



**General Certificate of Education (A-level)
January 2012**

Biology

BIOL4

(Specification 2410)

Unit 4: Populations and Environment

Final

Mark Scheme

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Question	Marking guidelines	Mark	Comments
1(a)	All the fish/all the species/all the populations/all the organisms;	1	Must indicate all/every species. Reject answers that suggest other fish/organisms might be present.
1(b)(i)	- Capture sample, mark and release; - Appropriate method of marking suggested / method of marking does not harm fish; - Take second sample and count marked organisms; $\text{Population} = \frac{\text{No in sample}_1 \times \text{No in sample}_2}{\text{Number marked in sample}_2};$	3 max	- E.g. Cutting a fin/attaching a tag/paint/marker. - May be awarded from equation if not given here. - Accept any valid alternative to equation or answer expressed as a ratio.
1(b)(ii)	One suitable reason; E.g. population increases/changes (between first and second sample)	1	Accept other valid answers, which must, however, relate to breeding/only works if population constant.
1(c)	- With different mouth eats different food / has different way of feeding / specific mouth shape for specific food; - Competition between species/interspecific competition is reduced;	2	- Catches more food and gas exchange are neutral - Reject intraspecific

Question	Marking guidelines	Mark	Comments
2(a)(i)	Stickleback + caddis fly (larva) + stonefly (larva);	1	All three required for mark. In any order.
2(a)(ii)	(With fewer fish) reduced predation / not being eaten results in more freshwater shrimps; - Increased competition for food/resources / more producers eaten by shrimps / more shrimps eating producers; - Less food/resources for mayfly;	2 max	Principles <u>Effect of</u> fish on shrimps <u>Effect of</u> shrimps on producer <u>Effect of</u> food on mayfly
2(b)(i)	- Two marks for correct answer in range 16.8 to 18.9;; - One mark for incorrect answer in which candidate divides 19 to 21 by 111 to 113;	2	Ignore additional decimal places. Working shown in mm. Accept working in cm/2mm squares (10/56) for 1 mark.
2(b)(ii)	- Single-celled producers are more digestible / contain less cellulose (than plants) / less energy lost in faeces; - All of producer eaten/parts of plant not eaten; - Less heat/energy lost / less respiration;	2 max	May refer to either trophic level
2(c)	- Photosynthesis/light dependent reaction/light independent reaction; - Carbon-containing substances;	2	Allow organic substance or named organic substance

Question	Marking guidelines	Mark	Comments
3(a)	1. Transect/lay line/tape measure (from one side of the dune to the other); 2. Place quadrats at regular intervals along the line; 3. Count plants/percentage cover/abundance scale (in quadrats) OR Count plants and record where they touch line/transect;	3 max	1&2. Reject random in context of placing transect/quadrats 2. Accept references to stratified sampling/different seral stages 3. Accept abundance scale
3(b)	1. Stabilises sand / stops sand shifting; 2. Forms/improves soil / makes conditions less hostile;	2	2. Allow credit for example of making conditions less hostile such as: Adds nutrients Improves water retention

Question	Marking guidelines	Mark	Comments
4(a)(i)	Non-living/physical/chemical factor/non biological;	1	Do not accept named factor unless general answer given.
4(a)(ii)	Accept an abiotic factor that may limit photosynthesis/growth; E.g. Water Named soil factor Light Carbon dioxide Incline/aspect Wind/wind speed	1	Reject altitude/height Not “soil” / “weather” Accept Oxygen
4(b)	- Correct explanation for differences between day and night e.g. photosynthesis only during the daytime / no photosynthesis/only respiration at night; - Net carbon dioxide uptake during the day/in light OR No carbon dioxide taken up at night/in dark / carbon dioxide released at night/in dark; - At ground level <u>more</u> respiration / in leaves <u>more</u> photosynthesis; - Carbon dioxide produced at ground level/carbon dioxide taken up in leaves;	4	Principles Comparing day and night/light and dark - Explanation in terms of photosynthesis/respiration - Effect on carbon dioxide production/uptake Comparing leaves with ground level - Explanation in terms of photosynthesis/respiration - Effect on carbon dioxide production/uptake 2 and 4 must relate to why the change occurs
4(c)	- Variation in original colonisers / mutations took place; - Some better (adapted for) survival (in mountains); - Greater reproductive success; <u>Allele</u> frequencies change;	3 max	- Allow “advantage so able to survive” - Reject gene/genotype

