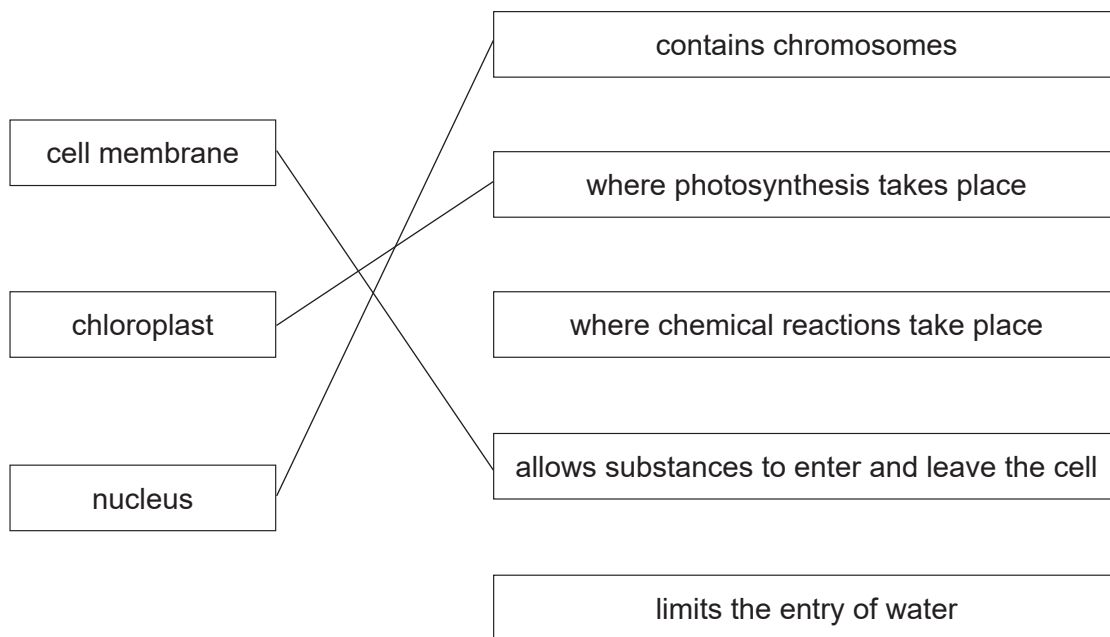
Band B (Good): Good reference to scientific terminology. The candidate makes a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Band C (Basic): Basic reference to scientific terminology. The candidate makes only a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

1 (a)

Cell structure

Function



[1] mark for each correct line (if two lines from one box on lhs – no mark awarded)

[3]

(b) cell wall/vacuole

[1]

(c) plasmid

[1]

5

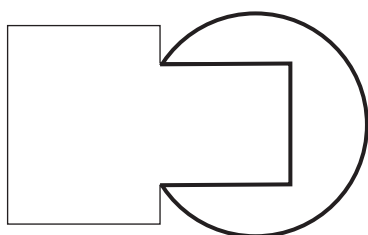
2 (a) (i) Biological;
amylase;
glucose; (in this order)

[3]

(ii) active site correctly labelled on diagram

[1]

(iii) correctly drawn enzyme-substrate complex



[1]

(b) Any **three** from:

acidic conditions (in the stomach)/pH is too low (in the stomach);
active site changes shape/denatured;
cannot form enzyme-substrate complexes/lock and key not working/
enzyme and substrate are not complementary

[3]

8

AVAILABLE
MARKS

3 (a) (i)

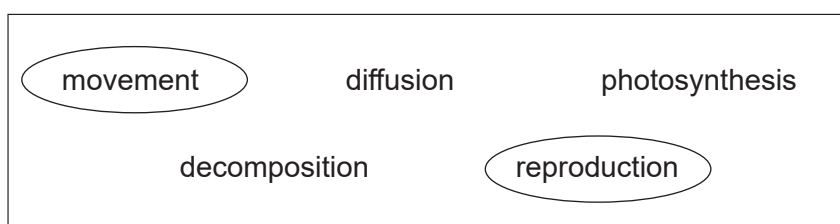
Food	Initial temperature /°C	Final temperature /°C	Rise in temperature /°C
pasta	19	61	42
solid egg white	21	56	35
streaky bacon	20	98	78

[2]

(ii) streaky bacon;
highest temp rise;

[2]

(b)



[2]

AVAILABLE
MARKS

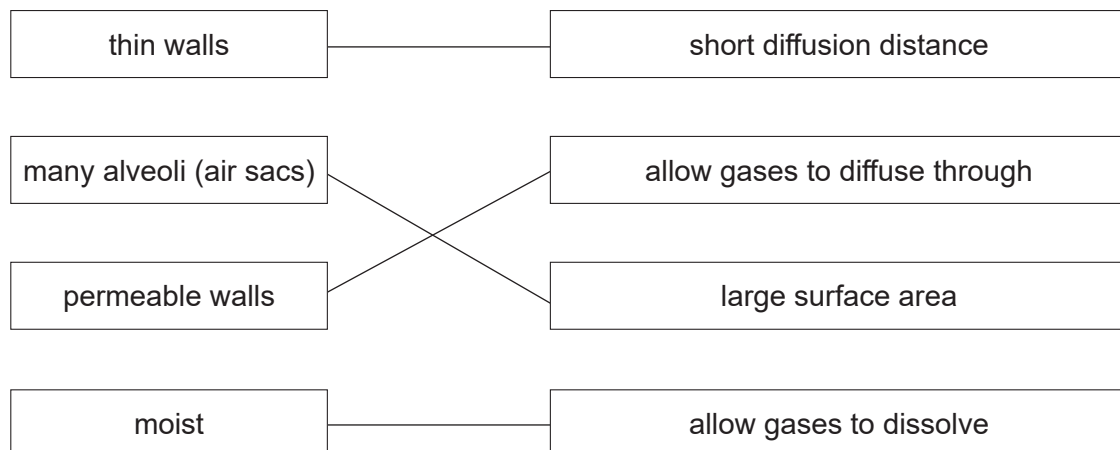
6

4 (a) (i) An arrow that points from the blood capillary into the alveolus; [1]

