

Higher

GCSE

Biology A Gateway

J247/03: Paper 3 (Higher Tier)

General Certificate of Secondary Education

Mark Scheme for June 2022

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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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MARKING INSTRUCTIONS**PREPARATION FOR MARKING****RM ASSESSOR**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: RM Assessor Online Training; OCR Essential Guide to Marking.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are available in RM Assessor.
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 50% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the RM Assessor messaging system.

5. Work crossed out:
- a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
 - b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. There is a NR (No Response) option. Award NR (No Response)
- if there is nothing written at all in the answer space
 - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
 - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

8. The RM Assessor **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
- If you have any questions or comments for your Team Leader, use the phone, the RM Assessor messaging system, or email.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

10. For answers marked by levels of response:

Read through the whole answer from start to finish, using the Level descriptors to help you decide whether it is a strong or weak answer. The indicative scientific content in the Guidance column indicates the expected parameters for candidates' answers, but be prepared to recognise and credit unexpected approaches where they show relevance. Using a 'best-fit' approach based on the skills and science content evidenced within the answer, first decide which set of level descriptors, Level 1, Level 2 or Level 3, best describes the overall quality of the answer.

Once the level is located, award the higher or lower mark:

The higher mark should be awarded where the level descriptor has been evidenced and all aspects of the communication statement (in italics) have been met.

The lower mark should be awarded where the level descriptor has been evidenced but aspects of the communication statement (in italics) are missing.















In summary:

The skills and science content determines the level.

The communication statement determines the mark within a level.

Level of response question on this paper is **24(a)**.

11. Annotations available in RM Assessor

| Annotation | Meaning |
|---|--|
|  | Correct response |
|  | Incorrect response |
|  | Omission mark |
|  | Benefit of doubt given |
|  | Contradiction |
|  | Rounding error |
|  | Error in number of significant figures |
|  | Error carried forward |
|  | Level 1 |
|  | Level 2 |
|  | Level 3 |
|  | Benefit of doubt not given |
|  | Noted but no credit given |
|  | Ignore |

12. Abbreviations, annotations and conventions used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions).

| Annotation | Meaning |
|---------------------|---|
| / | alternative and acceptable answers for the same marking point |
| ✓ | Separates marking points |
| DO NOT ALLOW | Answers which are not worthy of credit |
| IGNORE | Statements which are irrelevant |
| ALLOW | Answers that can be accepted |
| () | Words which are not essential to gain credit |
| — | Underlined words must be present in answer to score a mark |
| ECF | Error carried forward |
| AW | Alternative wording |
| ORA | Or reverse argument |

13. Subject-specific Marking Instructions

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

The breakdown of Assessment Objectives for GCSE (9-1) in Biology:

| | Assessment Objective |
|--------------|---|
| AO1 | Demonstrate knowledge and understanding of scientific ideas and scientific techniques and procedures. |
| AO1.1 | Demonstrate knowledge and understanding of scientific ideas. |
| AO1.2 | Demonstrate knowledge and understanding of scientific techniques and procedures. |
| AO2 | Apply knowledge and understanding of scientific ideas and scientific enquiry, techniques and procedures. |
| AO2.1 | Apply knowledge and understanding of scientific ideas. |
| AO2.2 | Apply knowledge and understanding of scientific enquiry, techniques and procedures. |
| AO3 | Analyse information and ideas to interpret and evaluate, make judgements and draw conclusions and develop and improve experimental procedures. |
| AO3.1 | Analyse information and ideas to interpret and evaluate. |
| AO3.1a | Analyse information and ideas to interpret. |
| AO3.1b | Analyse information and ideas to evaluate. |
| AO3.2 | Analyse information and ideas to make judgements and draw conclusions. |
| AO3.2a | Analyse information and ideas to make judgements. |
| AO3.2b | Analyse information and ideas to draw conclusions. |
| AO3.3 | Analyse information and ideas to develop and improve experimental procedures. |
| AO3.3a | Analyse information and ideas to develop experimental procedures. |
| AO3.3b | Analyse information and ideas to improve experimental procedures. |

