



AQA Level 1/2 Certificate in Biology

PAPER 2

SPECIMEN MARK SCHEME

MARK SCHEME

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 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

- 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 lines 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.)

3. Marking points

3.1 Marking of lists

This applies to questions requiring a set number of responses, but for which candidates 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)

Candidate	Response	Marks awarded
1	4,8	0
2	green, 5	0
3	red*, 5	1
4	red*, 8	0

Example 2: Name two planets in the solar system. (2 marks)

Candidate	Response	Marks awarded
1	Pluto, Mars, Moon	1
2	Pluto, Sun, Mars, Moon	0

3.2 Use of chemical symbols / formulae

If a candidate 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, as shown in the column 'answers', 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.

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 are 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.

4. Quality of communication and levels marking

In Question 5(a) candidates 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.

Candidates 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.

COMPONENT NUMBER: AQA Level 1/2 Certificate in Biology

COMPONENT NAME: Paper 2

STATUS: Specimen Paper V1.0

question	answers	extra information	mark
1(a)		<p>1 mark for each correct line mark each line from left hand box two lines from left hand box cancels mark for that box</p>	4
1(b)(i)	<p>because antibiotics diffuse / pass (into agar) where they kill bacteria</p>		1 1
1(b)(ii)	as a control		1
1(b)(iii)	<p>as the concentration increases more bacteria are killed or causes less growth</p> <p>levels off (at 6 units) or the greatest effect is when the concentration is increased from 4 to 6 units</p>		1 1
1(b)(iv)	<p>repeat experiment with more concentrations of antibiotic between 4 and 6 units</p>		1 1
1(c)(i)	MRSA	accept <i>Clostridium</i>	1
1(c)(ii)	mutation		1
1(c)(iii)	overuse / inappropriate use of antibiotics		1
Total			14

COMPONENT NUMBER: AQA Level 1/2 Certificate in Biology**COMPONENT NAME: Paper 2****STATUS: Specimen Paper V1.0**

question	answers	extra information	mark
2(a)	towards spinal cord by A and away from spinal cord by B		1
2(b)	by chemicals		1
2(c)	muscle labelled X		1
2(d)(i)	$1.5 \div 75$ $= 0.02 \text{ s}$	correct answer with or without working gains 2 marks	1 1
2(d)(ii)	impulse is slowed down at synapse because of time taken for diffusion of the chemical (across the synapse)	award up to 2 marks for any other feasible suggestion	1 1
2(e)(i)	distance moved by hammer		1
2(e)(ii)	permanent record of results provides means of measuring the very short time the hammer moved		1 1
2(e)(iii)	circle around distance in trial 5 eg hammer did not hit tendon fully		1 1
2(e)(iv)	increasing the speed of hammer increases the distance the toe moved up to a maximum of 10 cm		1 1
2(e)(v)	eg reduce grid size to eg 1 cm	award 1 mark for any feasible suggestion	1
Total			15

COMPONENT NUMBER: AQA Level 1/2 Certificate in Biology**COMPONENT NAME: Paper 2****STATUS: Specimen Paper V1.0**

question	answers	extra information	mark
3(a)(i)	A – slide		1
	B – coverslip		1
	C – (teat / bulb) pipette		1
	D – (mounted) needle		1
3(a)(ii)	place epidermis on (centre of) slide		1
	use pipette to add drop of liquid/ water / stain to epidermis		1
	use needle to lower coverslip onto liquid		1
3(b)(i)	$18 \div 4$ $= 4.5$	correct answer with or without working gains 2 marks	1 1
	3(b)(ii)	$(1 \div 0.0001) \times 4.5$ $= 45\ 000$	correct answer with or without working gains 2 marks allow ecf from part (b)(i)
3(b)(iii)		$0.003 \div (\text{eg } 4 / 5 / 6)$	correct answer with or without working gains 2 marks
	0.0006	allow answers in range 0.0005 – 0.0007 inclusive	1

Question 3 continues on the next page . . .

