



GCSE BIOLOGY 8461/1H

Paper 1 Higher Tier

Mark scheme

June 2023

Version: 1.0 Final



2 3 6 G 8 4 6 1 1 H / M S

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 Examiner.

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 their judgement
- 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 (for example, a scientifically correct answer that could not reasonably be expected from a student's knowledge of the specification).

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**.
Alternative words in the mark scheme are shown by a solidus 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 errors / 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** magnetic materials.

[2 marks]

Student	Response	Marks awarded
1	iron, steel, tin	1
2	cobalt, nickel, nail*	2

3.2 Use of symbols / formulae

If a student writes a chemical symbol / formula instead of a required chemical name, or uses symbols to denote quantities in a physics equation, 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. At any point in a calculation students may omit steps from their working. If a subsequent step is given correctly, the relevant marks may be awarded.

Full marks are **not** awarded for a correct final answer from incorrect working.

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

An error can be carried forward from one question part to the next and is shown by the abbreviation 'ecf'.

Within an individual question part, an incorrect value in one step of a calculation does not prevent all of the subsequent marks being awarded.

3.6 Phonetic spelling

Marks should be awarded if spelling is not correct but the intention is clear, **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 Allow

In the mark scheme additional information, 'allow' is used to indicate creditworthy alternative answers.

3.9 Ignore

Ignore is 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.

3.10 Do **not** accept

Do **not** accept 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.

3.11 Numbered answer lines

Numbered lines on the question paper are intended to support the student to give the correct number of responses. The answer should still be marked as a whole.

4. Level of response marking instructions

Extended response questions are marked on level of response mark schemes.

- 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 two marks in each level.

Before you apply the mark scheme to a student's answer, read through the answer and, if necessary, 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. Do **not** look to penalise 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.

Use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 2 with a small amount of level 3 material it would be placed in level 2 but be awarded a mark near the top of the level because of the level 3 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	a group of the same / similar cells or a group of cells with a (similar / specific) function	ignore a group of cells unqualified ignore examples of tissue functions	1	AO1 4.2.1

Question	Answers	Extra information	Mark	AO / Spec Ref.
01.2	meristem (tissue)		1	AO1 4.1.1.4 4.1.2.3 4.2.3.1

Question	Answers	Extra information	Mark	AO / Spec Ref.
01.3	willow	ignore named parts of willow	1	AO1 4.3.1.9

Question	Answers	Extra information	Mark	AO / Spec Ref.
01.4	any one from: <ul style="list-style-type: none"> • (berries are) easy to access / pick • easier to extract chemical • taking berries will not harm the plant 	ignore berries are not underground allow taking leaves / roots might damage / kill the plant (so it cannot produce more chemical) allow idea that the lower mass / amount (of chemical) will be less toxic / harmful allow greater mass of berries than of leaves / roots	1	AO3 4.2.3.1

Question	Answers	Extra information	Mark	AO / Spec Ref.
01.5		allow conversion to mg at any point in calculation		AO2 4.3.3.1
	$(0.6 \times 1.2 =) 0.72$		1	
	$(0.72 \times 2 =) 1.44$		1	
	1.44×1000	allow conversion of a correct mass calculated for berries / roots	1	
	1440 (mg)	allow a correct answer using an incorrect conversion factor of a multiple of 10	1	
	alternative route			
	$(2 \times 1.2 =) 2.4$ (1)			
	$(2.4 \times 0.6 =) 1.44$ (1)			
	1.44×1000 (1)			
	1440 (mg) (1)			

Question	Answers	Extra information	Mark	AO / Spec Ref.
01.6	any one from:		1	AO1 4.3.3.1 4.3.1.2 4.3.1.4
	• lack of chlorophyll	allow lack of chloroplasts		
	• lack of magnesium (ions)	allow lack of mineral (ions) or named example such as iron / nitrate / potassium / zinc (ions)		
		ignore lack of nutrients / nitrogen		
		allow lack of water		
		allow incorrect pH of soil		
		allow acidic / alkaline soil		
		allow (named) infection		
		allow lack of light		
		allow other correct suggestions		

Question	Answers	Extra information	Mark	AO / Spec Ref.
01.7	any two from: <ul style="list-style-type: none"> • to check toxicity • to check dosage • to check its efficacy 	allow to check it is safe allow to check for side effects allow to check it is not poisonous / dangerous / harmful allow to check how much is needed allow to check it works allow to check it does not interact with other drugs	2	AO1 4.3.1.9