For answers to Section A if an answer box is blank ALLOW correct indication of answer e.g. circled or underlined.

| Question | Answer | Marks | AO element | Guidance |
|----------|--------|-------|------------|----------|
| 1 | C ✓ | 1 | 1.1 | |
| 2 | B ✓ | 1 | 1.2 | |
| 3 | D ✓ | 1 | 1.1 | |
| 4 | A ✓ | 1 | 1.1 | |
| 5 | C ✓ | 1 | 1.1 | |
| 6 | A ✓ | 1 | 1.1 | |
| 7 | C ✓ | 1 | 1.1 | |
| 8 | C ✓ | 1 | 2.1 | |
| 9 | A ✓ | 1 | 2.2 | |
| 10 | A ✓ | 1 | 1.1 | |
| 11 | D ✓ | 1 | 1.1 | |
| 12 | B ✓ | 1 | 2.2 | |
| 13 | B ✓ | 1 | 2.1 | |
| 14 | B ✓ | 1 | 1.1 | |
| 15 | B ✓ | 1 | 1.1 | |

| Question | | Answer | Marks | AO element | Guidance |
|----------|---------|---|-------|------------|---|
| 16 | (a) (i) | Lipase ✓ Fatty acids ✓ Glycerol ✓ | 3 | 3 x 2.1 | ALLOW enzyme |
| | (ii) | Curve that goes up (and down) ✓ Curve that shows peak/maximum in alkaline pH ✓ | 2 | 2 x 2.1 | ALLOW any pH peak/maximum greater than 7 |
| | (b) | <p>Independent variable (max 2)</p> <ul style="list-style-type: none"> Change the temperature ✓ Method of maintaining/changing the temperature e.g. water bath/Bunsen burner ✓ <p>Observations to be made (max 2)</p> <ul style="list-style-type: none"> Record the time it takes (for the indicator) to change colour ✓ To colourless ✓ Ref to use of a stop clock ✓ <p>Variables to be controlled (max 2)</p> <ul style="list-style-type: none"> Volume/mass of milk ✓ Concentration of enzyme ✓ Volume/mass of enzyme ✓ Type of milk ✓ | 5 | 5 x 3.3a | <p>Marks can be credited if scored in the incorrect section as long as the explanation is clear</p> <p>IGNORE heater</p> <p>ALLOW see which flask turns colourless first = 2</p> <p>IGNORE amount/quantity throughout</p> <p>ALLOW use the same milk</p> <p>DO NOT ALLOW temperature</p> |

| Question | | | Answer | Marks | AO element | Guidance |
|----------|--|--|--------|-------|------------|----------|
| | | | | | | |

| Question | | | Answer | Marks | AO element | Guidance |
|----------|-----|-------|---|-------|------------|---|
| 17 | (a) | (i) | All 3 bars correctly drawn ✓ Both scales correctly completed ✓ | 2 | 2 x 2.2 | ALLOW +/- ½ small square ALLOW correct heights even without scale on Y axis IGNORE absence of 'tick' marks on axis if scale is clear IGNORE width of bar |
| | | (ii) | 3 of the (six) readings are over 30 / half/50% of the readings are over 30 ✓ | 1 | 1 x 3.2a | ALLOW the named three months IGNORE only two months stated ALLOW the mean reading is over 30 |
| | | (iii) | Any two from: Idea that needs to take readings over a longer time ✓ Readings need to be more consistent/less fluctuations ✓ Readings could be more precise (not rounded) ✓ Measure progesterone/LH/oestrogen levels ✓ Some measure of the frequency/change of periods ✓ | 2 | 2 x 3.3a | IGNORE just more readings IGNORE reference to hot flushes / mood swings / bone strength |
| | (b) | | Any three from: It depends how bad her symptoms are / if she has hot flushes/mood swings/weak bones / idea that it reduces the symptoms of menopause ✓ | 3 | 3 x 3.1a | |

