



Level 3 Certificate/Extended Certificate

APPLIED SCIENCE

ASC1B

Unit 1 Key Concepts in Science

Section A - Biology

Mark scheme

January 2019

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Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

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

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Question	Answers	Additional comments	Mark	AO
01.1	35.8 (to) 37.5 (°C)		1	AO1
01.2	7.35 – 7.45		1	AO1
01.3	(ADH) controls water retention (Glucagon) converts glycogen to glucose (Insulin) converts glucose to glycogen	extra line from left negates mark for that hormone	1 1 1	AO1
01.4	any one from: <ul style="list-style-type: none"> • as obesity in the population increases so does the percentage of people with diabetes • there is a positive correlation (between obesity and diabetes) • there is a wide variation in the data • there is no data for less than 15% obesity • there is no data for more than 45% obesity 	allow converse allow there is a causal link between diabetes and obesity	1	AO3
Total			6	

Question	Answers	Additional comments	Mark	AO
02.1	A <u>phospholipid</u> bilayer	allow <u>phospholipid</u> membrane	1	AO1
	B (intrinsic) <u>protein</u> or channel <u>protein</u> or carrier <u>protein</u>	allow integral <u>protein</u> do not allow extrinsic protein	1	
02.2	cell recognition		1	AO1
02.3	smooth endoplasmic reticulum	allow SER	1	AO1
02.4	lysosome		1	AO1
02.5	(genes that code for) antibiotic resistance or produce toxins (to protect the cell)		1	AO1
Total			6	

Question	Answers	Additional comments	Mark	AO
03.1	any two from: <ul style="list-style-type: none"> • increased / constant supply of water or water provided for photosynthesis • precise control of nutrient(s) (availability) or more nutrients can be added • increased / high density of plants 	ignore references to yield	2	AO1
03.2	water is split (into) oxygen and hydrogen	allow photolysis	1 1	AO1
03.3	producer		1	AO1
03.4	any two from: <ul style="list-style-type: none"> • more energy efficient • lower cholesterol • lower intake of antibiotics / growth hormones (from meat) • help to address food shortages • reduced methane emissions or reduced global warming 	allow lower fat allow lower risk of (bowel) cancer allow reference to animal welfare issues	2	AO1
03.5	any one from: <ul style="list-style-type: none"> • may not have a high enough protein / amino acids intake • difficult to get the balance of essential amino acids 		1	AO1
Total			8	