Question	Answers	Extra information	Mark	AO / Spec Ref.
01.8	(writers / companies may get) financial gain or (competitor may suffer) financial loss	ignore because the report has not been peer reviewed ignore have not used a double-blind trial	1	AO3 4.3.1.9

Question	Answers	Extra information	Mark	AO / Spec Ref.
01.9	have the claims peer reviewed		1	AO1 4.3.1.9

Total Question 1	13
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Question 2

Question	Answers	Extra information	Mark	AO / Spec Ref.
02.1	A		1	AO1 4.2.2.2

Question	Answers	Extra information	Mark	AO / Spec Ref.
02.2	C		1	AO1 4.2.2.2

Question	Answers	Extra information	Mark	AO / Spec Ref.
02.3	right atrium		1	AO1 4.2.2.2

Question	Answers	Extra information	Mark	AO / Spec Ref.
02.4	<p>any two from:</p> <ul style="list-style-type: none"> • (artery) has a thicker muscle (tissue) • (artery) has a thicker elastic (tissue) • (artery) has a narrower lumen • (artery) does not contain valves 	<p>allow converse if clearly referring to a vein</p> <p>} if neither mark awarded allow 1 mark for artery has a thicker wall</p> <p>allow description of lumen</p>	2	AO1 4.2.2.2

Question	Answers	Extra information	Mark	AO / Spec Ref.
02.5	as the percentage of the (coronary) artery that is blocked increases, blood flow decreases	allow converse allow the greater the blockage, the less blood flows allow negative correlation or inversely proportional allow as one increases, the other decreases	1	AO2 4.2.2.2

Question	Answers	Extra information	Mark	AO / Spec Ref.
02.6	scale on y-axis	must take up at least 50% of axis	1	AO2 4.2.2.2
	all points plotted	allow 3 or 4 correct plots for 1 mark allow a tolerance of $\pm \frac{1}{2}$ small square	2	
	correct curved line of best fit	ignore line joined point to point with straight lines ignore extrapolation	1	

Question	Answers	Extra information	Mark	AO / Spec Ref.
02.7	correct answer from student's line in Figure 3	allow a tolerance of $\pm \frac{1}{2}$ small square if no line drawn on Figure 3 , allow a value from 18 to 24 (cm ³ /minute)	1	AO3 4.2.2.2

Question	Answers	Mark	AO / Spec Ref.
02.8	Level 3: Relevant points (reasons / causes) are identified, given in detail and logically linked to form a clear account.	5-6	AO1 AO2
	Level 2: Relevant points (reasons / causes) are identified, and there are attempts at logical linking. The resulting account is not fully clear.	3-4	4.2.2.2 4.2.2.4 4.4.2.1 4.4.2.2
	Level 1: Points are identified and stated simply, but their relevance is not clear and there is no attempt at logical linking.	1-2	
	No relevant content.	0	
	Indicative content: <ul style="list-style-type: none"> • reduced blood flow to heart (muscle / tissue / cells) • (so) less oxygen to heart (muscle / tissue / cells) • (so) less glucose to heart (muscle / tissue / cells) • (so) less (aerobic) respiration (in heart / body cells) • (more) anaerobic respiration • (so) less energy (released) • (so) less muscle contraction • (so) less blood / oxygen / glucose around the body (from heart) or slower flow of blood / oxygen / glucose to body (from heart) • less carbon dioxide removed from body (muscle / tissue / cells) • (resulting in) breathlessness • (resulting in) tiredness • (anaerobic respiration causes) production of lactic acid • (build-up of lactic acid) causes muscle fatigue / pain or chest pain <p>For Level 3, students must explain the effect of reduced oxygen / glucose on respiration or energy release and its consequence</p>		

Question	Answers	Extra information	Mark	AO / Spec Ref.
02.9	any one pair from:	mark as a pair		AO1 4.2.2.4
	• (insert) stent(s)	allow description	1	
	(to) open (coronary) artery	ignore unblock (coronary) artery	1	
	• (prescribe) statins (1)			
	(to) reduce (blood) cholesterol (1)	allow to slow down the rate of fatty material deposit		
	• heart (and lung) transplant (1)			
	(to) replace the diseased heart with a healthy heart (1)			
	• use an artificial heart (1)			
	(to) keep the patient alive while waiting for a transplant (1)	allow (artificial heart) pumps blood around the body in place of the heart		
	• (artery / heart) bypass (1)	allow description		
	(to) divert blood around the blockage (1)			