| Question | Answer | Marks | AO element | Guidance |
|----------|---|-------|------------|---|
| | <p>She needs to balance up the benefits versus risks ✓</p> <p>HRT would reduce the risk of her bones breaking / it would maintain the strength of her bones ✓</p> <p>She is under 60, so no increased risk from heart disease ✓</p> <p>She is overweight, so has increased risk of blood clots ✓</p> <p>She should try to lose weight ✓</p> <p>Increased risk of breast cancer if she takes it long term/for longer than a year ✓</p> | | | <p>IGNORE references to weak bones unqualified</p> <p>ALLOW she is close to 60 so she will soon be at greater risk from heart disease</p> <p>ALLOW use HRT but try not to take it for more than 1 year</p> <p>ALLOW if there is a family history of breast cancer</p> |

| Question | | Answer | Marks | AO element | Guidance |
|----------|-----|---|-------|------------|---|
| 18 | (a) | <p>The dandelion stem bends/grows upwards ✓</p> <p>The response is negatively geotropic/gravitropic / the stem grows away from gravity ✓</p> <p>Auxin gathers on/diffuses/passes to the lower side of the stem ✓</p> <p>Causes (more) cell elongation (on the lower side of the stem) ✓</p> | 4 | 4 x 2.2 | <p>ALLOW there is an increase in upward movement</p> <p>DO NOT ALLOW reference to phototropism/bending towards the light</p> <p>ALLOW plant instead of stem</p> <p>IGNORE auxins are (produced) on the lower side</p> |
| | (b) | <p>Take measurements at smaller time intervals/more frequently ✓</p> <p>(It reaches 90°) anytime between 5 and 6 hours ✓</p> | 2 | 2 x 3.3b | <p>ALLOW use of a video/timelapse</p> <p>IGNORE use minutes instead of hours</p> <p>ALLOW near to 6 hours</p> |
| | (c) | Break seed dormancy / elongation of shoots/cells ✓ | 1 | 1 X 1.1 | <p>ALLOW flowering / fruit development / fruit growth / seed formation / germination / growth of shoots / produces seedless fruits</p> <p>DO NOT ALLOW fruit ripening</p> <p>IGNORE breaks dormancy unqualified</p> |

| Question | | Answer | Marks | AO element | Guidance |
|----------|-----|---|-------|------------|---|
| 19 | (a) | Retina is light sensitive/is where the receptors are found/is where the image is formed ✓ If damaged it may not detect light/the image ✓ | 2 | 1 x 1.1 | ALLOW retina is where the light is focussed |
| | | | | 1 x 2.1 | ALLOW idea that information about the image would not be able to be sent to the brain IGNORE if damaged, the image will not form |
| | (b) | Capillary ✓ | 1 | 1 x 1.1 | |
| | (c) | (i) Any two from: Sample size is very small / only two patients were tested ✓ Idea that the experiment showed an improvement not a cure ✓ (Only 1 year later,) eyesight could deteriorate in subsequent years ✓ Have not tested it on dry AMD / may not work on all forms of blindness / only one form of blindness was tested ✓ | 2 | 2 x 3.1a | ALLOW reference to possible long term side effects |
| | | | | | |

| Question | | | Answer | Marks | AO element | Guidance |
|----------|--|--|--|-------|------------|----------|
| | | | Determine the availability of the stem cells ✓ | | | |

| Question | | Answer | Marks | AO element | Guidance |
|----------|-----|---|-------|------------------------|---|
| 20 | (a) | Thyroid releases thyroxine which regulates the body's metabolic rate ✓ Affects the amount of heat that will be generated/produced ✓ | 2 | 1 x 1.1 1 X 2.1 | IGNORE reference to respiration rate/heart rate/breathing rate DO NOT ALLOW reduces the production of energy IGNORE reduces the release of energy ALLOW idea that it stimulates exothermic reactions |
| | (b) | Any two from: Reduces blood flow to the heart muscle/cells ✓ Less oxygen/glucose delivered to the heart muscle/cells ✓ Heart (muscle) respire less ✓ Heart (muscle) does not contract properly ✓ | 2 | 2 x 2.1 | IGNORE Reduces blood flow to the heart IGNORE Less oxygen/glucose delivered to the heart |
| | (c) | Any three from: Affects enzymes ✓ Stops/decreases the rate of reactions ✓ Metabolism/respiration/digestion slows down/stops ✓ Reduced blood flow to the extremities / frostbite ✓ | 3 | 3 x 1.1 | DO NOT ALLOW denatures enzymes Enzyme controlled reactions are too slow = 2 marks |
| | (d) | First check answer on answer line. If answer = 1.36 million award 2 mark $68 \div 100 = 0.68$ ✓ | 2 | 2 x 2.1 | ALLOW 68×0.02 ✓ |

