

| Question | Answers  | Extra information   | Mark             | AO / Specification reference |
|----------|--|---|------------------|------------------------------|
| 01.1     | 50   |   | 1                | AO2<br>4.7.2.1<br>Ms4a       |
| 01.2     | 200% increase  | award 1 mark for increase from 800 to 2400<br>award 2 marks for 3× increase   | 3                | AO2<br>4.7.2.1<br>Ms 1c, 4a  |
| 01.3     | when many moose available, food is available to support larger population of wolves<br>more wolves survive (and reproduce), increasing the wolf population<br>as the wolf population increases, more moose are killed so the moose population falls<br>less food is available for wolves so fewer survive (and reproduce), so the wolf population falls                                    |   | 1<br>1<br>1<br>1 | AO2<br>4.7.2.1               |
| 01.4     | any <b>two</b> from: <ul style="list-style-type: none"> <li>• (new) disease could reduce population</li> <li>• extreme weather could kill wolves / cause offspring to perish, reducing population</li> <li>• human hunters could kill wolves, reducing population</li> <li>• population of other prey species could increase, enabling a larger population of wolves to survive</li> </ul> | accept other reasonable suggestion with linked explanation<br>accept converse | 2                | AO3<br>4.7.2.1               |

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| 02.1     | 14   |   | 1   | AO2<br>4.7.2.1<br>Ms 2f      |
| 02.2     | 12   |   | 1   | AO2<br>4.7.2.1<br>Ms2b, 2f   |
| 02.3     | <p>either:</p> <p><b>median</b></p> <p>because this average ignores the outlier which may not be indicative of 1/8th of the school field area</p> <p>or:</p> <p><b>mean</b></p> <p>because the outlier is a true value and may be indicative of areas of the school field and so should be included in the students' calculation</p> | <p>marks are awarded for the explanation, not for selection of mean or median</p> <p>do not award marks if the explanation does not link to the selected average type</p> | <p>1</p> <p>1</p> <p><b>or:</b></p> <p>1</p> <p>1</p> | AO3<br>4.7.2.1               |
| 02.4     | <p>area = <math>350 \times 200</math></p> <p>either: if median selected in <b>02.3</b>:</p> <p>number = <math>70\,000 \times 14 = 980\,000</math></p> <p>or if mean selected:</p> <p>number = <math>70\,000 \times 12 = 840\,000</math></p>  |   | <p>1</p> <p>1</p> <p>1</p>                            | AO2<br>4.7.2.1<br>MS 5c, 2d  |

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| 02.5     | any <b>two</b> from: <ul style="list-style-type: none"> <li>trampled area – which has prevented daisies establishing</li> <li>shaded area – preventing daisies growing</li> <li>random variation</li> <li>no daisies established there / competition from other species</li> </ul> | to award full marks, answers should include two valid suggestions with linked explanations<br>accept other valid suggestions with linked explanations | 4                | AO3<br>4.7.2.1               |
| 03.1     | presence of daisies  |   | 1                | AO2<br>4.7.2.1               |
| 03.2     | quadrat  |   | 1                | AO2<br>4.7.2.1               |
| 03.3     | random sampling / place quadrats randomly using a grid and random number generator.<br>count the number of thistles in the quadrat<br>repeat and calculate a mean<br>multiply the mean number of thistles per m <sup>2</sup> by the area of the lawn                               |   | 1<br>1<br>1<br>1 | AO2<br>4.7.2.1               |
| 03.4     | repeat as many times as possible<br>to minimise the effect of outlier values   | accept other reasonable suggestions with linked explanations  | 1<br>1           | AO3<br>4.7.2.1               |
| 04.1     | D  |   | 1                | AO2<br>4.7.2.2               |

