

Mark Scheme for January 2012

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, OCR Nationals, 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 will not enter into any discussion or correspondence in connection with this mark scheme.

© OCR 2012

Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annesley
NOTTINGHAM
NG15 0DL

Telephone: 0870 770 6622
Facsimile: 01223 552610
E-mail: publications@ocr.org.uk

Annotations

Annotation	Meaning
/	alternative and acceptable answers for the same marking point
(1)	separates marking points
not	answers which are not worthy of credit
reject	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

Scoris Annotations

Annotation	Meaning
✓	correct response
✗	incorrect response
bod	benefit of the doubt
nbod	benefit of the doubt not given
ECF	error carried forward
^	information omitted
I	ignore
R	reject

Highlighting is also available to highlight any particular points on the script.

The following questions should be annotated with ticks to show where marks have been awarded in the body of the text:

2 (e) (i), 3 (c) (i), 3 (d), 4 (b), 6 (e)

Subject-specific Marking Instructions

1. The Comments box
The comments box will be used by your PE to explain their marking of the practice scripts for your information. Please refer to these comments when checking your practice scripts.
You should only type in the comments box yourself when you have an additional object of the type described in Appendix B of the Handbook for Assistant Examiners and Subject Markers.
Please do not use the comments box for any other reason.
Any questions or comments you have for your Team Leader should be communicated by phone, SCORIS messaging system or e-mail.

2. Please send a brief report on the performance of the candidates to your Team Leader (Supervisor) by the end of the marking period. The Assistant Examiner's Report Form (AERF) can be found on the Cambridge Assessment Support Portal. This should contain notes on particular strengths displayed, as well as common errors or weaknesses. Constructive criticisms of the question paper/mark scheme are also appreciated.

Question			Answer	Marks	Guidance
1	(a)	(i)	tyrosinase ;	1	First Answer (Mark the first answer . If the answer is correct and an additional answer is given that is incorrect or contradicts the correct answer then = 0 marks).
		(ii)	phenylketonuria / PKU ;	1	Mark the First Answer
	(b)		<i>both have an</i> amine / amino / NH ₂ ; COOH / carboxyl / carboxylic ;	2	DO NOT CREDIT if formula given does not match name DO NOT ACCEPT ammonia, amide
	(c)		1 low / less / no, thyroid hormones ; 2 less (aerobic) respiration ; 3 less, <u>ATP</u> produced / <u>energy</u> ; 4 slow(er) metabolism / low(er) (B)MR ; 5 low body temperature ; 6 AVP ;	3 max	DO NOT CREDIT no respiration / ATP eg sleep more, get tired quickly, poor muscle tone, mental retardation
	(d)	(i)	<u>homozygous</u> ;	1	Mark the First Answer IGNORE dominant / recessive
		(ii)	<i>genotype</i> combination of <u>alleles</u> ; possessed by organism ; <i>allele</i> alternative / mutant, form / version ; of, a gene ;	4	ACCEPT <i>idea of all</i> alleles or ' the ' alleles (suggesting all) ACCEPT <i>idea of</i> eg that a, person has / you have / of an individual / cell <i>'all my alleles'</i> = 2 marks ACCEPT altered, different (form / version) CREDIT DNA if qualified, eg at a locus / codes for X

Question		Answer	Marks	Guidance
	(e)	population, not large / (too) small ; not randomly-mating / matings arranged ;	2	
	(f)	natural / artificial / directional, <u>selection</u> ; <u>genetic drift</u> ; <u>mutation</u> ; migration / AW ;	2 max	Mark the first two suggestions only ACCEPT <u>selection</u> pressure, <u>selective</u> breeding, <u>selective</u> advantage
		Total	16	

