

GCE

Biology B

H422/02: Scientific literacy in biology

Advanced GCE

Mark Scheme for November 2020

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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.

© OCR 2020

Annotations

Annotation	Meaning
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

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.

Question			Answer				Marks	AO element	Guidance																	
1	(a)	(i)	any two from: (mtDNA is) circular ✓ (mtDNA is) not associated with , histones / proteins ✓ (mtDNA does) not contain (much / many) , introns / junk DNA ✓				2	2.1	ALLOW any of the differences described in the article, except for size / number of base pairs (this is excluded by the question stem)																	
		(ii)	<table><tr><td>component</td><td>mtDNA</td><td>RNA</td><td>ATP</td></tr><tr><td>adenine</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>ribose</td><td></td><td>✓</td><td>✓</td></tr><tr><td>uracil</td><td></td><td>✓</td><td></td></tr><tr><td>pyrimidine</td><td>✓</td><td>✓</td><td></td></tr></table>	component	mtDNA	RNA	ATP	adenine	✓	✓	✓	ribose		✓	✓	uracil		✓		pyrimidine	✓	✓		3	1.1 2.1	1 mark per correct row
component	mtDNA	RNA	ATP																							
adenine	✓	✓	✓																							
ribose		✓	✓																							
uracil		✓																								
pyrimidine	✓	✓																								
		(iii)	(mitochondrial) <u>tRNA</u> / <u>rRNA</u> ✓				1	2.1	DO NOT ALLOW ‘transcription factors’ unless it is made clear that these are RNA transcription factors. IGNORE ‘transport’																	

Question			Answer	Marks	AO element	Guidance
	(b)	(i)	(production of) two identical DNA molecules ✓ using each strand as a template / where half the genetic information is kept in the new DNA ✓	2	1.1	
		(ii)	mutation in catalytic region , prevents / AW , mtDNA replication ✓ mutation in exonuclease (domain) increases mutation rate ✓	2	2.1	ALLOW reduces accuracy of replication or causes damaged DNA to be replicated DO NOT ALLOW just mismatched base-pairs may not be removed
	(c)	(i)	(phosphorylated) nucleotides ✓ <u>Taq</u> / thermostable , (DNA) polymerase ✓ (DNA) primers ✓	3	1.1	ALLOW nucleotide triphosphates
		(ii)	FIRST CHECK ON ANSWER LINE If answer = 7.69 OR $10^{7.69}$ award 2 marks amplification factor = 2^{15} (= 32 768) ✓ $\log_{10} (1\,500 \times 32\,768) = \log_{10} 49\,152\,000 = 7.69$ ✓	2	2.8	mark is for 2^{15} ALLOW $10^{7.69}$ ALLOW ECF from incorrect amplification factor
		(iii)	(E) A D G B C F ✓✓✓✓	4	1.2	If the order is incorrect, award one mark for each of the following: A first and F last A before G G before C

Question			Answer	Marks	AO element	Guidance
	(d)		any two from: (because there will be) <u>more</u> anaerobic respiration if mitochondria are not functioning ✓ lactate formed in anaerobic respiration ✓ functioning mitochondria required to , convert reduced NAD to NAD / re-oxidise reduced NAD / regenerate NAD ✓	2	2.1	ALLOW lactate accumulates in the absence of NAD ALLOW NADH for reduced NAD

Question			Answer	Marks	AO element	Guidance
2	(a)	(i)	<i>type 1 diabetes:</i> insulin (injection) ✓ <i>type 2 diabetes any two from:</i> controlled diet / reduced intake of refined sugars ✓ weight loss ✓ more / increased , exercise ✓ (named) drug treatment ✓	3	1.1	needs insulin for full marks DO NOT ALLOW 'healthy diet' DO NOT ALLOW 'regular exercise' ALLOW medication
		(ii)	concentration of , glycosylated haemoglobin / HbA_{1c} , increases with blood glucose concentration ✓ (gives indication of) average blood glucose concentration over several weeks ✓	2	1.1	ALLOW HbA _{1c} / glycosylated haemoglobin concentration is proportional to glucose concentration
	(b)	(i)	sphygmomanometer ✓	1	1.1	ALLOW any non-ambiguous phonetic spelling.
		(ii)	FIRST CHECK ON ANSWER LINE if answer = 2.4 % award 2 marks $(123 - 120) / 123$ ✓ = 2.4 % ✓	2	2.2	ALLOW 0.024 for 1 mark ALLOW calculator value 2.4390243 correctly rounded