(ii)

Adaptation

Explanation



3 or 4 correct for [3] marks

2 correct for [2] marks

1 correct for [1] mark

[3]

(b)

Diffusion of gases occurs when there is no concentration gradient	
Diffusion of gases occurs from where a gas is in high concentration to where it is in low concentration	✓
Diffusion of gases occurs from where a gas is in low concentration to where it is in high concentration	

[1]

5

5 (a) (i) none/very very low [1]

(ii) fastest fresh fruit
jam
dried fruit
slowest crackers

fresh fruit top and crackers bottom = [1] mark

jam 2nd down and dried fruit 3rd down = [1] mark

[2]

(b)

Change in factor	Effect on rate of decomposition		
	increase	no effect	decrease
a decrease in temperature			✓
an increase in extracellular digestion by microorganism	✓		

one mark per row

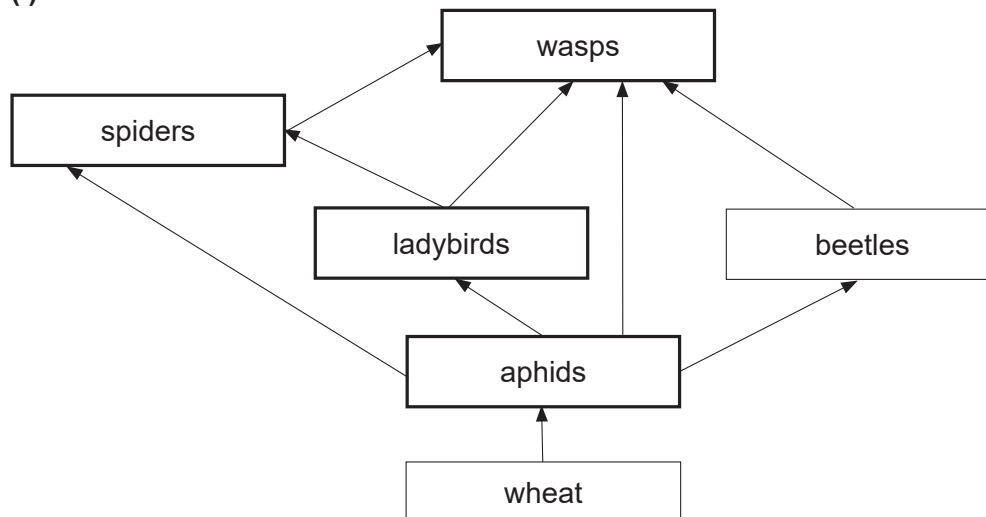
[2]

(c) bacteria;

[1]

6

6 (a) (i)



aphids at bottom and wasps at top;
 spiders and ladybirds on level above aphids, on left and middle;
 all the extra 4 correct lines joining boxes to the wasps with arrows;
 a line joining the aphids to the ladybirds with an arrow; [4]

(ii) sun/sunlight; [1]

(iii) energy flow/energy transfer; [1]

(iv) spiders/wasps; [1]

(b) more ladybirds/increase in ladybirds;
 fewer ladybirds eaten by spiders and wasps/less danger from ladybird
 predators/less predators;
 more aphids/food for the ladybirds/less competition for aphids/food; [3]

(c) increased yield/more wheat available to the farmer/more profit for
 the farmer; [1]

AVAILABLE
MARKS

11

7 Indicative content

1. phototropism;
2. grows towards the light/grows to the left;
3. unidirectional light/light is coming from one side/light is shining from the left side;
4. hormone (is produced);
5. auxin;
6. cell elongation/differential growth of cells;
7. auxin on shaded side/right side/more auxin on one side;
8. cell elongation on shaded side/right side/more elongation on one side.

Band	Response	Mark
A	Candidates use appropriate terms throughout to give at least five points from the indicative content. They use good spelling, punctuation and grammar skills. Form and style are of a high standard.	[5]–[6]
B	Candidates use appropriate terms throughout to give at least three points from the indicative content. They use satisfactory spelling, punctuation and grammar. Form and style are of a satisfactory standard.	[3]–[4]
C	Candidates use appropriate terms throughout to give at least one point from the indicative content. They use limited spelling, punctuation and grammar and have made little use of specialist terms.	[1]–[2]
D	Response not worthy of credit.	[0]

[6]

6

AVAILABLE
MARKS

8	(a) (i)	osmoregulation;	[1]	AVAILABLE MARKS
	(ii)	excretory (system);	[1]	
	(iii)	ureter; bladder; (in this order)	[2]	
	(b) (i)	respiration;	[1]	
	(ii)	(1400 + 800 + 200) = 2400; 400, 760; 400 + 760 = 1160; 2400 – 1160 = 1240; correct answer = [4] marks	[4]	
	(iii)	bar plotted correctly (allow ecf);	[1]	
	(iv)	increased; increased; decreased (in this order)	[3]	
	Total			13
				60