Question		Answer	Marks	Guidance																		
2	(a)	<p><i>husky in Fig. 2.2 has</i> ears, laid back / held low / not upright ; pupils, dilated / bigger ; different / tensed / lower, posture ; hair (on neck) standing up / hackles raised ; mouth open / showing teeth / teeth bared / snarling / tongue withdrawn ; tail standing up / held high ;</p>	3 max	<p>CREDIT correct non-subjective visible differences wherever they appear (read as prose) IGNORE causes</p> <p>DO NOT CREDIT eyes dilated</p>																		
	(b)	<table border="1"> <thead> <tr> <th>organ</th> <th>calm mammal</th> <th>frightened mammal</th> </tr> </thead> <tbody> <tr> <td>heart ;</td> <td>rate slow / small force ;</td> <td>rate fast / great force ;</td> </tr> <tr> <td>lungs ;</td> <td>breathing, slow / shallow ;</td> <td>breathing, fast / deep ;</td> </tr> <tr> <td>(skeletal) muscle / arteries to muscle ;</td> <td>less, active / blood flow ;</td> <td>more, active / blood flow ;</td> </tr> <tr> <td>liver ;</td> <td>glucose → glycogen / glucose taken up ;</td> <td>glycogen → glucose / glucose released ;</td> </tr> <tr> <td>gut / named part of gut ;</td> <td>peristalsis / secretions / digestion / blood flow to gut, occurring ;</td> <td>no / less, peristalsis / secretions / digestion / blood flow to gut ;</td> </tr> </tbody> </table>	organ	calm mammal	frightened mammal	heart ;	rate slow / small force ;	rate fast / great force ;	lungs ;	breathing, slow / shallow ;	breathing, fast / deep ;	(skeletal) muscle / arteries to muscle ;	less, active / blood flow ;	more, active / blood flow ;	liver ;	glucose → glycogen / glucose taken up ;	glycogen → glucose / glucose released ;	gut / named part of gut ;	peristalsis / secretions / digestion / blood flow to gut, occurring ;	no / less, peristalsis / secretions / digestion / blood flow to gut ;	6 max	<p>CREDIT first correct answer per box if not contradicted later. No requirement for calm and frightened comments to be opposites.</p> <p>IGNORE steady, regular, normal with respect to calm mammal CREDIT reasonable figures for heart and breathing rates CREDIT AW such as stroke volume, cardiac output (of heart), tidal volume, ventilation rate (of lungs). ACCEPT named muscle(s) ACCEPT ecf across table for structures that are not organs, eg bronchioles</p> <p>CREDIT brain, bladder in first column for 1 mark</p> <p>CREDIT arterioles constricted for less blood flow (context gut in frightened mammal)</p> <p>CREDIT named secretions, eg saliva, gastric juice.</p>
organ	calm mammal	frightened mammal																				
heart ;	rate slow / small force ;	rate fast / great force ;																				
lungs ;	breathing, slow / shallow ;	breathing, fast / deep ;																				
(skeletal) muscle / arteries to muscle ;	less, active / blood flow ;	more, active / blood flow ;																				
liver ;	glucose → glycogen / glucose taken up ;	glycogen → glucose / glucose released ;																				
gut / named part of gut ;	peristalsis / secretions / digestion / blood flow to gut, occurring ;	no / less, peristalsis / secretions / digestion / blood flow to gut ;																				