Total Question 2	19
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Question 3

Question	Answers	Extra information	Mark	AO / Spec Ref.
03.1	(bacteria) release / produce toxins	allow (bacteria) release / produce poisons ignore toxins unqualified	1	AO1 4.3.1.3 4.3.1.1

Question	Answers	Mark	AO / Spec Ref.
03.2	Level 2: Relevant points (reasons / causes) are identified, given in detail and logically linked to form a clear account.	3-4	AO2
	Level 1: Relevant points (reasons / causes) are identified, and there are attempts at logical linking. The resulting account is not fully clear.	1-2	AO1
	No relevant content	0	4.3.1.3 4.3.1.7
	Indicative content: <i>Vaccination of animal</i> <ul style="list-style-type: none"> (animal's) white blood cells / lymphocytes produce antibodies (against <i>Salmonella</i> / vaccine / antigens) antibodies are specific / complementary / correct to <i>Salmonella</i> / antigens (specific) antibodies bind to <i>Salmonella</i> / antigens <i>Secondary response in animal</i> <ul style="list-style-type: none"> if infected (specific) antibodies are produced quickly or in large numbers (so) white blood cells or antibodies would kill (live) <i>Salmonella</i> (so) fewer / no bacteria / pathogens / <i>Salmonella</i> in animals or in animal products (meat / milk / eggs) <i>Prevention of food poisoning in humans</i> <ul style="list-style-type: none"> (so) fewer / no bacteria / pathogens / <i>Salmonella</i> eaten or in (named) food (so) number of bacteria never reaches a high enough level for infection to develop (so) fewer toxins produced (in humans). <p>For Level 2 students must link immune response in animals to prevention of an outbreak in humans.</p>		

Question	Answers	Extra information	Mark	AO / Spec Ref.
03.3	<p>any two from:</p> <ul style="list-style-type: none"> disinfect hands / work surface sterilise Petri dish or culture medium (before use) pass inoculating loop / forceps through a flame (before use) work near a flame or work in a fume cupboard tilt lid (of Petri dish) when placing discs on agar (to minimise contact with air / breath) secure lid of Petri dish with adhesive tape 	<p>allow alternative descriptions of sterilising equipment such as UV light</p> <p>ignore clean / wash surfaces / hands / equipment</p> <p>allow sterilise agar (before use)</p> <p>ignore sterilise equipment</p> <p>allow example of other method to minimise contact with air / breath</p> <p>ignore store dish upside-down</p>	2	AO1 4.1.1.6 RPA2

Question	Answers	Extra information	Mark	AO / Spec Ref.
03.4	<p>(37 °C)</p> <p>37 °C is human / body temperature</p> <p><i>Salmonella</i> / bacteria grows best / better at 37 °C</p> <p>(25 °C)</p> <p>25 °C reduces / prevents the growth of bacteria that are harmful to humans / students</p>	<p>allow (so) bacteria grow best / better at human body temperature</p> <p>allow because it is too low for growth of human pathogens</p>	<p>1</p> <p>1</p> <p>1</p>	AO2 4.1.1.6 4.3.1.3 RPA2

Question	Answers	Extra information	Mark	AO / Spec Ref.
03.5	(acts as a) control	allow for comparison allow to show that the results are not due to the paper disc allow to show that the results are due to the antibiotic ignore to show the effect / effectiveness of the antibiotic do not accept as a control variable	1	AO2 4.1.1.6 RPA2

Question	Answers	Extra information	Mark	AO / Spec Ref.
03.6	(they) killed the most bacteria	allow prevented most bacteria growing / replicating allow largest zone of inhibition (of bacteria) ignore largest clear area unqualified ignore antibiotic B killed the most bacteria	1	AO2 4.1.1.6 RPA2

Question	Answers	Extra information	Mark	AO / Spec Ref.
03.7	measure the diameter / radius of each clear area or calculate / measure the area of each clear area	allow measure the diameter / radius of each region where the bacteria are killed allow calculate the area of each region where the bacteria are killed	1	AO3 4.1.1.6 RPA2