Question			Answer	Marks	AO element	Guidance
		(iii)*	Summary of instructions to markers: <i>Read through the whole answer. (Be prepared to recognise and credit unexpected approaches where they show relevance.)</i> <i>Using a ‘best-fit’ approach based on the science content of the answer, first decide which of the level descriptors, Level 1, Level 2 or Level 3, best describes the overall quality of the answer.</i> <i>Then, award the higher or lower mark within the level, according to the Communication Statement (shown in italics):</i> ○ <i>award the higher mark where the Communication Statement has been met.</i> ○ <i>award the lower mark where aspects of the Communication Statement have been missed.</i> • The science content determines the level. • The Communication Statement determines the mark within a level.			

Question	Answer	Marks	AO element	Guidance
	Level 3 (5–6 marks) An evaluation including pieces of evidence supporting and pieces of evidence not supporting the conclusions. There is more than one idea for additional information required. <i>There is a well-developed line of reasoning which is clear and logically structured and uses scientific terminology at an appropriate level. All the information presented is relevant and forms a continuous narrative.</i> Level 2 (3–4 marks) An evaluation including a piece of evidence supporting and a piece of evidence not supporting the conclusions. An idea for additional information is included. <i>There is a line of reasoning presented with some structure and use of appropriate scientific language. The information presented is mostly relevant.</i> Level 1 (1–2 marks) An evaluation including pieces of evidence either supporting or not supporting the conclusions. <i>The information is communicated with only a little structure. Communication is hampered by the inappropriate use of technical terms.</i> 0 marks No response or no response worthy of credit.	6	3.2	Indicative scientific points may include <i>Evidence supporting conclusions</i> • Retinopathy developed or got worse in fewer patients in test group • Retinopathy improved in more patients in test group • Blood pressure decreased in test group • calculation of % <i>Evidence not supporting conclusions</i> • No information provided about Hb_{A1c} • Small difference between the test and control groups in number of improvements • Numbers/sample size relatively small • Only small decrease in blood pressure • Blood pressure was in the normal range in both groups / no hypertension • 21 patients developed / worsened <i>Additional information needed</i> • Larger trial required • Statistical analysis • Information about severity of diabetes in two groups • Whether groups were age / sex matched • Need to correlate Hb_{A1c} / control of diabetes with retinopathy • Other medication / pre-existing conditions

Question			Answer	Marks	AO element	Guidance
	(c)		any three from: increased blood pressure leads to increased , <u>hydrostatic</u> pressure / HP ✓ in capillaries in the eye ✓ HP is even greater than oncotic pressure (than normal) ✓ so more tissue fluid is formed (than normal) ✓	3	2.5	ALLOW reverse argument ALLOW answer based on less return of tissue fluid
	(d)	(i)	any two from: plot a scattergraph ✓ calculate (Spearman's rank) correlation coefficient ✓ look up / AW , p values (in a table) ✓	2	2.8	
		(ii)	any two from: correlation does not imply causation ✓ both diseases are , caused by / AW , obesity ✓ both diseases may be , caused by / linked to , another factor ✓	2	2.3 3.1	

Question			Answer	Marks	AO element	Guidance
3	(a)	(i)	X = oxygen / O ₂ Y = carbon dioxide / CO ₂ Z = adenosine triphosphate / ATP	2	1.1	All 3 correct = 2 marks 2 correct = 1 mark 1 or 0 correct = 0 marks
		(ii)	grana / granum ✓	1	1.1	ALLOW thylakoid (membrane) DO NOT ALLOW photosystems
		(iii)	any two from: contain , (named) pigment (molecules) / photosystems ✓ contain , (named) electron carriers / ETC / ATP synth(et)ase ✓ (has a) large surface area for , light absorption / light depended reactions / electron transport ✓ allows formation of electrochemical gradient ✓	2	2.1	IGNORE 'accessory' IGNORE enzymes unqualified NOTE mp 1 & 3 or mp 2 & 3 could be combined in a single sentence