Question		Answer	Marks	Guidance									
	(c)	<table border="1"> <tr> <td></td> <td>calm mammal Fig. 2.1</td> <td>frightened mammal Fig. 2.2</td> </tr> <tr> <td>division</td> <td>parasympathetic ;</td> <td>sympathetic ;</td> </tr> <tr> <td>neuro-transmitter</td> <td>acetylcholine / ACh ;</td> <td>noradrenaline / NA norepinephrine / NE ;</td> </tr> </table>		calm mammal Fig. 2.1	frightened mammal Fig. 2.2	division	parasympathetic ;	sympathetic ;	neuro-transmitter	acetylcholine / ACh ;	noradrenaline / NA norepinephrine / NE ;	4	<p>First Answer in each box (0 marks if additional answer contradicts)</p> <p>DO NOT CREDIT adrenaline for noradrenaline CREDIT ecf for second line if name matches NS division stated</p>
	calm mammal Fig. 2.1	frightened mammal Fig. 2.2											
division	parasympathetic ;	sympathetic ;											
neuro-transmitter	acetylcholine / ACh ;	noradrenaline / NA norepinephrine / NE ;											
	(d)	adrenal (glands) ; (adrenal) medulla ;	2	<p>First Answer (0 marks if additional answer contradicts)</p> <p>DO NOT CREDIT medulla oblongata or medulla alone</p>									
	(e) (i)	<p>1 adrenaline binds to receptor ;</p> <p>2 complementary / specific, fit / shape ;</p> <p>3 G protein activated ;</p> <p>4 adeny(ate) cyclase activated ;</p> <p>5 ATP converted to cAMP ;</p> <p>6 cAMP activates, proteins / enzymes ;</p> <p>7 by, altering 3D structure / phosphorylation ;</p>	4 max	<p>IGNORE neurones ACCEPT attaches to DO NOT ACCEPT detected by, recognised by</p> <p>IGNORE stimulated (mps 3, 4 6) CREDIT AW eg made active, caused to work (3,4,6)</p> <p>ACCEPT named enzymes eg kinases</p>									
	(e) (ii)	<p><i>idea that one / named, molecule causes, production / activation of, many others ;</i></p> <p><i>idea that this multiplying effect is repeated at, next / every / later step ;</i></p> <p><i>idea of recycling / temporary binding, of cAMP ;</i></p>	2	<p>ACCEPT 1 adrenaline → many cAMP molecules 1 molecule causes many responses (in cell) CREDIT idea of amplification / cascade effect IGNORE chain reaction, domino effect</p>									
Total			21										

Question			Answer	Marks	Guidance
3	(a)	(i)	<u>ecology</u> ;	1	First Answer
		(ii)	abiotic ;	1	First Answer
		(iii)	<u>ecosystem</u> ;	1	First Answer
	(b)		<p>(interspecific) <u>competition</u> ; species 1 <u>and</u> species 2 named ; description of interaction ;</p> <p><u>trophic</u> / predator-prey / predation / parasitism / grazing / herbivory ;</p> <p>species 1 <u>and</u> species 2 named ; description of interaction ;</p> <p>mutualistic / mutualism ; species 1 <u>and</u> species 2 named ;</p> <p>description of interaction ;</p>	6	<p>Mark the first suggestion on each numbered line only, max 3 for each, therefore max 6 overall. ACCEPT English or scientific names for species (genus name alone acceptable and does not need capital letter) and accept phonetic spelling. DO NOT ACCEPT intraspecific</p> <p>eg eat, same / named, food OR occupy same niche <i>'Red and grey squirrels compete for the same food'</i> = 3 marks</p> <p>IGNORE grass, worms,</p> <p>ACCEPT symbiosis / symbiotic / commensalism IGNORE legumes and nitrogen-fixing bacteria if no species identified eg could include pollination, seed dispersal</p>

Question		Answer	Marks	Guidance
	(c) (i)	<p>auxin / IAA ;</p> <p>(positive) <u>phototropism</u> ;</p> <p>plants / shoots, bend towards light ;</p> <p>etiolation / plants grow taller ;</p> <p>climbing plants climb, up / over, other plants ;</p> <p>(positive) thigmotropism / sense of touch ;</p> <p>grow roots towards, water / minerals ;</p> <p>allelopathy / description ;</p>	4 max	<p>IGNORE other named hormones</p> <p>IGNORE apical dominance</p> <p>DO NOT ACCEPT phototropic / thigmotropic (but penalise once)</p> <p>IGNORE move, grow</p> <p>IGNORE nutrients</p>
	(ii)	<p>less auxin / auxin production stopped ;</p> <p><u>apical dominance</u>, stopped / removed ;</p> <p>side shoots grow / lateral buds develop / ora ;</p> <p>plant becomes bushy ;</p>	3 max	<p>CREDIT axillary buds</p> <p>IGNORE side leaves</p>