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| 04.2     | combustion / burning   |                   | 1           | AO2<br>4.7.2.2               |
| 04.3     | oceans / atmosphere / fossil fuels / trapped in rocks  |                   | 1           | AO1<br>4.7.2.2               |
| 04.4     | break down the bodies of dead organisms<br>releasing carbon dioxide to the atmosphere<br>this can then be used by plants through photosynthesis  |                   | 1<br>1<br>1 | AO1<br>4.7.2.2               |
| 05.1     | blue tit   |                   | 1           | AO2<br>4.7.2.1<br>4.7.4.1    |
| 05.2     | producers / organisms which make their own food by photosynthesis  |                   | 1           | AO1<br>4.7.2.1<br>4.7.4.1    |
| 05.3     | owl  |                   | 1           | AO2<br>4.7.2.1<br>4.7.4.1    |
| 05.4     | break down the bodies of dead organisms<br>releasing carbon dioxide to the atmosphere / nutrients into the soil<br>this can then be used by plants through photosynthesis / absorbed and used for growth / protein synthesis |                   | 1<br>1<br>1 | AO2<br>4.7.2.3               |

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|----------|---|---|-------------|------------------------------|
| 06.1     | $s^{-1}$  |   | 1           | AO1                          |
| 06.2     | 0.024   | award 1 mark for 1/41                           | 2           | AO2<br>MS 1c                 |
| 06.3     | y-axis: linear scale, rate of reaction ( $s^{-1}$ )<br>points plotted to $\pm 1$ mm<br>smooth curve through points  |   | 1<br>1<br>1 | AO2<br>AO3x1<br>MS4a, 4c     |
| 06.4     | Value in range 38–40 °C   | Accept 36 °C / 37 °C / 41 °C / 42 °C for 1 mark | 2           | AO2<br>Ms4a                  |
| 06.5     | enzymes denature<br>so are unable to catalyse digestion of lipids   |   | 2           | AO2                          |
| 06.6     | lipase is an enzyme<br>as it digests lipids in milk<br>fatty acids produced<br>causing pH to drop<br>which mirrors process when bacteria cause decay of milk<br>leading to the formation of lactic acid, causing pH to drop |   | 6           | AO3                          |
| 07.1     | oak tree  |   | 1           | AO2<br>4.7.2.1               |
| 07.2     | hawk  |   | 1           | AO2<br>4.7.2.1               |

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| 07.3     | light / sun   |  | 1           | AO1<br>4.7.2.1               |
| 07.4     | caterpillar / sparrow   |  | 1           | AO2<br>4.7.2.1               |
| 07.5     | any <b>one</b> from: <ul style="list-style-type: none"> <li>• camouflage – so organism is harder to see</li> <li>• good hearing – so can detect predator coming and move away</li> <li>• named defence mechanism, e.g. warning colouration – to mimic poisonous plants</li> </ul> | allow 1 mark for a sensible adaptation and 1 mark for linked explanation | 2           | AO2<br>4.7.2.1<br>4.7.1.4    |
| 07.6     | fewer hawk / no hawk to eat the sparrows<br>so sparrow population would increase<br>so number of caterpillars would go down / more caterpillars would be eaten  |  | 1<br>1<br>1 | AO3<br><br>4.7.2.1           |

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| 08.1     | <p>any <b>six</b> from:</p> <ul style="list-style-type: none"> <li>• precipitation – water falls to land as rain, snow, hail, or sleet</li> <li>• run off – water runs into stream / river / lake / ocean from the ground</li> <li>• percolation – water trickles through gaps in soil / rock</li> <li>• respiration – water released from animals and plants during life / death during decay</li> <li>• transpiration – water released into atmosphere by plants</li> <li>• evaporation – water turned from liquid to water vapour as sun heats earth's surface</li> <li>• condensation – water vapour condensed back to liquid (to form clouds) as moist air rises</li> </ul> | term and correct description needed for each mark                   | 6    | AO1<br>4.7.2.2               |
| 08.2     | <p>any <b>two</b> from:</p> <ul style="list-style-type: none"> <li>• respiration – water produced as a waste product when glucose and oxygen react to release energy</li> <li>• sweat – water evaporates out of sweat to cool an organism when it is too hot</li> <li>• urine – excess water is filtered out of the blood by the kidneys into the urine</li> </ul>   | award 2 marks for correct source and 2 marks for linked explanation | 4    | AO1<br>4.7.2.2               |

