edexcel
advancing learning, changing lives

Mark Scheme (Results)

Summer 2013

GCE Biology INTERNATIONAL (6BI08) Paper 01

Unit 6: PRAC.BIOL.& RESEARCH(WA)

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk for our BTEC qualifications.
Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson.
Their contact details can be found on this link: www.edexcel.com/teachingservices.

You can also use our online Ask the Expert service at www.edexcel.com/ask. You will need an Edexcel username and password to access this service.

Pearson: helping people progress, everywhere
Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2013
Publications Code UA035491

General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

  i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear
  ii) select and use a form and style of writing appropriate to purpose and to complex subject matter
  iii) organise information clearly and coherently, using specialist vocabulary when appropriate

Using the Mark Scheme

Examiners should look for qualities to reward rather than faults to penalise. This does NOT mean giving credit for incorrect or inadequate answers, but it does mean allowing candidates to be rewarded for answers showing correct application of principles and knowledge. Examiners should therefore read carefully and consider every response: even if it is not what is expected it may be worthy of credit.

The mark scheme gives examiners:
- an idea of the types of response expected
- how individual marks are to be awarded
- the total mark for each question
- examples of responses that should NOT receive credit.

/ means that the responses are alternatives and either answer should receive full credit.
( ) means that a phrase/word is not essential for the award of the mark, but helps the examiner to get the sense of the expected answer.
Phrases/words in **bold** indicate that the meaning of the phrase or the actual word is **essential** to the answer.
ecf/TE/cq (error carried forward) means that a wrong answer given in an earlier part of a question is used correctly in answer to a later part of the same question.

Candidates must make their meaning clear to the examiner to gain the mark. Make sure that the answer makes sense. Do not give credit for correct words/phrases which are put together in a meaningless manner. Answers must be in the correct context.

Quality of Written Communication

Questions which involve the writing of continuous prose will expect candidates to:
- write legibly, with accurate use of spelling, grammar and punctuation in order to make the meaning clear
- select and use a form and style of writing appropriate to purpose and to complex subject matter
- organise information clearly and coherently, using specialist vocabulary when appropriate.

Full marks will be awarded if the candidate has demonstrated the above abilities.
Questions where QWC is likely to be particularly important are indicated (QWC) in the mark scheme, but this does not preclude others.

Question Number	Answer	Additional Guidance	Mark
1(a)	1. and 2. idea of clear dependent variables e.g. tidal volume, minute ventilation, breathing rate, rate of oxygen absorption ;; 3. ref to suitable units for a chosen dependent variable ; 4. idea of calibration of spirometer trace ; 5. description of how trace used to obtain dependent variable; 6. idea of repeats ;	Accept MPs from suitably annotated diagram e.g. MPs 1, 2, 5 MP1. and MP2. NOT “depth of breathing”, tidal intake”, vital capacity, IRV, ERV MP4. detail not required MP5. some detail required e.g. count the number of peaks per minute MP6. accept repeat in terms of measurement of an individual or using several subjects	**(4)** **Exp**

Question Number	Answer	Additional Guidance	Mark
1(b)(i)	Any two from: 1. same person ; 2. same age ; 3. same gender ; 4. temperature ; 5. time of day / eq ; 6. diet before testing / eq ; 7. speed of kymograph / eq ; 8. any other credible alternative variable ;	Apply list principle – mark first two variables given Do not accept mass volume of soda lime KOH (should be in excess), ref. to oxygen source or oxygen concentration / level in spirometer MP8. Accept; size / mass / BMI / physical activity of subject, time to acclimatise, humidity	**(2)** **Exp**

Question Number	Answer	Additional Guidance	Mark
1(b)(ii)	1. appropriate variable chosen from (b)(i), with suitable control method described ; 2. description of likely effect on the dependent variable provided ;	Marks can be awarded as long as the variable chosen was suggested in 1(b)(i) even if not credit worthy in 1(b)(i). MP1. Accept use a temperature controlled room / room thermostat / air conditioned room / eq ; NOT carry out at room temperature Similarly with 'time' they need to give some detail e.g. record breathing for 5 minutes / use a stop watch to ensure breathing was recorded for same length of time. When describing the likely effect we expect to see a reasonable attempt to describe effect of change in control variable on dependent variable. Do not accept: general statements such as "would give inaccurate results" MP2. In context of this experiment Increased environmental temperature will lead to a reduced breathing rate and tidal volume (converse for decreased temperature). "at higher temperatures the breathing rate would decrease" gains MP2.	**(2)** **Exp**