Question	Answer	Marks	Guidance
(d)	<p>1 tape measure / rope, laid ;</p> <p>2 line / belt, <u>transect</u> ;</p> <p>3 continuous / interrupted / AW ;</p> <p>4 (use quadrat to) record percentage cover of plants ;</p> <p>5 (use quadrat with) ACFOR scale ;</p> <p>6 point quadrat use described ;</p> <p>7 use of key to identify species ;</p> <p>8 data recording sheets prepared in advance ;</p> <p>QWC – sequencing of steps in procedure ;</p>	<p>5 max</p> <p>1</p>	<p>3 record all species touching line = continuous line quadrats end to end = continuous belt OR at selected intervals only = interrupted</p> <p>4 ACCEPT description = number of squares with species (>half covered) 5 DO NOT ACCEPT record abundance</p> <p>One point from 1 - 3 before a point from 4 to 8</p>
	Total	22	

Question		Answer	Marks	Guidance
4	(a)	D ; C ; J / M / N ; J / K / L ; J / K / M ;	5	First Answer

Question	Answer	Marks	Guidance
(b)	<p><i>'Golden Rice'TM</i> B1 reduce vitamin (A) deficiency in named area / ora ; B2 reduce, eye problems / blindness ; C1 reduce rice <u>genetic</u>, diversity / variation ; C2 clone may suffer from one, disease / environmental change ; C3 hybridisation with wild rice / spread genes to wild populations ; C4 seeds expensive / need to be bought each year ; C5 rice may not grow in all areas where needed ; C6 <i>idea of doubts</i> whether vitamin A content sufficient ; 4 max</p> <p><i>Somatic Gene Therapy</i> B3 cure / reduce symptoms / better quality of life / less medication; B4 cystic fibrosis / SCID / Parkinson's / thalassaemia / LCA ; B5 extend lifespan / saves lives ;</p> <p>C7 <u>virus</u> vector may cause (viral) disease ; C8 procedure may be, invasive / dangerous / painful / stressful ; C9 temporary / needs to be repeated / limited success ; C10 immune system / rejection, problems ; C11 animal testing concerns ; 4 max</p> <p><i>Either Section</i> C12 antibiotic resistance gene transfer to pathogenic bacteria ; C13 unknown effects / cause mutation ;</p> <p>QWC – balanced account ; 1 max</p>	9 max	<p>B1 eg Asia / developing world / area where rice is staple diet</p> <p>C1 ACCEPT contributes to genetic erosion</p> <p>C3 ACCEPT superweeds idea C4 CREDIT idea of economic exploitation</p> <p>B3 DO NOT ACCEPT treat (as in question) B4 eg single gene recessive conditions, cancer</p> <p><i>concerns</i> IGNORE references to embryo research, designer babies and germline gene therapy</p> <p>C8 eg bone marrow removal and replacement</p> <p>C12 IGNORE idea of resistant viruses C13 ACCEPT cause cancer (in context of gene therapy)</p> <p>Award if 1 C mark and 1 B mark have been awarded for both examples</p>
	Total	14	

Question	Answer	Marks	Guidance
5		5	<p>CREDIT asepsis for aseptic (3 down)</p>
	Total	5	

Question			Answer	Marks	Guidance
6	(a)	(i)	artificial selection / selective breeding ;	1	First Answer
		(ii)	<i>idea that</i> males can father many offspring / mate several females ; <i>idea that</i> females produce only a few offspring ; (so) more females (than males) needed to maintain numbers (each generation) ; (20% females chosen as) inbreeding / genetic problems, if breeding population is too small ; (5% males chosen as) selection pressure stronger if fewer (tamest) are used ;	2 max	IGNORE artificial insemination eg one litter at a time
	(b)		1 (mostly) <u>genetic</u> ; 2 as can be selected for / selective breeding increases frequency ; 3 <u>allele(s)</u> for tameness ; 4 (from) mutation ; 5 query role of environment / learning ; 6 ref. DRD4 / dopamine receptor ;	3 max	DO NOT CREDIT if environment also given as cause IGNORE genetic drift DO NOT CREDIT if environment given as main cause ACCEPT query about experimental method, eg was environment controlled for?