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| 08.3     | any <b>four</b> from: <ul style="list-style-type: none"> <li>• water is a major constituent of all living cells</li> <li>• chemical reactions of life (photosynthesis and respiration) take place in solution / in water</li> <li>• water needed by plants for support / rigidity</li> <li>• water transports dissolved minerals / nutrients to an area</li> <li>• water helps dissipate some waste materials from an area</li> </ul> |                                       | 4    | AO1<br>4.7.2.2               |
| 08.4     | carbon / nitrogen   | accept any other appropriate material | 1    | AO1<br>4.7.2.2               |
| 09.1     | <b>Level 3:</b> All key steps are identified and logically sequenced.   |                                       | 5–6  | AO2<br>4.7.2.1               |
|          | <b>Level 2:</b> Most steps are identified, but the method is not fully logically sequenced.   |                                       | 3–4  |                              |
|          | <b>Level 1:</b> Some relevant steps are identified, but links are not made clear.   |                                       | 1–2  |                              |
|          | <b>No relevant content</b>  |                                       | 0    |                              |



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|          | <b>Indicative content</b> <ul style="list-style-type: none"> <li>• lay out a measuring tape (perpendicular) from the footpath</li> <li>• place a quadrat a distance of 1 m from the footpath</li> <li>• count the number of animals at this point</li> <li>• note the percentage ground cover of plants at this point</li> <li>• move quadrat 1 m further away from footpath, and repeat measurements</li> <li>• repeat at 1 m intervals until 10 m from footpath</li> </ul> |   |      |                              |
| 09.2     | spiders  |   | 1    | AO2<br>Ms 4a<br>4.7.2.1      |
| 09.3     | any <b>two</b> from: <ul style="list-style-type: none"> <li>• trampled ground has a greater proportion of bare ground</li> <li>• mosses are found in every area</li> <li>• oak trees are found at least 5 m from the path</li> <li>• ants are found furthest away from the path</li> </ul>   | accept any two relevant conclusions from the data | 2    | AO3<br>4.7.2.1               |

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| 09.4     | gather evidence / data from other areas with same conditions, e.g. trampled ground<br>and compare the conclusions drawn / data gathered with the original area  | award 2 marks for complete belt transect and compare results from multiple areas with original findings | 1<br>1           | AO3<br>4.7.2.1               |
| 10.1     | any <b>six</b> from: <ul style="list-style-type: none"> <li>• burning / combustion</li> <li>• converting carbon in fuel into carbon dioxide</li> <li>• photosynthesis</li> <li>• converting atmospheric carbon dioxide into carbon compounds in plants</li> <li>• respiration</li> <li>• converting carbon from food sources into (atmospheric) carbon dioxide</li> <li>• feeding</li> <li>• carbon passed from organism to organism</li> </ul> | allow 6 marks for an appropriately labelled diagram<br><br>accept decay / decomposition                 | 6                | AO1<br>4.7.2.2               |
| 10.2     | increased rate of combustion (of fossil fuels)<br>increases atmospheric CO <sub>2</sub> concentration<br>deforestation<br>reduces rate of CO <sub>2</sub> removal from atmosphere   |   | 1<br>1<br>1<br>1 | AO1<br>4.7.2.2               |

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| 11.1     | plankton → small fish → large fish → human   |  | 1    | AO2<br>4.7.4.1<br>4.7.4.2    |
| 11.2     | 0.097%   | award 1 mark for $\frac{70}{72\,000}$  | 2    | AO2<br>MS1c<br>4.7.4.3       |
| 11.3     | any <b>two</b> from: <ul style="list-style-type: none"> <li>not all biomass is absorbed, some lost in faeces</li> <li>some biomass is lost as CO<sub>2</sub> / water from respiration / urea in urine</li> <li>not all parts of an organism are eaten</li> </ul> |  | 2    | AO2<br>4.7.4.3               |
| 11.4     | 4.49 GJ / 4.49×10 <sup>9</sup> J   | accept for 1 mark each:<br>energy per kg of small fish = 6 000 000 J / 6 MJ / 6×10 <sup>6</sup> J<br>energy in small fish trophic level = 39 GJ / 3.9×10 <sup>10</sup> J<br>proportion of energy transferred = 0.115 / 11.5%<br>energy in large fish = 0.115 × 39 GJ | 5    | AO2<br>MS 1b, 1c<br>4.7.4.3  |