Question	Answers	Extra information	Mark	AO / Spec Ref.
03.8	bacteria must be <u>resistant</u> (to antibiotic B)	do not accept bacteria must be immune	1	AO3 4.3.1.8

Question	Answers	Extra information	Mark	AO / Spec Ref.
03.9	water enters the (bacterial) cell (water enters) by osmosis	allow (water enters) by diffusion through a partially / selectively / semi permeable membrane	1	AO2 4.3.1.8 4.1.3.2 4.1.1.1
		do not accept if description of concentrations is incorrect	1	
	(so) damaged / incomplete / no cell wall cannot withstand pressure (of water)	allow (so remaining) cell membrane cannot stretch further	1	

Total Question 3	17
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Question 4

Question	Answers	Extra information	Mark	AO / Spec Ref.
04.1	<p>any two from:</p> <ul style="list-style-type: none"> • <i>(effect)</i> muscle fatigue or oxygen debt occurs (1) <p><i>(reason)</i> caused by (build-up of) lactic acid (1)</p> <ul style="list-style-type: none"> • <i>(effect)</i> (continued) heavy / deep / fast breathing (1) <p><i>(reason)</i> to provide the oxygen needed to break down (built-up) lactic acid (1)</p> <ul style="list-style-type: none"> • <i>(effect)</i> (continued) increased heart rate (1) <p><i>(reason)</i> to provide the oxygen needed to break down (built-up) lactic acid (1)</p> <ul style="list-style-type: none"> • <i>(effect)</i> fewer / weaker muscle <u>contractions</u> (1) <p><i>(reason)</i> (because) less energy is released / available (1)</p>	<p>mark as pairs</p> <p>allow muscle cramp</p> <p>ignore fatigue / cramp</p> <p>unqualified</p> <p>allow to repay the oxygen debt</p> <p>allow to repay the oxygen debt</p> <p>do not accept energy being produced / made / created</p>	4	<p>AO1</p> <p>4.4.2.1</p> <p>4.4.2.2</p>

Question	Answers	Mark	AO / Spec Ref.
04.2	Level 3: The method would lead to the production of a valid outcome. The key steps are identified and logically sequenced.	5-6	AO3 4.4.2.2
	Level 2: The method would not necessarily lead to a valid outcome. Most steps are identified, but the method is not fully logically sequenced.	3-4	
	Level 1: The method would not lead to a valid outcome. Some relevant steps are identified, but links are not made clear.	1-2	
	No relevant content.	0	
	Indicative content <ul style="list-style-type: none"> • test a group of athletes • use at least two different types / intensities of exercise • get each athlete to do all exercises or have a large (≥ 30) group doing each exercise • record heart rate for each athlete before and after exercise or calculate increase in heart rate for each athlete after exercise • calculate the mean increase in heart rates for each type / intensity of exercise • compare mean increase in heart rates for each type / intensity of exercise • control variables: <ul style="list-style-type: none"> ○ same (biological) sex or mix of sexes ○ same level of activity / exercise ○ same age ○ same caffeine / drug / medicine intake ○ same length of time for exercise ○ no health issues / illnesses ○ return to resting heart rate before each exercise 		

Question	Answers	Extra information	Mark	AO / Spec Ref.
04.3	(athlete is) faster / stronger	allow description of improved performance	1	AO2 4.4.2.1 4.4.2.2
	(because more muscle mass so) more / stronger muscle <u>contractions</u>	allow reference to increased stamina / endurance	1	

Question	Answers	Extra information	Mark	AO / Spec Ref.
04.4	hybridoma		1	AO1 4.3.2.1

Question	Answers	Extra information	Mark	AO / Spec Ref.
04.5	any three from: <ul style="list-style-type: none"> • (cell) is <u>cloned</u> • many (identical) cells are produced • all the cells make the same antibody • the antibody is (collected and) purified 	ignore name of cell allow many clones are produced	3	AO1 4.3.2.1

Question	Answers	Extra information	Mark	AO / Spec Ref.
04.6	a monoclonal antibody only binds to the anabolic steroid		1	AO2 4.3.2.1

Question	Answers	Extra information	Mark	AO / Spec Ref.
04.7	to show that the test is working	allow to prevent a false negative (result) ignore to show there are free / remaining monoclonal antibodies	1	AO3 4.3.2.1 4.3.2.2