Question	Answer	Marks	Guidance
(c)	<p><i>linkage</i> tameness genes and genes for these traits <u>on same chromosome</u> ; (so) inherited together ;</p> <p><i>epistasis</i> (product of) one gene affects expression of another ; via enzyme pathway ;</p> <p><i>inbreeding</i> (hidden / masked) recessive alleles ; selected for, as well / unintentionally ; more chance homozygous as, small gene pool / parents related ;</p> <p><i>genetic drift</i> random / chance (which alleles, present / passed on) ; (effect stronger because) small breeding population ;</p>	2	<p>First Answer Look for the two mark points relevant to the first word of the four on offer that the candidate has chosen.</p> <p>ACCEPT idea of (recessive)allele inherited from both parents because, they are closely-related / small gene pool / reduced genetic diversity</p>
(d)	<p>1 <u>geographic</u> ; 2 wolves avoid human settlements / dogs confined by humans ;</p> <p>3 <u>behavioural</u> ; 4 detail / description ;</p> <p>5 <u>mechanical</u> ; 6 idea of different size of wolves and some small dogs ;</p> <p>7 gamete incompatibility ; 8 possibility of different chromosome numbers ;</p> <p>9 <u>seasonal / temporal</u> ; 10 different breeding, seasons / times ;</p>	3 max	<p>IGNORE reproductive isolation</p> <p>4 eg differences in, pheromones / courtship</p> <p>6 ACCEPT different genitalia</p> <p>10 CREDIT <i>the idea that</i> dogs breed all year round / wolves breed once a year</p>

Question	Answer	Marks	Guidance
(e)	<p><i>biological species concept</i></p> <p>1 (members of same species) need can interbreed to produce fertile offspring ;</p> <p>2 not all dog breeds can do this therefore not same species ;</p> <p>3 dog and wolf can so they should be same species ;</p> <p><i>phylogenetic species concept</i></p> <p>4 <i>idea that</i> dogs and wolves monophyletic group / tip of phylogeny ;</p> <p>5 genetic differences, between dogs and wolves small ;</p> <p>6 gene flow between wolves → big dogs → little dogs / analagous to ring species ;</p> <p>7 (PSC) one species (with a lot of phenotypic variation) ;</p>	4 max	<p>4 ACCEPT share a common ancestor</p> <p>5 CREDIT question of how much DNA difference needed to classify as separate species</p>
	Total	15	

Question		Answer	Marks	Guidance
7	(a)	homeotic / regulatory, (gene) ; contains, 180 bp / homeobox, sequence ; that codes for homeodomain (on protein) ; (gene product) binds to DNA ; initiates transcription / switch genes, on / off ; control of, development / body plan ;	2	IGNORE <i>hox</i> CREDIT controls gene expression, ref. transcription factor(s) ACCEPT description, eg polarity, segmentation, position of limbs
	(b)	these genes very important ; mutation would, have big effects / alter body plan ; many other genes would be affected / knock-on effects ; mutation likely to be, lethal / selected against ;	2 max	ACCEPT example, eg no arms CREDIT selected against in context of survival, not reproduction DO NOT CREDIT ora, not beneficial so not selected for
	(c)	protein synthesis / transcription and translation ; respiration ; DNA replication ; mitosis ; cytokinesis ; apoptosis ; differentiation / gene switching ;	2 max	Mark the first two suggestions only IGNORE growth ACCEPT programmed cell death
	(d)	fungi / plants ;	1	
Total			7	

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

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

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; 1 Hills Road, Cambridge, CB1 2EU
Registered Company Number: 3484466
OCR is an exempt Charity

OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

© OCR 2012

