

CHERRY HILL TUITION EDEXCEL (B) BIOLOGY AS PAPER 5 MARK SCHEME

1)			
(i)	<ol style="list-style-type: none"> <li>1. central carbon with {R / H / eq} and H attached by single bonds ;</li> <li>2. {NH<sub>2</sub> / NH<sub>3</sub><sup>+</sup>} attached to a carbon by single bond ;</li> <li>3. {COOH / COO<sup>-</sup>} attached to a carbon by single bond ;</li> </ol>	<p>Mp1 Must show C, H and R or a plausible R-group</p> <p>MP2 and 3 ACCEPT groups attached to a central C that is not shown (chemical notation) ACCEPT groups written wrong way round e.g. C-H<sub>2</sub>N NOT incorrect bonding within groups if shown e.g. C=OH ACCEPT if correct group attached to wrong molecule e.g. glucose</p>	(3)
(ii)	peptide (bond) ;	ACCEPT peptide link NOT polypeptide or dipeptide	(1)
(iii)	<ol style="list-style-type: none"> <li>1. Idea that fibrinogen is globular and fibrin is fibrous ;</li> <li>2. fibrinogen is soluble and fibrin is insoluble ;</li> <li>3. Idea that they are different sizes ;</li> </ol>	<p>ACCEPT marks to be pieced together across the response. NB: answers must be comparative e.g. fibrin is fibrous fibrinogen is not</p> <ol style="list-style-type: none"> <li>1. ACCEPT fibrinogen globular and fibrin (long) strand or chain.</li> <li>3. ACCEPT fibrinogen is {smaller / larger / more amino acids} than fibrin</li> </ol>	(2)
2)			
(a)	<ol style="list-style-type: none"> <li>1. triplet code / 3 bases to each code / eq ;</li> <li>2. reference to adenine, thymine, guanine and cytosine ;</li> <li>3. idea that each triplet of bases codes for one amino acid ;</li> <li>4. idea that the code is not overlapping ;</li> <li>5. idea that code is universal ;</li> <li>6. idea that code is degenerate ;</li> </ol>	<ol style="list-style-type: none"> <li>1. IGNORE codon, triple</li> <li>2. ACCEPT phonetic spelling</li> </ol>	(2)

<p>(b) VC</p>	<p>(QWC- Spelling of technical terms must be correct and the answer must be organised in a logical sequence)</p> <ol style="list-style-type: none"> <li>1. reference to <i>semi-conservative replication</i> ;</li> <li>2. DNA (<i>molecule / strands</i>) {unwinds / separate / eq} ;</li> <li>3. (<i>mono</i>)<i>nucleotides</i> line up along (both) strands / eq ;</li> <li>4. reference to <i>complementary</i> pairing between bases ;</li> <li>5. reference to <i>hydrogen bonds</i> formed (between bases) ;</li> <li>6. reference to formation of <i>phospho(di)ester</i> bonds (between adjacent <i>mononucleotides</i>) ;</li> <li>7. ref. to condensation reaction;</li> <li>8. name of an enzyme involved in DNA replication ;</li> </ol>	<p>QWC- Spelling of technical terms must be correct – penalise 1<sup>st</sup> error only – can still reach Max 5 marks if 6 points given. <b>If context is transcription, Max 2 marks from Mp2, 5, 6, 7, 8.</b></p> <ol style="list-style-type: none"> <li>1. ACCEPT clear description</li> <li>2. ACCEPT unzipped / hydrogen bonds broken / eq</li> <li>3. NOT RNA OR one strand only described IGNORE bases line up</li> <li>4. ACCEPT description, NOT uracil / U</li> <li>5. NOT between nucleotides in the same strand ACCEPT between (DNA) strands</li> <li>8. e.g. (DNA) <i>polymerase</i>, (DNA) <i>helicase</i>, <i>ligase</i></li> </ol>	<p>(5)</p>
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3)

(a (i))	D ; (1)
(a (ii))	B ; (1)
(a)(iii)	B ; (1)
(a)(iv)	A ; (1) ;

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4)