Question Number	**Answer**	**Additional Guidance**	**Mark**
1(c)	1. more {energy / respiration /oxygen /eq } needed / eq ; 2. ref. {autonomic / sympathetic (increases) / parasympathetic (decreases) / somatic} nervous system / phrenic nerve / eq ; 3. ref. {ventilation / respiratory / inspiratory / expiratory } centre ; 4. (in) medulla ; 5. idea of chemoreceptors (carotid / aortic) ; 6. ref. changes in {carbon dioxide / pH / temperature} (in blood) detected ; 7. ref. (motor) cortex ; 8. idea that nerve impulses go to muscles involved in breathing ;	MP1. Accept converse if it is clear the student is referring to lying down MP2. Ignore nerve impulses / nervous system NOT if incorrectly qualified MP3. Accept: breathing control centre MP4. must be in context of controlling breathing MP5. NOT if incorrectly qualified by location ACCEPT chemoreceptors in arteries IGNORE stretch receptors	**(4)** **Exp**

Question Number	Answer	Additional Guidance	Mark
2(a)	1. (There will be) no significant difference ; 2. in the number of worms { coming to the surface in each 0.5m2 quadrat / found / eq } between each {ploughing technique / field / eq } / eq ;	MP2. different number of worms in the fields OR because of different ploughing	**(2)** **Grad**

Question Number	Answer	Additional Guidance	Mark
2(b)	1. (median for) field A = 8 ; 2. (median for) field B = 7 ; 3. raw data ranked and in suitable table format of rows and columns ; 4. accurate headings ; e.g.	Accept suitable tables turned 90^{o} MP3. IGNORE omission of ruled lines within body of table and unranked data MP4. NOT 0.5m^{2} NOT if no ref to quadrat / area	**(4)** **Exp**

	Number of worms in { quadrat / 0.25m ^{2} }	
	Field A	Field B
	13	15
	10	12
	9	10
	9	9
	8	8
	5	7
	4	6
	4	6
	3	4
		3
		0

Question Number	**Answer**	**Additional Guidance**	**Mark**
2(c)	**A** axes correct orientation and scale with suitable labels ; **P** data plotted as bar chart with bars plotted correctly ; **B** range bar included ;	A Expect to see 'median' in y-axis label ACCEPT ecf for units but not no units P Accept means if in 2(b) means calculated or medians incorrectly calculated	**(3)** **Exp**

Question Number	**Answer**	**Additional Guidance**	**Mark**
2(d)	1. the (smaller) value of {U / eq} is higher than the critical value ; 2. reference to critical value of 23 ; 3. therefore there is no **significant difference** between the number of worms {coming to the surface in each quadrat / found in each field / eq} ; 4. accept null hypothesis / eq ; 5. reference to {wide variability of data / medians are very close together / eq} ;	MP2. Accept clearly marked value in table MP4. Credit "do not reject" MP5. Ignore overlapping error bars	**(4)** **Exp**

Question Number	Answer	Additional Guidance	Mark
2(e)	1. idea that other factors may not have been taken into consideration ; 2. sample size small / sample only taken at one time period / eq ; 3. reference to {wide variability of data / eq} ;	MP1. ACCEPT named factor MP2. Ignore difference in number of quadrats sampled MP3. Ignore overlapping error / range bars	**(3)** **Exp**

Question Number	Answer	Additional Guidance	Mark
3(a)	1. suitable ethical argument e.g. there is no significant ethical issue ; 2. there are no significant safety issues ; 3. safety issue related to minerals e.g. mineral allergies or irritants ; 4. safety issue related to plants e.g. plant allergies or irritants ; 5. safety related to hydroponics e.g. may provide good growing conditions for bacteria/fungi ;	MP1. Ignore idea that removing plants from environment is an ethical concern MP3. Ignore {solutions / chemicals} may be corrosive	**(2)** **Exp**