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| 11.5     | any <b>four</b> from: <ul style="list-style-type: none"> <li>• bioaccumulation</li> <li>• lead enters oceans, and is absorbed by plankton</li> <li>• small fish eat many plankton, so concentration of lead increases (but not to toxic level for small fish)</li> <li>• large fish eat many small fish, so concentration of lead increases further (but not to toxic level for large fish)</li> <li>• humans eat many fish; concentration of lead in humans reaches level to cause health disorder</li> </ul> |   | 4                | AO3<br>4.7.4.3               |
| 12.1     | predator–prey<br>as when the lynx population is large, the hare population decreases   | accept words to that effect<br>accept converse  | 1<br>1           | AO2<br>4.7.2.1               |
| 12.2     | yes<br>population of both hare and lynx vary according to a cycle reaching a (relatively) consistent high / low value named values, e.g. maximum lynx population reaches 70 000–80 000 in cycles, decreases, then recovers   |   | 1<br>1<br>1<br>1 | AO3<br>4.7.2.1               |
| 12.3     | 700%<br><br>increase   | award 1 mark for change = 32 000 – 4000<br>award 2 marks for $\frac{32\,000 - 4000}{32\,000}$ | 3                | AO2<br>4.7.2.1<br>MS 1c      |

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| 12.4     | any <b>two</b> from: <ul style="list-style-type: none"> <li>• bumper supply of grass / other plant product for hares to eat</li> <li>• decrease in population of another animal that predated hares</li> <li>• large population of other prey species for lynx to feed on</li> </ul>                   |                                     | 2               | AO3<br>4.7.2.1               |
| 12.5     | lynx population will decrease so hare population will increase<br>decrease in producer population<br>reducing level of vegetation in area  |                                     | 1<br><br>1<br>1 | AO3<br>4.7.2.1               |
| 13.1     | stimulus → sensory neurone → relay neurone → motor neurone → effector  |                                     | 1               | AO1<br>4.5.2.1               |
| 13.2     | 0.02(1) s  | award 1 mark for $\frac{1.4}{65.5}$ | 2               | AO2<br>4.5.2.1<br>MS1c       |
| 13.3     | any <b>two</b> from: <ul style="list-style-type: none"> <li>• long axon – can transmit an electrical impulse over a long distance</li> <li>• myelin sheath / insulation – to speed up impulse / stop the impulse being scrambled</li> <li>• lots of dendrites – to connect with other cells</li> </ul> |                                     | 2               | AO1<br>4.5.2.1               |

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| 13.4     | <p>similarities – any <b>two</b> from:</p> <ul style="list-style-type: none"> <li>• both involve a stimulus</li> <li>• both involve an organ which responds</li> <li>• both bring about a response</li> </ul> <p>differences – any two from:</p> <ul style="list-style-type: none"> <li>• nervous responses carried in nerves / hormonal in blood</li> <li>• nervous response more rapid than hormonal</li> <li>• hormonal response longer lasting</li> <li>• nervous signal transmitted by electrical impulses / hormonal signal via chemicals</li> </ul> | answer must contain at least one similarity and one difference | 4    | AO1<br>4.5.2.1<br>4.5.3.1    |
| 14.1     | <p>any <b>four</b> from:</p> <ul style="list-style-type: none"> <li>• you get half your genetic material from either parent</li> <li>• passed on through gametes / egg and sperm</li> <li>• join together during fertilisation</li> <li>• combination of genes / genetic material a child inherits depends on which gametes join</li> <li>• each sibling has a different combination of genes / genetic material</li> </ul>  |  | 4    | AO1<br>4.6.2.1               |
| 14.2     | a change in the order of DNA bases / DNA   |  | 1    | AO1<br>4.6.2.1               |

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| 14.3     | advantage – any <b>one</b> from: <ul style="list-style-type: none"><li>• disease resistance</li><li>• pest resistance</li><li>• antibiotic resistance</li></ul> | accept other appropriate suggestion for advantage and disadvantage | 1    | AO3<br>4.6.2.1               |
|          | disadvantage – any <b>one</b> from: <ul style="list-style-type: none"><li>• disease</li><li>• cancer</li></ul>  |  | 1    |                              |