Question	Answers	Extra information	Mark	AO / Spec Ref.
04.8	<i>evidence</i> no blue / visible dye (in control area)	allow no line(s) (in control area) allow no colour change (in control area)	1	AO3 4.3.2.1 4.3.2.2
	<i>reason</i> (because) no (free) monoclonal antibodies bound to control area	allow the (free) monoclonal antibodies did not move up the test strip	1	
	or (because) there were no (free) monoclonal antibodies on the end of the (test) strip	allow urine did not move up the test strip		

Question	Answers	Extra information	Mark	AO / Spec Ref.
04.9	D		1	AO3 4.3.2.1 4.3.2.2

Total Question 4	21
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Question 5

Question	Answers	Extra information	Mark	AO / Spec Ref.
05.1	vector		1	AO1 4.3.1.5

Question	Answers	Extra information	Mark	AO / Spec Ref.
05.2	<p>any three from:</p> <ul style="list-style-type: none"> • protist / it has mitochondria • protist / it has (a) nucleus or protist DNA / genetic material is not free in the cytoplasm • protist / it does not have a single loop of DNA / genetic material • protist / it does not have <u>plasmids</u> • protist / it does not have a cell wall 	<p>allow converse for prokaryotic cells</p> <p>allow eukaryotic for protist</p> <p>if neither mark awarded, allow 1 mark for protist has membrane-bound structures ignore genetic information</p> <p>ignore genetic information</p> <p>do not accept eukaryotic cell does not have a cell wall</p> <p>allow protist / it does not have a slime capsule</p> <p>ignore cilia / flagellae / ribosomes</p> <p>ignore size / shape</p>	3	AO2 4.1.1.1 4.3.1.5

Question	Answers	Extra information	Mark	AO / Spec Ref.
05.3	less oxygen carried (in blood)	allow less oxygen carried (to cells) ignore reference to number of red blood cells unqualified do not accept no oxygen carried	1	AO2 4.4.2.3 4.4.2.1 4.2.2.3
	less energy released from <u>respiration</u>	do not accept energy produced / made / created	1	

Question	Answers	Mark	AO / Spec Ref.														
05.4	any three pairs from:	3	AO1 4.6.1.1 4.1.2.2														
	<table><tr><th>Sexual reproduction</th><th>Asexual reproduction</th></tr><tr><td>involves two parents</td><td>involves one parent</td></tr><tr><td>involves gametes joining / fusing or involves fertilisation</td><td>involves no (fusion of) gametes or does not involve fertilisation</td></tr><tr><td>there is mixing of genetic material / information or there is genetic variation or offspring are genetically different</td><td>there is no mixing of genetic material / information or there is no genetic variation or offspring are genetically identical ignore reference to clones</td></tr><tr><td>involves (only) meiosis</td><td>involves mitosis or does not involve meiosis</td></tr><tr><td>more energy required</td><td>less energy required</td></tr><tr><td>slower</td><td>faster</td></tr></table>			Sexual reproduction	Asexual reproduction	involves two parents	involves one parent	involves gametes joining / fusing or involves fertilisation	involves no (fusion of) gametes or does not involve fertilisation	there is mixing of genetic material / information or there is genetic variation or offspring are genetically different	there is no mixing of genetic material / information or there is no genetic variation or offspring are genetically identical ignore reference to clones	involves (only) meiosis	involves mitosis or does not involve meiosis	more energy required	less energy required	slower	faster
	Sexual reproduction			Asexual reproduction													
	involves two parents			involves one parent													
	involves gametes joining / fusing or involves fertilisation			involves no (fusion of) gametes or does not involve fertilisation													
	there is mixing of genetic material / information or there is genetic variation or offspring are genetically different			there is no mixing of genetic material / information or there is no genetic variation or offspring are genetically identical ignore reference to clones													
	involves (only) meiosis			involves mitosis or does not involve meiosis													
	more energy required			less energy required													
	slower			faster													
	if no other mark awarded allow 1 mark for asexual reproduction produces many offspring																
pairs of answers can be in any order																	

Question	Answers	Extra information	Mark	AO / Spec Ref.
05.5	(no bases so) <u>DNA</u> replication cannot occur	allow copying / duplicating / doubling for replication ignore cannot make DNA unqualified	1	AO2 4.1.2.2