Question			Answer	Marks	AO element	Guidance
	(b)	(i)	any one from: (because the) spots / pigments , would continue to move ✓ (so) R_f values would not be correct ✓	1	2.7	ALLOW solvent would evaporate from end of paper / continue to move
		(ii)	FIRST CHECK ON ANSWER LINE if answer = 0.44 award 2 marks (must be 2 sig figs) distance moved by spot 5 = 52 mm AND distance moved by solvent = 119.0 mm ✓ correct use of $R_f = \frac{(\text{distance moved by spot})}{(\text{distance moved by solvent})}$ OR $R_f = \frac{(52)}{(119)} = 0.44$ ✓	2	2.8	DO NOT ALLOW any other distances ALLOW ECF from incorrect distances (must be ± 2 mm of correct distances) maximum 1 mark if not to 2 sig figs maximum 1 mark if units given for R_f answer not to 2 sig figs and units given = 0 marks
		(iii)	(because) distance moved depends on <u>solubility</u> of pigment in solvent (mixture) ✓ (so) pigments would have different R_f values in different solvent (mixture) ✓	2	2.7	DO NOT ALLOW affinity for solvent DO NOT ALLOW 'interact with solvent' or 'interact with pigment'

Question			Answer	Marks	AO element	Guidance
	(c)	(i)	any four from: energy lost by electrons in redox reactions ✓ each , ETC component / electron carrier , is at a lower energy level ✓ energy released used to <u>pump</u> protons ✓ into the thylakoid space ✓ proton gradient , created / AW ✓ diffusion of <u>protons</u> through ATP synth(et)ase / chemiosmosis ✓ kinetic energy (of movement of protons) converted to chemical energy (of ATP) ✓	4	1.1 2.1	IGNORE kinetic energy (of electrons) ALLOW H⁺ / hydrogen ions for 'protons' throughout ALLOW electrochemical gradient DO NOT ALLOW just electrical gradient ALLOW 'move back' for 'diffusion', 'proton motive force'
		(ii)	(because) energy (of electrons) lost as heat ✓ leakage of protons across membrane ✓	2	2.1	

Question			Answer	Marks	AO element	Guidance
4	(a)	(i)	A = neutrophil ✓ B = monocyte ✓ C = lymphocyte ✓	3	2.3	ALLOW granulocyte ALLOW agranulocyte or macrophage
		(ii)	does not have a nucleus / nucleolus / nuclear envelope / is anuclear ✓	1	2.3	ALLOW biconcave disc shape
	(b)	(i)	any one from: ensure thorough mixing ✓ use , isotonic / AW , diluent / solvent ✓	1	3.3	
		(ii)	FIRST CHECK ANSWER LINE if answer = $5.6(3) \times 10^9$ award 4 marks volume = $0.2 \times 0.2 \times 0.1 = 0.004 \text{ mm}^3$ ✓ cell density = $15 / 0.004$ = $3750 \text{ mm}^{-3} = 3.75 \times 10^6 \text{ cm}^{-3}$ ✓ dilution factor = $1.5 / 0.001 = 1\,500$ ✓ cell density = $1\,500 \times 3.75 \times 10^6 \text{ cm}^{-3}$ = $5.6(3) \times 10^9 \text{ (cells cm}^{-3}\text{)}$ ✓	4	2.4	ECF for evidence of 15 divided by candidate's volume

Question			Answer	Marks	AO element	Guidance
Question			Answer	Marks	AO element	Guidance
5	(a)	(i)	any three from: correct detail of colony morphology differences ✓ <i>agree because...</i> (there is) more than one type of <u>colony</u> ✓ (there is) more than one (colony) <u>morphology</u> ✓ <i>disagree because...</i> (there are) more than two , types of colony / morphologies ✓ (so there are) 3 / 4 / more than two , species present ✓	3	3.2	e.g. 'some colonies are orange, but some are light brown in colour'. 'Three colonies have rough edges, but the others are smooth'.

