



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Education

Biology 6411
Specification A

BYA8 **Written Synoptic Paper**

Mark Scheme

2007 examination - June series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' 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.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

Copyright © 2007 AQA and its licensors. All rights reserved.

COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

Question 1

- (a) Fall in environmental temperature detected by receptors in skin/
blood temperature detected by receptors in hypothalamus;
Increased secretion of hormones/adrenaline/thyroxine;
Shivering (or description);
Increased metabolic rate/ (rate of) respiration;
Oxygen required for respiration;
(Respiration) produces heat; 3 max
- (b) (i) Higher temperature increases rate of reaction/enzyme action;
Heat released (by these reactions raises temperature further); 2
- (ii) Entry of sodium ions (into axon) decreases potential difference across
membrane/in axon/ makes potential difference less negative/reaches threshold;
Causes more opening of sodium gates/ more sodium ions to enter; 2
- (c) Larger bat/flying fox has more cells/more tissue/more fat;
More respiration/metabolic activity generating more heat;
Smaller surface area to volume ratio;
So less heat lost; 2 max
- (d) During hibernation/ from flight to rest;
Slows rate of impulses from SAN; 2
- (e) Two marks for correct answer of 0.07cm^3
One mark for incorrect answer where stroke volume has been correctly
calculated by dividing cardiac output by heart rate; 2
- (f) (i) Concentration of haemoglobin is the same;
But there are more rbcs in the bat (so must be smaller);
Or
Larger number (in the bat);
Per mm^3 ; 2
- (ii) Greater surface area : volume ratio/combined surface area;
For diffusion/ uptake/release of oxygen;
Shorter diffusion distance to centre;
To meet high respiratory needs of bat; 2 max
- (g) High P_{50} means dissociation curve to the right/ haemoglobin has lower
affinity for oxygen;
Haemoglobin unloads more oxygen at high partial pressures;
Helps to maintain high rate of respiration;
Aerobic respiration produces more ATP / releases more energy; 3 max

Question 2

- (a) Oxygen concentration in waterlogged soils is low;
Nitrifying bacteria are aerobic/need oxygen;
Nitrifying bacteria convert ammonium (ions)/ammonia to nitrates;
Denitrifying bacteria are anaerobic;
Denitrifying bacteria convert nitrate to nitrogen; 3 max
- (b) (i) Some of energy falling on carnivorous plants not converted to new tissue;
Used in production of digestive juices;
Active transport in absorption; 3
- (ii) Non-carnivorous plants grow better;
So they can outcompete carnivorous plants/
receive more light/nutrients/water; 2
- (c) Nucleic acid/DNA/RNA/protein/polypeptide/enzyme/chitin; 1
Accept any two providing that one does not subsume the other.
- (d) Nucleases hydrolyse/break down/digest nucleic acids;
Nucleotides absorbed;
Nucleotides/nucleic acids contain phosphate; 2 max
- (e) (Many) mitochondria producing ATP/releasing energy for protein/enzyme synthesis;
(Many) ribosomes/much rough e.r. for synthesising proteins/enzymes;
(Much) endoplasmic reticulum for transport of protein/enzymes;
(Much) Golgi for enzyme modification/packaging; 2 max
Require feature and explanation for each mark.
- (f) Active transport;
Is stopped by respiratory inhibitor;
Unable to produce ATP/release energy; 2 max

Question 3**General Principles for marking the Essay:**

Four skill areas will be marked: scientific content, breadth of knowledge relevance and quality of language. The following descriptors will form a basis for marking.

Scientific content (maximum 16 marks)

Category	Mark	Descriptor
	16	
Good	14	Most of the materials of a high standard reflecting a comprehensive understanding of the principles involved and a knowledge of factual detail fully in keeping with a programme of A-level study. Some material, however, may be a little superficial. Material is accurate and free from fundamental errors but there may be minor errors which detract from the overall accuracy.
	12	
	10	
Average	8	A significant amount of the content is of an appropriate depth, reflecting the depth of treatment expected from a programme of A-level study. Generally accurate with few, if any fundamental errors. Shows a sound understanding of most of the principles involved.
	6	
	4	
Poor	2	Material presented is largely superficial and fails to reflect the depth of treatment expected from a programme of A-level study. If greater depth of knowledge is demonstrated, then there are many fundamental errors.
	0	

Breadth of Knowledge (maximum 3 marks)

Mark	Descriptor
3	A balanced account making reference to most if not all areas that might realistically be covered on an A-level course of study.
2	A number of aspects covered but a lack of balance. Some topics essential to an understanding at this level not covered.
1	Unbalanced account with all or almost all material based on a single aspect.
0	Material entirely irrelevant.

Relevance (maximum 3 marks)

Mark	Descriptor
3	All material presented is clearly relevant to the title. Allowance should be made for judicious use of introductory material.
2	Material generally selected in support of title but some of the main content of the essay is of only marginal relevance.
1	Some attempt made to relate material to the title but considerable amounts largely irrelevant.
0	Material entirely irrelevant or too limited in quantity to judge.

Quality of language (maximum 3 marks)

Mark	Descriptor
3	Material is logically presented in clear, scientific English. Technical terminology has been used effectively and accurately throughout.
2	Account is logical and generally presented in clear, scientific English. Technical terminology has been used effectively and is usually accurate.
1	The essay is generally poorly constructed and often fails to use an appropriate scientific style and terminology to express ideas.
0	Material entirely irrelevant or too limited in quantity to judge.

Total 25 marks

The following symbols should be used in marking

- ✓ A valid point reflecting the level of knowledge expected of an A-level candidate
- x Incorrect biology
- Q Quality of written communication poor
- Material irrelevant

Additional notes on marking Question 3

Care must be taken in using these notes. It is important to appreciate that the only criteria to be used in awarding marks to a particular essay are those corresponding to the appropriate descriptors. Candidates may gain credit for any information providing that is biologically accurate, relevant and of a depth in keeping with an A-level course of study. Material used in the essay does not have to be taken from the specification, although it is likely that it will. These notes must therefore be seen merely as guidelines providing an indication of areas of the specification from which suitable factual material might be drawn.

In determining the mark awarded for breadth, content should ideally be drawn from each of the areas specified if maximum credit is to be awarded. Where the content is drawn from two areas, two marks should be awarded and, where it is taken only from a single area, one mark should be awarded. However, this should only serve as a guide. This list is not exhaustive and examiners should be prepared to offer credit for the incorporation of relevant material from other areas of study.

Essay A Carbon dioxide in organisms and ecosystems.

	Biology
<hr/>	
Biochemistry	
The biochemistry of photosynthesis	14.6
The biochemistry of respiration	14.8
C4 photosynthesis in maize	11.6
<hr/>	
Physiology	
Gas exchange surfaces	15.4
Changes in cardiac output and pulmonary ventilation with exercise	10.8
The transport of respiratory gases	15.5
<hr/>	
Ecology	
The effect of carbon dioxide on productivity;	11.6
Decomposition and recycling maintain the balance of nutrients in an ecosystem	14.9
The greenhouse effect is not specifically mentioned but should be credited here if discussed	
<hr/>	

Essay B Why the offspring produced by the same parents are different in appearance

Biology

Genes

Genes incorporate coded information which influences phenotype	11.3
Gene mutation	14.2

Environment

Environment variation	14.2
Dietary requirements of insects	15.7

Chromosomes and cells

Meiosis	11.2 and 14.1
Principles of Mendelian inheritance	14.1
Polygenetic inheritance	14.2
Gametes and gamete formation. Fertilisation	16.1