Question Number	Answer	Additional Guidance	Mark
3(b)	1. see if proposed method will work / eq ; 2. see if the plant chosen will grow in hydroponic unit / eq ; 3. idea of selecting range of Mg concentrations ; 4. find suitable method of measuring {growth / yield / colour of leaves / number of leaves / eq} ; 5. check most suitable conditions (for growth of plants) / eq ; 6. select suitable timescale for measuring growth / eq ;	MP1. Ignore “practice proposed method”	**(3)** **Exp**

Question Number	Answer	Additional Guidance	Mark
3 (c)	1. Clear statement of dependent variable i.e. exactly what is to be measured stated e.g. mass of plant tissue, mass of fruit, length of shoot, {number / colour} of leaves / eq ;	MP1. Need to see term dependent variable	
	2. Clear description of method of measuring change in dependent variable ;	MP2. Description of calculations not required	
	3. Clear statement of independent variable = concentration of magnesium ;	MP3. Need to see term independent variable	
	4. range of suitable concentrations suggested (at least 5) ;	MP4. Accept a statement that 5 different concentrations would be used	
	5. Some clear consideration of time period over which the growth will be measured / eq ;	MP5. Ignore answers of fewer than 3 days	
	6. and 7. Identification of up to 2 other variables that could affect growth ;;	MP6. and MP7 Accept volume of solutions for one of these marks	
	8. and 9. Description of how those 2 identified variables can be controlled ;;	MP8. and MP9 Must describe how variables are controlled. Ignore responses such as “use a greenhouse” / “put them somewhere with the same light intensity”.	
	10. Idea of need for replica at each concentration ;		
	11. control of source of plant e.g. use of same species/ variety / source of seeds ;	MP11. Idea of controlling for genetic variability	**(8) Exp + 2 SPG (see below)**
	12. use of graph to identify other values of concentration to test to identify optimum concentration / eq ;		

SPG award up to 2 marks

Start with 2 marks and if criteria not met move to 1 and then 0

Level	Mark	Descriptor
Level 3	**2**	The account is well organised with no undue repetition and a correct sequence. There is good use of scientific vocabulary in the context of the investigation described. The account is written in continuous prose which is grammatically sound with no major spelling errors.
Level 2	**1**	There is some disorganisation in the account which is not always in the correct sequence. Some relevant scientific vocabulary is used. The account is not always in continuous prose and there are grammatical errors and some important spelling mistakes.
Level 1	**0**	The account is very disorganised and is very difficult to follow. Scientific vocabulary is very limited with many spelling and grammatical errors.

Question Number	Answer	Additional Guidance	Mark
3(d)	1. clear table which matches method described with headings and units ; 2. change in {growth / eq} calculated e.g. by measuring {change in length / percentage change in mass / eq} ; 3. means calculated from repeat data ; 4. {scatter / line} graph format with correctly labelled axes / eq ; 5. use of graph to {estimate range for optimum / to identify other values of concentration to test to identify optimum concentration / eq} ;	MP1. Table with columns / rows for raw data. Ignore units in body of table	**(4)** **Exp**

Question Number	Answer	Additional Guidance	Mark
3(e)	1. difficult to control all variables affecting plant growth ; 2. example of uncontrolled variable e.g. seeds do not germinate at the same time, genetic differences between the plants ; 3. reference to limiting factor(s) ; 4. reference to need for more than one type of mineral for effective growth of plants ; 5. specified difficulty in measuring dependent variable/ eq ;	MP1. Needs to be related to plant growth Simply stating that a particular variable was not controlled only gains MP2 MP3. Accept contamination with microorganisms may affect plant growth MP5. Ignore reference to poor choice of dependent variable	**(3)** **Exp**

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467
Fax 01623 450481
Email publication.orders@edexcel.com

Order Code UA035491 Summer 2013

For more information on Edexcel qualifications, please visit our website
www.edexcel.com

Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual

Llywodraeth Cynulliad Cymru
Welsh Assembly Government

Rewarding Learning