Question	Marking guidelines	Mark	Comments
5(a)(i)	- Animal 2 / 5 has hair but offspring do not; - So 2 / 5 parents must be heterozygous/carriers; OR 4/7/8 are hairless but parents have hair; - So 2 / 5 must be heterozygous/carriers;	2	Accept parents as alternative to animals 2 and 5 1 + 3: Allow reference to children/offspring for animals 7 + 8 Ignore reference to individuals 1 and 6
5(a)(ii)	Hairless males have fathers with hair / 4 is hairless but 1 is hairy / 7 and/or 8 are hairless but 6 is hairy / only males are hairless;	1	Ignore references to other individuals Ignore reference to genotypes Allow credit for candidate who states that evidence is not conclusive/pedigree possible with autosomal character;
5(b)	- Parental genotypes $X^H X^h$ and $X^H Y$ Gametes X^H X^h X^H Y; - Genotypes of offspring $X^H X^H$, $X^H Y$, $X^H X^h$, $X^h Y$; - Phenotypes of offspring female with hair male with hair male hairless; 0.25 / $\frac{1}{4}$ / 1 in 4 / 25%;	4	Accept any letter for gene but capital letter must represent dominant allele. - Both parental genotypes and gametes must be correct - Allow for offspring genotypes correctly derived from <u>gametes</u> given by candidate; - Allow phenotypes correctly derived from offspring genotype Allow $H \equiv X^H$, $h \equiv X^h$ - Ignore 1:3 in context of correct probability Reject 1:4

Question	Marking guidelines	Mark	Comments
6(a)	Nitrification;	1	Accept nitrifying. Do not accept nitrogen fixing.
6(b)	1. Uptake (by roots) involves active transport; 2. Requires ATP/ aerobic respiration;	2	Reject all references to bacteria
6(c)(i)	1. Not enough time / fast flow washes bacteria away; 2. (Not all/less) ammonia converted to nitrate/less nitrification;	2	“Not enough time for bacteria to convert all the ammonia to nitrate” gains 2 marks
6(c)(ii)	1. Algal bloom / increase in algae; 2. Algae block light / plants/algae die; 3. Decomposers/saprobionts/bacteria break down dead plant materials; 4. Bacteria/decomposers/saprobionts use up oxygen in respiration / increase BOD; 5. Fish die due to lack of oxygen;	3 max	4. Accept alternatives such as microbes/ saprophytes.

Question	Marking guidelines	Mark	Comments
7(a)(i)	1. Same breed so similar alleles; 2. Controls/removes variable/so genes not a factor / only temperature affects results / rate of growth affected by genes;	2	1. Allow different alleles have different effects 2. Accept idea worded in such terms as inherited.
7(a)(ii)	1. Different growth rates / gained different biomass / grew different amount; 2. Not due to temperature / the independent variable;	2	Allow “more food for growth” Ignore references to efficiency of conversion.
7(b)(i)	Rise then fall with peak at 20°C;	1	Do not accept 0.85 as alternative to 20.
7(b)(ii)	1. Temperature may be between 10 and 30/10 and 20/20 and 30; 2. Intervals are 10°C/large/not small/should be smaller/should be intermediates;	2	No mark for yes or no.
7(c)(i)	1. Growth rate decreasing / conversion staying same/ decreasing; 2. (Scientists would be) looking for high growth rate/ conversion / data shows unlikely to improve growth/yield; 3. Wastes time/resources/would not relate to farming conditions;	2 max	3. Ignore cruelty to pigs
7(c)(ii)	1. Will lose more heat / not as much energy used to maintain body temperature; 2. Heat resulting from respiration/more respiration; 3. More food used in respiration;	2 max	1. Must be a comparative statement - Accept energy as equivalent to heat in the context of this question 2. Do not credit answers relating to energy made in respiration

Question	Marking guidelines	Mark	Comments
8(a)	- Releases energy in small / manageable amounts; (Broken down) in a one step / single bond broken; - Immediate energy compound/makes energy available rapidly; - Phosphorylates/adds phosphate; - Makes (phosphorylated substances) more reactive / lowers activation energy; - Reformed/made again;	4 max	- Accept less than glucose - Accept easily broken down - Do not accept phosphorus or P on its own - Must relate to regeneration
8(b)	- Substrate level phosphorylation / ATP produced in Krebs cycle; - Krebs cycle/link reaction produces reduced coenzyme/reduced NAD/reduced FAD; - Electrons released from reduced /coenzymes/ NAD/FAD; (Electrons) pass along carriers/through electron transport chain/through series of redox reactions; - Energy released; - ADP/ADP + Pi; - Protons move into intermembrane space; - ATP synthase;	6 max	- Accept alternatives for reduced NAD - Accept description of either Krebs cycle or link reaction - Allow this mark in context of electron transport or chemiosmosis - Accept H⁺ or hydrogen ions and cristae - Allow description of movement through membrane - Accept ATPase. Reject stalked particles

8(c)	1. In the dark no ATP production in photosynthesis; 2. Some tissues unable to photosynthesise/produce ATP; 3. ATP cannot be moved from cell to cell/stored; 4. Plant uses more ATP than produced in photosynthesis; 5. ATP for active transport; 6. ATP for synthesis (of named substance);	5 max	1. In context of in photosynthetic tissue/leaves
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