| Question | | Answer | Marks | AO element | Guidance |
|----------|-----|--------------------------|-------|------------|------------------------|
| | | $0.68 \times 2 = 1.36$ ✓ | | | One mark for 1 360 000 |
| | (e) | Adrenaline ✓ | 1 | 1 x 1.1 | |

| Question | | | Answer | Marks | AO element | Guidance |
|----------|-----|------|--|-------|------------------------|--|
| 21 | (a) | (i) | <p>Any two from:</p> <p>A process occurring in all cells/in mitochondria ✓</p> <p>Breakdown/use of glucose to release/transfer/provide energy ✓</p> <p>Producing ATP ✓</p> | 2 | 2 x 1.1 | <p>DO NOT ALLOW produces energy</p> <p>IGNORE reference to the use of oxygen</p> <p>ALLOW energy stored as ATP</p> <p>Second or third marking points can be awarded from an equation if it shows energy or ATP</p> |
| | | (ii) | <p>Ratio = 0.9 ✓</p> <p>Glucose and protein ✓</p> | 2 | 1 x 1.2 1 x 3.1 | <p>Need to have the correct ratio to score the second marking point</p> <p>ALLOW glucose, protein, and lipid</p> <p>ALLOW glucose and lipid</p> |
| | (b) | (i) | <p>Use/add Benedict's (reagent) ✓</p> <p>Heat ✓</p> | 2 | 2 x 1.2 | <p>IGNORE references to colour changes</p> |
| | | (ii) | <p>Idea that less colour change/less red colour/less precipitate indicates less glucose present ✓</p> | 1 | 1 x 2.2 | <p>ALLOW idea that small amount of glucose only produces a green colour</p> <p>ALLOW idea of the use of a colour scale to judge how much glucose is present</p> <p>ALLOW reverse argument</p> <p>IGNORE reference to time taken to change colour</p> <p>IGNORE see how dark/light the indicator becomes unless qualified by colours</p> |

| Question | | Answer | Marks | AO element | Guidance |
|----------|-----|---|-------|---|--|
| 22 | (a) | <p>Water potential of cytoplasm/cells is low/is reduced ✓</p> <p>Water moves into guard cells by osmosis ✓</p> <p>Guard cells have an unevenly thickened wall ✓</p> <p>Guard cells bend to open the stoma ✓</p> | 4 | <p>1 x 2.1</p> <p>1 x 1.1</p> <p>1 x 2.1</p> <p>1 x 1.1</p> | <p>ALLOW the cells are hypertonic/more concentrated</p> <p>Must be clear that water is not entering the guard cells through the stoma DO NOT ALLOW water and ions enter by osmosis</p> <p>ALLOW reverse argument for each marking point if answer refers to stomata closing</p> |
| | (b) | <p>First check answer on answer line. If answer = 12.5 award 2 marks</p> <p>$5 \div 400 = 0.0125$ ✓</p> <p>$0.0125 \times 1000 = 12.5$ ✓</p> | 2 | 2 x 2.2 | <p>ALLOW a mark for a correct conversion by x1000</p> |
| | (c) | <p>Transports sugars ✓</p> <p>Up and down ✓</p> | 2 | 2 x 1.1 | <p>ALLOW transports water/mineral ions</p> <p>ALLOW transports one way/upwards</p> <p>Mark both lines together. If more than two reasons are given, then every wrong reason negates a correct reason.</p> |

| Question | | Answer | Marks | AO element | Guidance | |
|----------|-----|---|---|------------|---|--|
| 23 | (a) | CA(E) ✓ DB ✓ | 2 | 2 x 1.1 | | |
| | (b) | Any two from: Each triplet/3 bases/codon codes for one amino acid ✓ The order of the triplet codes determines the sequence of amino acids ✓ The sequence of amino acids determines protein structure/which protein is made ✓ | 2 | 2 x 1.1 | DO NOT ALLOW codes for the production of amino acids / forms different amino acids ALLOW order of bases determines the sequence of amino acids | |
| | (c) | (i) | A different order of the amino acids would result ✓ Different proteins have different orders of amino acids / the protein would have a different shape/structure ✓ | 2 | 2 x 2.1 | DO NOT ALLOW idea that each section would now code for a different amino acid DO NOT ALLOW codes for the production of different amino acids DO NOT ALLOW the idea that amino acids code for proteins |
| | | (ii) | 6 ✓ | 1 | 1 x 1.2 | |
| | (d) | Any three from: In eukaryotes it is contained in the nucleus ✓ In prokaryotes it is in the cytoplasm ✓ In eukaryotes it/DNA/chromosome is a strand but in prokaryotes it is a loop/circle/ring ✓ Prokaryotes have plasmids / eukaryotes do not have plasmids ✓ | 3 | 3 X 1.1 | | |

| Question | | | Answer | Marks | AO element | Guidance |
|----------|--|--|---|-------|------------|----------|
| | | | In both it is made of the same component parts/base, sugar and phosphate/nucleotides✓ | | | |

| Question | | Answer | Marks | AO element | Guidance |
|----------|-----|--|-------|--|---|
| 24 | (a) | <p>Please refer to the marking instructions on page 5 of this mark scheme for guidance on how to mark this question.</p> <p>Level 3 (5–6 marks) Describes the general role of stem cells AND Describes the development of red blood cells as specialised cells AND Explains the change in RNA concentration or the loss of the nucleus</p> <p>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p>Level 2 (3–4 marks) Describes the general role of stem cells and describes the development of red blood cells as specialised cells OR Describes the development of red blood cells as specialised cells and explains the change in RNA concentration or the loss of the nucleus OR Describes the general role of stem cells and explains the change in RNA concentration or the loss of the nucleus</p> <p>There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.</p> <p>Level 1 (1–2 marks) Describes the general role of stem cells OR</p> | 6 | 2 x 1.1 3 x 2.1 1 x 3.2b | <p>AO1 Demonstrate knowledge and understanding of scientific ideas of the general role of stem cells.</p> <ul style="list-style-type: none"> Stem cells are undifferentiated cells/are able to differentiate to form different cells Stem cells become specialised for specific functions/become specialised cells <p>AO2 Apply knowledge and understanding of scientific ideas to the development of the red blood cell from a stem cell to a cell that contains the protein haemoglobin.</p> <ul style="list-style-type: none"> Red blood cells (are specialised cells as they) <ul style="list-style-type: none"> do not have a nucleus contain haemoglobin Haemoglobin is made by protein synthesis/by using RNA <p>AO3 Analyse information from the graph to explain changes that occur to RNA and the loss of the nucleus</p> <ul style="list-style-type: none"> Amount of RNA falls due to the loss/decrease in size of the nucleus The cell loses the nucleus to give room for large amounts of haemoglobin that have been produced |

| Question | | Answer | Marks | AO element | Guidance |
|----------|-----|---|-------|------------|---|
| | | <p>Describes the development of red blood cells as specialised cells</p> <p>OR</p> <p>Explains the change in RNA concentration or the loss of the nucleus</p> <p>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</p> <p>0 marks</p> <p>No response or no response worthy of credit.</p> | | | |
| | (b) | <p>First check answer on answer line.</p> <p>If answer = 2.115×10^{13} award 3 marks</p> <p>correct multiplication of 4.7×4.5 appearing in the working ✓</p> <p>multiplication of $\times 1\,000\,000$ appearing twice in the working / answer multiplied by 10^{12} ✓</p> <p>$4.7 \times 4.5 \times 10^{12} = 2.115 \times 10^{13}$ ✓</p> | 3 | 3 x 2.2 | <p>ALLOW any correct rounding of 2.115×10^{13}</p> <p>ALLOW one mark for an incorrect answer if it is clearly shown that it has been correctly converted into standard form</p> |

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