(a)	Idea that the {increase / change} in relative risk of developing cirrhosis is {reflected / accompanied / eq} by the {increase / change} in alcohol consumption ;	ACCEPT 'the higher the consumption, the higher the risk' and similar IGNORE causation comments, it is positive	(1)
(b)(i)	<ol style="list-style-type: none"> <li>both show an increase in risk with an increase in alcohol consumption / eq ;</li> <li>idea that the risk increases markedly at 30 g day<sup>-1</sup> in study A but at 40 g day<sup>-1</sup> in study B ;</li> <li>study A found the risk was higher than study B / eq ;</li> <li>credit use of comparative manipulated figures ;</li> </ol>	ACCEPT mps to be pieced together  IGNORE faster ACCEPT steeper  3. ACCEPT for specified value of alcohol consumption or risk  4. E.g. for 30g alcohol per day study A women have a relative risk 2 higher than study B women If units given they must be correct	(2)
(b)(ii)	Any two from differences in: age / diet / medication / other drug abuse / nationality / ethnicity / genetics / body mass / activity levels / other medical conditions / study method / sample size / {over / under / eq} estimation of consumption of alcohol / pattern of drinking (e.g. binge compared to regular/type of drink) ;;	ACCEPT two correct answers in first section  IGNORE environmental factors, lifestyle, occupation, pregnancy, ACCEPT smoking, weight, BMI, countries, regions, areas, metabolism, liver size	(2)
(c)	<ol style="list-style-type: none"> <li>Each study found women to have a greater risk than men / eq ;</li> <li>idea that the risk increases markedly at 50 g day<sup>-1</sup> for men but at {30 / 40 / both} g day<sup>-1</sup> for women ;</li> <li>idea that gradient of increased risk smaller for men than women (in both studies) ;</li> <li>credit correct use of figures e.g. above 42-44 g day<sup>-1</sup> men are at a lower risk / eq ;</li> </ol>	(2)	
(d)	<ol style="list-style-type: none"> <li>the results of both studies are (fairly) similar suggesting that the results are reliable / eq ;</li> <li>comments on the numbers of people in the studies / eq ;</li> <li>comment on lack of error bars / eq ;</li> <li>idea that the results do not reliably show at what level risk increases significantly ;</li> </ol>	<ol style="list-style-type: none"> <li>ACCEPT results show same pattern e.g. men lower than women in both studies</li> <li>E.g. we don't know the sample size. IGNORE number of studies</li> <li>ACCEPT no information about the range of results in each study</li> </ol>	(2)
(e)	misreporting the amount of alcohol they had consumed / {did not know / guessed} the alcohol content of their drinks / used average values for alcohol content of drinks / {lost track of / could not remember } how much they drank / eq ;	(1)	

5)

(a)(iii)	D ;	(1)
(a)(iv)	A ;	(1)
(a)(v)	A ;	(1)
(a)(vi)	C ;	(1)
<sup>all</sup> (b)(i)	{rough endoplasmic reticulum / RER / rER} ;	(1)
(b)(ii)	A = (80S/ large) {ribosomes / ribosome } ; B = membrane / {cisterna / eq } ;	(2)
6)		
(a)	1. organ ; 2. (organ) system ;	(2)
(b)(i)	1. ref to DNA replication ; 2. so that it can halve / eq ; 3. idea that {new cells will have same amount as original /original (DNA) content restored} ; 4. during cytokinesis / eq ;	maxi (2)
(b)(ii)	3.5 to 3.75 (hours) ;	(1)
(b)(iii)	1. $(75 \div 270) \times 18$ ; 2. answer correct 5 (hours) ;	(2)
*(c) QWC	(QWC - Spelling of technical terms ( <i>shown in italics</i> ) must be correct and the answer must be organised in a logical sequence)  1. <i>chromosomes / chromatids</i> {condense / become visible / eq} ; 2. { <i>nuclear envelope</i> / eq } {breaks down / eq} ; 3. { <i>nucleolus</i> / eq } {breaks down / eq} ; 4. <i>spindle</i> (fibre) begins to form / eq ; 5. <i>centrioles</i> migrate to opposite poles / eq ;	max (3)

7)

(a)	<p>Correct ref to:</p> <ol style="list-style-type: none"> <li>1. flagellum / eq ;</li> <li>2. overall shape e.g. streamlined / eq ;</li> <li>3. fewer mitochondria / other organelles / eq ;</li> <li>4. acrosome / eq ;</li> <li>5. zona (pellucida) / jelly layer eq ;</li> <li>6. cortical granules / eq ;</li> <li>7. differences in food store types / eq ;</li> <li>8. sperm cell has less cytoplasm / eq ;</li> </ol>	<p>max (3)</p>
(b)	<ol style="list-style-type: none"> <li>1. enzyme {digest / eq}{ zona (pellucida) / eq} ;</li> <li>2. idea that sperm can get through to egg {cell / nucleus / eq} ;</li> <li>3. {contact with / receptor on} {zona pellucida / (glycoprotein) jelly coat / surface of ovum} ;</li> <li>4. (causes) {acrosome / eq to {rupture / open / eq} ;</li> </ol>	<p>max (2)</p>
(c)	<ol style="list-style-type: none"> <li>1. meiosis (II) is completed / eq ;</li> <li>2. {male and female / eq } chromosomes come together / (both) nuclei fuse / eq ;</li> <li>3. {cortical granules / enzymes/ chemicals} released (from cell surface membrane) / eq ;</li> <li>4. {bind / eq } with { zona (pellucida) / eq } / {zona (pellucida) / eq } then {thickens /hardens / eq} ;</li> <li>5. to form fertilisation membrane / to make cell impenetrable (to other sperm) / prevents polyspermy / egg cell membrane {changes its charge / becomes positive} / eq ;</li> </ol>	<p>maxi (2)</p>
(d)(i)	<ol style="list-style-type: none"> <li>1. to produce a {zygote / eq} ;</li> <li>2. to produce {original / full} complement of {DNA / chromosomes / genetic material } / diploid / 2n number / eq ;</li> <li>3. to allow mixing of {genes / genetic material } / ref to { genetic variation / eq} ;</li> </ol>	<p>max (2)</p>
(d)(ii)	(triploid) endosperm nucleus ;	(1)