COMPONENT NUMBER: AQA Level 1/2 Certificate in Biology**COMPONENT NAME: Paper 2****STATUS: Specimen Paper V1.0**

question	answers	extra information	mark
4(a)(i)	the darker blue colour produced absorbs more light		1
4(a)(ii)	colorimeter will have better resolution than eye less chance of human error		1 1
4(b)(i)	6.7 – 7 (minutes)	correct answer with or without working gains 2 marks if final answer incorrect award 1 mark for evidence of selection of 40(% light intensity) either in working or in graph 2	2
4(b)(ii)	all starch broken down		1
4(c)	because 40 °C is the optimum temperature for the enzyme's action and the enzyme is denatured / destroyed / damaged at higher temperatures		1 1
4(d)	fructose is sweeter than glucose therefore needed in smaller quantities or so fewer calories in the slimming food		1 1
Total			10

COMPONENT NUMBER: AQA Level 1/2 Certificate in Biology**COMPONENT NAME: Paper 2****STATUS: Specimen Paper V1.0**

question	answers	extra information	mark
5(a)	Marks awarded for this answer will be determined by the quality of communication as well as the standard of the scientific response. Examiners should also refer to the information on page 4 and apply a best-fit approach to the marking.		
0 marks	Level 1 (1–2 marks)	Level 2 (3–4 marks)	Level 3 (5–6 marks)
No relevant content.	The method described is basic but shows some understanding of the sequence of an investigation.	The method described is clear and will enable valid results to be collected.	The method described is clear and detailed will enable valid results to be collected.
examples of biology points made in the response:			
<ul style="list-style-type: none"> • use of scalpel to cut chips to same dimensions • use of range of sodium chloride concentrations • use of forceps to transfer chips • use of balance to measure mass of chips before immersion • use of balance to measure mass of chips after immersion • chips left in solutions for same length of time 			
5(b)(i)	y axis: labelled 'Change in length of cylinders in mm'	deduct one mark for each incorrect plot up to a maximum of 2	1
	points or bars plotted correctly to within ± 1 mm		2
	suitable line of best fit drawn on graph		1
5(b)(ii)	0.3	allow correct reading from student graph	1
5(b)(iii)	there is a higher concentration of solutes outside the cylinders than inside	allow higher concentration of water inside cylinders than outside	1
	so water molecules will move through partially permeable membranes (by osmosis)		1
	from the potato cylinder to the outside (solution)		1
Total			14

COMPONENT NUMBER: AQA Level 1/2 Certificate in Biology

COMPONENT NAME: Paper 2

STATUS: Specimen Paper V1.0

question	answers	extra information	mark						
6(a)	digestion of carbohydrates or absorption from small intestine		1						
6(b)(i)	glycogen		1						
6(b)(ii)	lipid / fat		1						
6(c)	<table border="1"><tbody><tr><td></td><td>✓</td></tr><tr><td>✓</td><td></td></tr><tr><td>✓</td><td></td></tr></tbody></table>		✓	✓		✓		1 mark for each correct row	3
	✓								
✓									
✓									
6(d)	reference to '98.6% of all people who used the new treatment reported an improvement in their condition' is not relevant because <u>only</u> 30 patients or not enough / not many patients		1 1						
Total			8						

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question	answers	extra information	mark
7(a)	oxygen		1
7(b)	some animals not dislodged or some animals missed / escaped through net		1
7(c)	mayfly indicate unpolluted water but do not indicate how much sewage pollution there is freshwater shrimps could not be used as indicators since their numbers were the same in unpolluted water and heavily polluted water water hoglice are found in small numbers in both pure and heavily polluted water; however, they increase in numbers downstream of the pollution so could be considered as indicators of moderately polluted water blackfly larvae are found in small numbers in both pure, moderately and heavily polluted water; however, they increase in numbers further downstream of the pollution than hoglice so could be considered as indicators of lightly polluted water		1 1 1 1
7(d)	240–260		1

Question 7 continues on the next page . . .

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STATUS: Specimen Paper V1.0

Question 7 continued . . .

question	answers	extra information	mark
7(e)(i)	invertebrate C is the most sensitive to copper pollution or invertebrate E is least sensitive to copper pollution		1
7(e)(ii)	Argued evaluation: using invertebrates involves counting and is therefore easier to do than chemical analysis using invertebrates gives 'long term picture' rather than 'snapshot' but the use of chemical method gives more accurate determination of copper concentration		1 1 1
Total			11