Question	Answers	Extra information	Mark	AO / Spec Ref.
05.6	(after DNA replication) one set of chromosomes is pulled to each end of the cell	allow one (member) of each pair of chromosomes is pulled to each end of the cell ignore (half the) chromosomes are pulled to each end of the cell	1	AO1 4.1.2.2
	nucleus <u>divides</u>	allow two (new) nuclei form	1	
	cytoplasm or cell membrane divides to form two cells	allow cytokinesis	1	

Question	Answers	Extra information	Mark	AO / Spec Ref.
05.7	having disorder S reduces incidence / percentage of malaria	allow having disorder S reduces chance of getting malaria allow having disorder S protects against malaria	1	AO3 4.2.2.5 4.3.1.5
	as age increases a lower percentage of children with disorder S get malaria until age 10, then the percentage increases	allow protection against malaria increases with (increasing) age until age 10, then it decreases	1	

Total Question 5	15
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Question 6

Question	Answers	Extra information	Mark	AO / Spec Ref.
06.1	(lhs) $\text{H}_2\text{O} + \text{CO}_2$ and (rhs) O_2	in either order	1	AO1 4.4.1.1

Question	Answers	Extra information	Mark	AO / Spec Ref.
06.2	from 0 to 5 000 lux		1	AO3 4.4.1.2

Question	Answers	Extra information	Mark	AO / Spec Ref.
06.3	any one from: <ul style="list-style-type: none"> • use (different) coloured bulb(s) / LED(s) • use (different) coloured filter(s) in front of lamp • put (different) coloured transparent material(s) over lamp / beaker 	allow named transparent material(s)	1	AO2 4.4.1.2 RPA6

Question	Answers	Extra information	Mark	AO / Spec Ref.
06.4	<i>independent</i> colour of light	allow wavelength of light ignore colour of filter / bulb / lamp	1	AO2 4.4.1.1 4.4.1.2 RPA6
	<i>dependent</i> time (taken for 10 leaf discs to reach the surface of the solution)		1	

Question	Answers	Extra information	Mark	AO / Spec Ref.
06.5	any one from: <ul style="list-style-type: none"> so that discs would sink (to the bottom of the beaker) so any gas (that makes the discs rise) is from photosynthesis air is a gas so any left in discs would add to the oxygen produced by photosynthesis 	allow leaf for disc throughout allow so the discs do not float ignore reference to carbon dioxide allow as a <u>control variable</u>	1	AO2 4.4.1.1 4.4.1.2 RPA6

Question	Answers	Extra information	Mark	AO / Spec Ref.
06.6	(sodium hydrogencarbonate) provides / releases carbon dioxide (carbon dioxide is used) for photosynthesis	ignore (sodium hydrogencarbonate) contains carbon dioxide ignore provides water	1 1	AO2 4.4.1.1 4.4.1.2 RPA6

Question	Answers	Extra information	Mark	AO / Spec Ref.
06.7	oxygen was produced in photosynthesis oxygen / gas is trapped in / around disc / leaf	allow bubbles are trapped in / around the disc / leaf allow oxygen / gas (makes leaf discs) less dense than solution / water allow the oxygen / gas under the disc / leaf pushes the disc / leaf up	1 1	AO1 AO2 4.4.1.1 4.4.1.2 RPA6

Question	Answers	Extra information	Mark	AO / Spec Ref.
06.8	to absorb / use many / more colours / wavelengths of light	allow to increase the rate of photosynthesis ignore to absorb as much light as possible do not accept to absorb all colours / wavelengths of light	1	AO2 4.4.1.1 4.4.1.2

Question	Answers	Extra information	Mark	AO / Spec Ref.
06.9	chlorophyll absorbs most or a lot of blue light	if neither mark awarded allow 1 mark for chlorophyll absorbs more blue light (than green light) allow chlorophyll reflects most of the green light	1	AO3
	chlorophyll absorbs least or very little or not much green light		1	AO3
	(so) discs in blue light took the least time to rise (to surface) because they photosynthesised faster / more or (so) discs in green light took the most time to rise (to surface) because they photosynthesised slower / less		1	AO2
	use of data (from Figure 10 and Table 6) eg approximately 80% of blue light absorbed		1	AO2 4.4.1.1 4.4.1.2

Total Question 6	15
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