Question	Answer	Marks	AO element	Guidance
(ii)*	Level 3 (5–6 marks) A comprehensive description of a method that would produce pure cultures, including selection and culturing techniques, contamination avoidance, and purity confirmation. <i>There is a well-developed line of reasoning which is clear and logically structured and uses scientific terminology at an appropriate level. All the information presented is relevant and forms a continuous narrative.</i> Level 2 (3–4 marks) A description of a method that would produce pure cultures, including selection and culturing techniques, and either contamination avoidance or purity confirmation. <i>There is a line of reasoning presented with some structure and use of appropriate scientific language. The information presented is mostly relevant.</i> Level 1 (1–2 marks) An outline of a method that would produce a culture of bacteria, with proper aseptic technique but few other details. <i>The information is communicated with only a little structure. Communication is hampered by the inappropriate use of technical terms.</i> 0 marks No response or no response worthy of credit.	6	3.3	Indicative scientific points may include <i>Selection & culturing techniques:</i> • Select different colonies based on morphology • Culture on agar plates / in nutrient broth • Plate each colony on different plate / container of broth • Incubate at suitable temperature / 25°C <i>Avoiding contamination:</i> • Use of sterile containers and media • Use aseptic technique to avoid contamination (e.g. disinfection of work surfaces; flaming of wire loops and bottle necks; limit exposure of samples; do not put lids or caps down on work surfaces) • Avoid selecting colonies that overlap <i>Confirming purity:</i> • Examine under microscope • Use of Gram or other staining An answer that just describes aseptic technique (no matter how detailed) will only achieve Level 1

Question			Answer	Marks	AO element	Guidance
	(b)	(i)	there are gram-negative and gram-positive bacteria present ✓ (because) some cells are stained pink and some are stained , purple / violet ✓	2	3.1	ALLOW at least 2 species / types of bacteria present ALLOW because they are stained differently
		(ii)	Gram positive bacteria have , thick /AW , peptidoglycan wall ✓ (that) takes up / binds to , crystal violet stain ✓ outer (stained) layer is not washed away by alcohol ✓	max 2	1.2	ALLOW 'they' for 'Gram positive bacteria' ALLOW Gram negative bacteria have thin wall ALLOW stain washed away in Gram negative allowing (named) counter stain to bind

Question			Answer	Marks	AO element	Guidance
	(c)	(i)	any three from: conclusions 1 & 2 are correct ✓ conclusion 3 & 4 may be incorrect (based on small zone of inhibition) ✓ <i>idea that</i> definitive conclusions cannot be made with small number of , strains / antibiotics ✓ conclusion 5 cannot be made based on this evidence ✓	3	3.2	
		(ii)	any two from: repeat with more plates and calculate mean ✓ (use) same / control , concentration of antibiotic ✓ (use) same / control , volume of antibiotic solution ✓	2	3.3	ALLOW use same area / diameter filter paper
		(iii)	(penicillin) destroys / disrupts assembly , of bacterial cell wall / peptidoglycan (in Gram-positive bacteria) ✓	1	2.5	ALLOW murein for peptidoglycan ALLOW just 'attacks the cell wall'
		(iv)	(polymyxin B) damages plasma membrane (in Gram-negative bacteria) ✓ polymyxin B disrupts another (named) process in (Gram-positive) bacteria ✓	1	2.5	ALLOW response based on differences in cell wall of Gram-positive and -negative bacteria.

Question			Answer	Marks	AO element	Guidance
		(v)	any three from: prepare bacterial , plate / culture / lawn ✓ add antibiotic and look for , zone of killing / evidence that bacteria have been killed ✓ only bactericidal antibiotics will show killing ✓ repeat with , different bacterial species / Gram-positive or Gram-negative bacteria ✓	3	3.3	ALLOW bacteriostatic antibiotic will not show killing

Question			Answer				Mark s	AO element	Guidance
Question			Answer				Marks	AO element	Guidance
6	(a)	(i)	glycolysis ✓				1	1.1	ALLOW glycolytic pathway
		(ii)	cytoplasm ✓				1	1.1	ALLOW cytosol
		(iii)		Substrate level phosphorylation	Hydrolysis	Dehydrogenase enzyme	3	2.1	One mark for each correct column.
			1		✓				
			2		✓				
			3			✓			
			4	✓					
			5	✓					
		(iv)	increases energy of glucose / reduces activation energy of reaction ✓				1	2.1	
	(b)		pyruvate ✓ carbon dioxide ✓ reduced NAD / NADH ✓				4	1.1	ALLOW mp2 and 3 in either order.

Question			Answer	Marks	AO element	Guidance
			citrate ✓			

OCR (Oxford Cambridge and RSA Examinations)
The Triangle Building
Shaftesbury Road
Cambridge
CB2 8EA

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored