

L3 Lead Examiner Report 2001

January 2020

**L3 Qualification in Animal
Management: Animal Biology**

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What is a grade boundary?

A grade boundary is where we set the level of achievement required to obtain a certain grade for the externally assessed unit. We set grade boundaries for each grade, at Distinction, Merit and Pass.

Setting grade boundaries

When we set grade boundaries, we look at the performance of every learner who took the external assessment. When we can see the full picture of performance, our experts are then able to decide where best to place the grade boundaries – this means that they decide what the lowest possible mark is for a particular grade.

When our experts set the grade boundaries, they make sure that learners receive grades which reflect their ability. Awarding grade boundaries is conducted to ensure learners achieve the grade they deserve to achieve, irrespective of variation in the external assessment.

Variations in external assessments

Each external assessment we set asks different questions and may assess different parts of the unit content outlined in the specification. It would be unfair to learners if we set the same grade boundaries for each assessment, because then it would not take accessibility into account.

Grade boundaries for this, and all other papers, are on the website via this link:

<http://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

Animal Biology: 31645H

Grade	Unclassified	Level 3			
		N	P	M	D
Boundary Mark	0	11	23	39	55

Introduction

January 2020 was the sixth series of the new specification for Animal Management, when this mandatory unit has been assessed via an external assessment rather than via centre based internal assessment.

The question paper followed the format identified in the additional sample assessment materials published on the Pearson website.

The paper had seven questions. Each question was based on an area of the specification. Learners were required to demonstrate knowledge and understanding of a range of specification topics and to apply this knowledge to the specific question scenarios. The intention was to offer as broad coverage as possible for all areas of the unit content. Questions had varying weightings attached to them, with 1 to 3 marks for the lower demand questions and 4 to 8 marks for questions where an extended response was required.

The extended response, eight mark, questions were marked using a 'levels based' approach to assessment. The overall quality of the response was considered rather than the specific number of points gained.

There was also a focus on the use of suitable technical and vocational language and terminology within each response. The remainder of the questions on the paper were assessed using a range of indicative content and on the quality and clarity of the explanation provided.

Individual Questions

The following section considers each question on the paper, providing examples of popular learner responses and a brief commentary of why the responses gained the marks they did. This section should be considered with the live external assessment and corresponding mark scheme.

Question 1

Q1 (a)

34% of learners scored two marks for question 1a through being able to recall the two missing types of animal tissue as per section B4.4 & 4.5 in the unit content.

1 There are four basic types of animal tissue.

(a) Complete the table below with the **two** missing tissue types.

(2)

Epithelial tissue
Connective tissue
Muscle tissue
Nervous tissue

2 marks

The two correct tissue types have been included in the table.

1 There are four basic types of animal tissue.

(a) Complete the table below with the **two** missing tissue types.

(2)

Epithelial tissue	Squamous Columnar Cuboidal
epidermis tissue / dermis	
Muscle tissue	

basement membrane

0 marks

All answers written here are incorrect - no rewardable marks.

Q1 (b)

47% of learners were able to recall the name of the small 'hair like' projections found on some epithelial tissue from section B4.3ii in the unit content.

(b) Give the name of the small "hair-like" projections found on some epithelial tissue.

(1)

Cilia

1 mark

Cilia correctly stated- 1 mark awarded.

(b) Give the name of the small "hair-like" projections found on some epithelial tissue.

(1)

Villi

0 mark

'Villi' is an incorrect answer and there were many similar incorrect responses seen- no rewardable mark.

Q1 (c)

This was a three mark question from section B1.1 of the unit content i.e. identifying three cell organelles which performed well, with 61% of learners scoring three marks by demonstrating memory recall of the names of the organelles.

(c) Give the names of the structures labelled A, B and C.

(3)

A
Nucleus

B
Mitochondria

C
Cytoplasm

3 marks

All correct names of the organelles identified – 3 marks awarded.

(c) Give the names of the structures labelled A, B and C.

(3)

A
DNA material

B
Ribosomes

C
Plasma membrane.

0 marks

All answers are incorrect- no rewardable marks.

Q1 (d)

This was a one mark question from section B1.1 of the unit content i.e. 'function of one organelle, the cytoskeleton' which performed well with 59% of learners scoring 1 mark.

(d) State **one** function of the cytoskeleton.

(1)

The cytoskeleton helps maintain the cell's shape and structure.

(Total for Question 1 = 7 marks)

1 mark

A complete and accurate answer – 1 mark awarded

(d) State **one** function of the cytoskeleton.

(1)

to protect the cell, helps activate functions within the cell.

(Total for Question 1 = 7 marks)

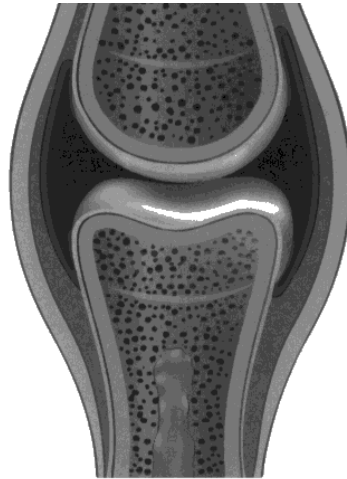
0 mark

An incorrect response, the cytoskeleton does not protect the cell – no mark awarded.

Question 2

Q2 (a)

This was a memory recall question from section A1.2i of the unit content with 52% of learners scoring one mark.



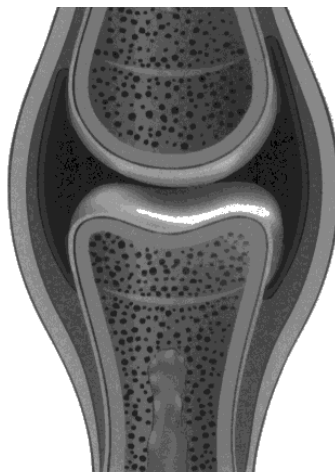
(a) Give the name of the type of joint in the diagram above.

(1)

Synovial joint

1 mark

A correct name for the type of joint – 1 mark awarded



(a) Give the name of the type of joint in the diagram above.

(1)

Ball and Socket joint

0 mark

An incorrect response – no mark awarded

Q2 (b)

This was a four mark question from section A1.2i in the unit content with only 37% of learners scoring four marks. The functions were often confused between the ligaments and tendons and, although explained correctly, resulted in no rewardable marks.

(b) Explain the function of ligaments and tendons.

(4)

Ligaments

Ligaments connect bone to bone providing 2 point of attachment for bones enabling movement of ~~points~~ joints.

Tendons

Tendons connect muscle to bone allowing bone movement during muscle contractions.

4 marks

The correct function has been identified for each with accurate explanations provided – 4 marks awarded

(b) Explain the function of ligaments and tendons.

(4)

Ligaments

Ligaments connect muscle tissues together, this is used so that the muscles in the body can move efficiently.

Tendons

Tendons connect nervous tissues together this is used for the nerves in the body to be able to contract and work.

0 marks

An incorrect response demonstrating no understanding of ligaments and tendons - no rewardable marks.

Q2 (c)

This was a two mark question on a disorder from section A1.4iii of the unit content and was answered well with 73% of learners scoring two marks.

(c) Give **two** symptoms of hip dysplasia in dogs.

(2)

1 *Difficulty walking*

2 *Loss of function in hind legs*

2 marks

Two correct symptoms stated – 2 marks awarded.

(c) Give **two** symptoms of hip dysplasia in dogs.

(2)

1 *Sweating*

2 *bleeding from the nose*

0 marks

Two incorrect answers demonstrating no understanding of the disorder – no rewardable marks.

Q2 (d)

This four mark question from section A1.2ii of the unit content was answered well with 61% scoring four marks. Most learners were able to describe the bird's internal bone structure accurately but not always that of a mammal.

(d) Describe the internal structure of bones in mammals and birds.

(4)

Mammals

Mammals' bones have a bone marrow which produces blood cells and aids the immune system. The bones are strong so they are unlikely to break.

Birds

Birds have bones that have a honeycomb structure. This makes them light so they are able to fly and strength so they don't break easily.

4 marks

This response accurately describes both the mammal and birds' internal bone structures to be awarded four marks

(d) Describe the internal structure of bones in mammals and birds.

(4)

Mammals

mammals have 4 limbs with bones for each, their internal organs are covered by 'ribs' for protection. They have a vertebrae which often leads down to a caudal vertebrae (tail). They have a mandible and no beak.

Birds

Birds have a beak instead of a mouth like a mammals. They have a vertebrae but not caudal so no tail, however they have bones that grow to form wings for flight.

(Total for Question 2 = 11 marks)

0 marks

This response does not answer the question - no rewardable marks available.

Question 3

Q3 (a)

This was a two mark memory recall question from section A3.1 of the unit content and 60% of learners scored two marks. There were responses where 'spine' was stated which is incorrect and no marks could be awarded.

3 (a) State the name of the **two** parts of the central nervous system (CNS).

(2)

- 1 Brain
- 2 spinal-cord

2 marks

The two correct parts of the CNS have been stated for two marks

3 (a) State the name of the **two** parts of the central nervous system (CNS).

(2)

- 1 Respiratory system
- 2 circulatory system

0 marks

No understanding of the question demonstrated – no marks awarded.

Q3 (b)

This was the first of three consecutive questions on the Nervous System.

The first four mark question on the function of the parasympathetic nervous system is from section A3.1 of the unit content and only 14% of learners scored four marks. Many learners confused the functions with the sympathetic nervous system.

(b) Explain **two** functions of the parasympathetic nervous system.

(4)

1. It returns the body back to normal, rest, after a ~~pos~~sympathetic ~~or~~ fight or flight response. It does this by decreasing the heart rate and stimulating digestion.
2. It keeps the homeostasis in the body by ~~allowing~~ keeping it at a state life processes can carry out such as digestion.

4 marks

This response demonstrates a complete understanding of the functions of the parasympathetic nervous system to be awarded 4 marks.

(b) Explain **two** functions of the parasympathetic nervous system.

(4)

1. ~~It gives animals~~ It ~~deet~~ detects if and ~~when~~ the animal is in danger and suggests the fight or flight, ~~and~~ whether the animal should fight or run away out of danger
2. It sends nerve impulses all around the ~~the~~ body apart from the centre of it

0 marks

This response has confused the parasympathetic with the sympathetic nervous system. No rewardable marks available.

Q3 (c)

This next four mark question from section B4.5iv in the unit content was aimed at 1 pass, 2 merit and 1 distinction marks. It did not discriminate well with 49% of learners scoring 0 marks and only 23% demonstrating a complete understanding of the transmission of a nerve impulse between neurons to achieve four marks. Many responses incorrectly described receptors reacting to a stimulus.

(c) Describe how a nerve impulse is transmitted between neurons. 

(4)

The ~~space~~ synapse is a gap between 2 neurones where neurotransmitters (chemicals) diffuse. The nerve impulse reaches the end of ~~an~~ ^{the} presynaptic neuron releasing acetylcholine neurotransmitter from the vesicle. This enters the synaptic cleft and receptors on the postsynaptic neuron are stimulated absorbing the impulse.

4 marks

An accurate response with four available marks i.e. 'synapse', 'neurotransmitter', 'end of presynaptic neuron', 'receptors stimulated absorbing the impulse' as per the mark scheme.

(c) Describe how a nerve impulse is transmitted between neurons.

(4)

Through the synapse. If someone touched something hot the impulse will travel to the relay neurons and ~~motor~~ ^{to the brain} where an impulse is sent to the motor neuron to move away.

1 mark

'Synapse' has been awarded one mark, albeit the description incorrectly describes receptors reacting to a stimulus.

Q3 (d)

61.4% of learners scored 0 for this two mark question regarding two symptom of listeriosis in ruminants from section A3.9 of the unit content which clearly demonstrated a lack of understanding of this neurological disorder. Generic symptoms such as 'lethargy' / 'weakness' were stated as well as guesses at ruminant bloat.

(d) State **two** symptoms of listeriosis in ruminants.

(2)

- 1 *disorientation*
- 2 *facial paralysis*

2 marks

Two accurate symptoms stated to be awarded 2 marks.

(d) State **two** symptoms of listeriosis in ruminants.

(2)

- 1 *lethargy*
- 2 *increased vocalisation*

0 marks

Two incorrect answers stated – no marks awarded.

Question 4

Q4 (a)

The average mark for this four mark question was 0.98 with only 25% of learners able to demonstrate a complete understanding of structures in the eye from section A3.4 of the unit content to score four marks.

The eye is a complex organ vital to a species' survival.

(a) Complete the table below to show the names and functions of structures in the eye.

(4)

Name of structure	Function
Iris	A ring of muscles surrounding the pupils which provide eye colour and control the amount of light which can enter the eye
Lens	Helps focus light rays and focus on objects as light passes through the pupil
Fovea	Provides sharp, central vision
Sclera	Provides strength, structure and protection

4 marks

All parts of the table completed as per the mark scheme to be awarded 4 marks

4 The eye is a complex organ vital to a species' survival.

(a) Complete the table below to show the names and functions of structures in the eye.

(4)

Name of structure	Function
Iris	To send message to the brain to let it know what you are seeing.
Lens	contracts light into the eye.
Pupil	Provides sharp, central vision
eye lid	Provides strength, structure and protection

0 marks

All answers are incorrect- no marks awarded

Q4 (b)

This two mark, pass targeted, question from section A3.7 of the unit content performed well with 64% of learners scoring 2 marks.

(b) Explain eye positioning in owls.

(2)

Owls have eyes at the front of their face (binocular vision). This allows a more focused view and for the owl to have better 3D depth perception.

2 Marks

A complete response as per the mark scheme – 2 marks awarded

(b) Explain eye positioning in owls.

(2)

In owls their eyes are positioned far apart so they can see from angles which helps to hunt prey. They are near enough at both sides of their head.

0 marks

An incorrect response with no rewardable marks available.

Q4 (c)

This two mark, pass targeted question required memory recall regarding the photoreceptors in the eye from section A3.4 in the unit content. Majority of the learners scored 0 marks.

(c) State the photoreceptors in the eye.

)

(2)

1 Rods

2 cones

2 marks

Two correct answers stated.

(c) State the photoreceptors in the eye.

(2)

1 cornea

2 retina

0 marks

Two incorrect answers stated – no rewardable marks.

Q4 (d)

This four mark question required learners to demonstrate an understanding of adaptations to allow animals to see in the dark which is from section A3.6 in the unit content.

(d) Explain **two** adaptations that help animals to see in the dark.

(4)

1 Tapetum lucidum - reflective part of mammalian ~~eye~~ eye which reflects light of the eye making the animals able to see in low light / dark conditions.

2 slit pupils - easier to control (move) this adaptation means animals like reptiles are better suited to seeing in the dark in comparison to humans.

4 marks

Two correct adaptations have been identified and explained to gain four marks

(d) Explain **two** adaptations that help animals to see in the dark.

(4)

1 instead of being able to see colours and features, some animals like frogs ~~are~~ see shapes when they move.

2 Some animals see in the dark by heat so they can see when something is prey or just a rock.

0 marks

This response is incorrect demonstrating no understanding of the question - no rewardable marks.

Question 5

Q5 (a)

This four mark question on birds' beaks was well answered with majority of learners achieving four marks and a mean mark of 2.64.

5 (a) Explain **two** ways birds' beaks are adapted to feed.

(4)

1 Some birds have thick, strong beaks. this allows birds to be strong enough to crack open Nuts and Seeds.

2 Some birds have thin, Long beaks to allow ~~them~~^{their (beaks)} to fit into small crevices to collect insects and juices (such as honey)

4 marks

Two adaptations explained as per the mark scheme to be awarded four marks.

5 (a) Explain **two** ways birds' beaks are adapted to feed.

(4)

1 Birds don't have teeth, they have a lower and upper mandible which means they can't chew but they can pick up and break the food so they can eat it.

2 Upper mandible grasp the food and lower breaks it into manageable pieces to swallow as birds don't chew they swallow.

0 marks

This response does not answer the question.

Q5 (b)

This was a one mark memory recall question aimed at pass from section A2.3 in the unit content and did not perform as expected with majority of learners scoring 0 marks.

(b) State the name of the enzyme found in saliva.

(1)

amylase

1 mark

The correct enzyme has been stated to be awarded 1 mark

(b) State the name of the enzyme found in saliva.

(1)

Lactic acid

0 mark

An incorrect response.

Q5 (c)

This three mark question was aimed at one pass and two merit on mechanical digestion from section A2.3 in the unit content. Only 38% of learners scored 3 marks with a mean mark of 1.13.

(c) Give **three** examples of mechanical digestion.

(3)

1. Chewing.
2. Small Stom grinding food in a birds Gizzard (ventriculus).
3. Cows (Ruminants) breaking down food in the rumen.

3 marks

Three accurate examples given as per the mark scheme – 3 marks awarded

(c) Give **three** examples of mechanical digestion.

(3)

1. tongue
2. small intestine
3. large intestine.

0 marks

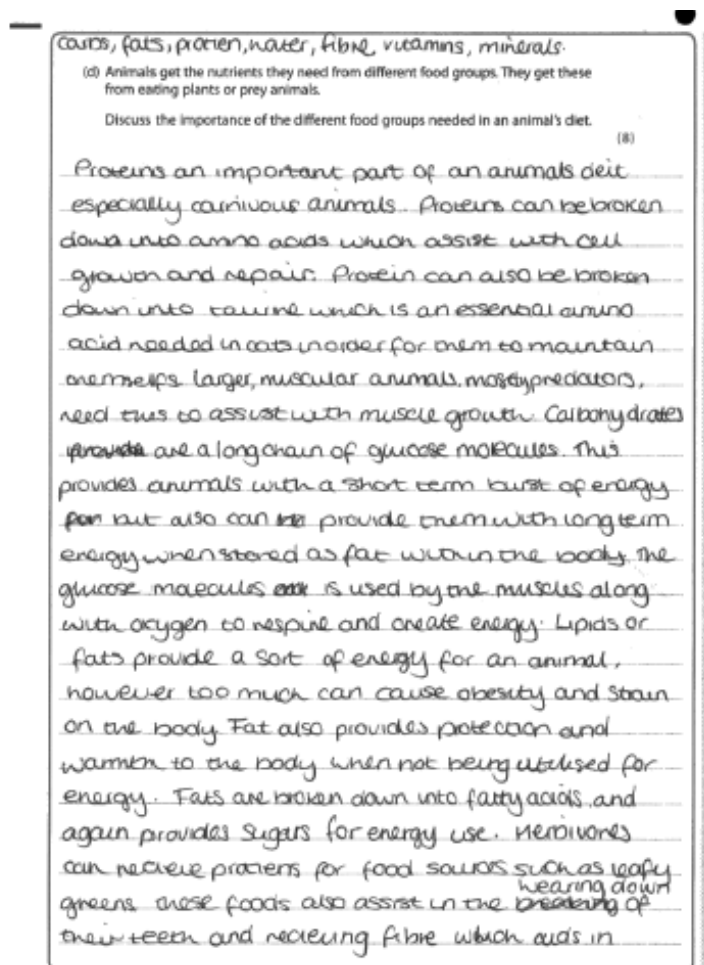
The examples provided do not answer the question – 0 marks awarded.

Q5 (d)

This was the first of two competency based questions with marks awarded for the response being at Level 1, Level 2 or Level 3. If no rewardable material was evident the learner scored 0 marks. There was a tendency to confuse food groups with food types, learners must be clear about the difference i.e. 'food groups' include the nutrients while 'food types' are sources of the nutrients.

The mean mark for this question was 3.74 which is almost a mid-Level 2 answer and demonstrated that 83.2% of learners provided a partially developed discussion with some accurate knowledge, understanding and consideration of the importance of different food groups from section A2.1 of the unit content.

A Level 3 response required mostly accurate and detailed knowledge of all the nutrients with clear links relevant to the context of an animal's diet as follows:



digestion. In small amounts, fibre helps with bowel movement allowing an animal to defecate. Vitamins and minerals often work together to perform functions within the body. vitamins and minerals provide many functions such as growth and bone development, *^① vitamins such as vitamin C can cause deficiencies with the animal such as guinea pigs. Guinea pigs are unable to synthesise vitamin C and must receive the correct amount within their diet as it can cause scurvy which causes their bones to be misformed. This can also occur in reptiles and is known as metabolic bone disease. An abundance of vitamins can also cause the same symptoms as a lack of them. water ~~is~~ although not a food group, is essential to an animal diet as it flushes toxins from the body and hydrate cells. Many bodily functions ~~with~~ need water in order maintain function. Water is essential to every animal.

*^① aid in digestion, keep skin and coat in good health etc

8 marks

This response demonstrates mostly accurate knowledge of the different food groups through a well-developed, logical discussion which includes relevant points and examples of why they are important in an animal's diet. This is a Level 3 answer which was awarded 8 marks.

5d

(d) Animals get the nutrients they need from different food groups. They get these from eating plants or prey animals.

Discuss the importance of the different food groups needed in an animal's diet. (8)

If it is important for an animal to have different food groups in their diet because:

- This way they have a balanced diet which should stop the animal from becoming overweight or underweight.
- The animal manages to get all the correct nutrients stopping them from becoming deficient in something which could cause health problems down the line.

Plants: Are good for the animals to eat so they get their nutrients and vitamins, they also contain water which is useful for keeping the animal hydrated.

2 marks

This learner has attempted the question demonstrating isolated knowledge and understanding of the subject and only mentioned the importance of water with generic assertions regarding 'correct nutrients'. There is no development of a discussion and only a few points relevant to the context in the question.

This is a Level 1 answer and was awarded 2 marks.

Q5 (e)

This question from section A2.4 of the unit content was targeted at pass and involved memory recall but did not perform as expected with 67.1% of learners scoring 0 marks.

(e) Give the name of **one** digestive enzyme secreted from the pancreas.

(1)

Protease

1 mark

The correct name of an enzyme secreted by the pancreas has been given to gain 1 mark.

(e) Give the name of **one** digestive enzyme secreted from the pancreas.

(1)

Insulin

0 marks

This is an incorrect response – no mark awarded.

Q5 (f)

This two mark question is from section A2.7 of the unit content regarding intestinal villi. 45% of learners scored the full two marks. The mean mark of 0.9 was reflective of learners identifying that villi increase the surface area but not explaining that this allows the absorption of **more** nutrients.

(f) Explain **one** way intestinal villi help the absorption of nutrients.

(2)

they increase surface area of the intestines, therefore the body is able to absorb more nutrients from food

2 marks

A complete accurate response as per the mark scheme to achieve 2 marks

(f) Explain **one** way intestinal villi help the absorption of nutrients.

(2)

Intestinal villi helps break down all the food and nutrients which makes it easier to be absorbed.

0 marks

An incorrect response demonstrating confusion about the function of villi - no rewardable marks.

Question 6

Q6 (a)

Learners had to 'compare' the roles of two hormones for this four mark, distinction targeted question from section A2.5 of the unit content. 40% of learners scored the full four marks and the mean mark was 1.58. The roles were frequently confused between the two hormones but marks were gained from knowing they were released from the pancreas.

6 (a) Compare the roles of the hormones insulin and glucagon.

(4)

Insulin and glucagon are both secreted by the pancreas. When the pancreas detects the blood sugar levels are too low it releases the hormone glucagon to increase the levels. This is different from the hormone insulin because ~~insulin is~~ ^{insulin is} released when the pancreas detects the blood sugar levels ^{are} too high. They work together to maintain the correct balance of ~~B~~ sugar within the blood.

4 marks

This response demonstrates an accurate understanding of the roles of both hormones allowing 4 marks to be awarded.

6 (a) Compare the roles of the hormones insulin and glucagon.

(4)

insulin is released when food is eaten, and is then stored as glucose used for energy, where as glucagon is released during starvation and is turned into glycogen used for energy/fat.

0 marks

No understanding of the hormones or their roles demonstrated in this response- no rewardable marks.

Q6 (b)

This one mark question required an element of understanding of the effects of hormones from section A5.1ii of the unit content. It was a distinction targeted question with 47% of learners providing the correct response.

(b) Give the name of a hormone released when an animal is stressed.

(1)

adrenaline

1 mark

A correct response to score 1 mark

(b) Give the name of a hormone released when an animal is stressed.

(1)

Progesterone.

0 marks

An incorrect response - no rewardable mark.

Q6 (c)

This four mark question from the same section of the unit content as the previous question was about changing levels of hormones and resulted in 50% of learners scoring the full four marks with a mean mark of 1.99.

(c) State how the levels of the following hormones change when an animal is giving birth.

(4)

Oestrogen

Levels increase.

Oxytocin

Levels increase.

Progesterone

Levels decrease.

Prostaglandins

Levels increase.

4 marks

A complete accurate response a per the mark scheme to achieve the full four marks.

(c) State how the levels of the following hormones change when an animal is giving birth.

(4)

Oestrogen

Making of the uterus lining.

Oxytocin

Making of contractions during labour.

Progesterone

Maintains the lining of the uterus lining

Prostaglandins

0 marks

This response does not answer the question – no rewardable marks

Q6 (d)

This two mark question from section A5.2v of the unit content regarding the role of extraembryonic membranes in a bird's egg did not perform well with only 29% of learners achieving the two available marks.

(d) Explain **one** role of extraembryonic membranes in an egg.

(2)

The yolk sac in an egg acts as a source of food for the embryo.

2 marks

An accurate response as per the mark scheme achieving the full two marks.

(d) Explain **one** role of extraembryonic membranes in an egg.

(2)

To protect the egg.

0 marks

This response is incorrect as the membranes protect the embryo not the egg – no marks awarded.

Question 7

Q7

This was the second competency based question and the last question on the paper which had eight available marks awardable for the overall accuracy, detailed knowledge and understanding plus a well-developed discussion with relevant points about the both the structure of DNA and how it codes for amino acids. It is from section B3.2 of the unit content. It did not perform as expected with only 29% of learners scoring the full eight marks for his question and 22.2% scoring 0 from having no knowledge of DNA.

7 DNA is present in cells and is the genetic information that is the blueprint for life.

Discuss the structure of DNA and how it codes for amino acids.

(8)

DNA is formed by nucleosides. It is made up of bases attached to a sugar-phosphate backbone. Each base contains nitrogen and is represented by a letter: A, T, C, or G. These bases pair together to help form the double helix shape. A, adenine pairs with T, thymine. C, cytosine pairs with G, guanine. Genes DNA contains genes, which are strands of DNA. They contain the genetic information for a particular characteristic or cell activity. The bases form triplets. Each triplet codes for a particular amino acid. Therefore, the base-pairing sequence in a genetic code DNA codes for the amino acid sequence in a polypeptide chain (which is made of proteins).

8 marks

This response demonstrates accurate and detailed knowledge of the structure of DNA and how it codes for amino acids with a well-developed and logical discussion. It includes all relevant points about DNA and how they link and interrelate. This is a Level 3 answer which was credited with 8 marks.

7 DNA is present in cells and is the genetic information that is the blueprint for life.

Discuss the structure of DNA and how it codes for amino acids.

(8)

The DNA collects information from both of the parents. There are 46 chromosomes in total, 23 from each parent. It divides in half and replicates itself. The DNA needs to be replicated in case some of the information is lost. It affects the eye colour, hair and hair colour from the mostly the dominant parent. The information collected is then prepared into ~~orders~~ in order to

1 mark

This response does not answer the question regarding 'structure' and 'coding for amino acids' although, there is an isolated element of knowledge regarding 'replication' to allow one mark to be awarded.

Unit Summary

Based on the performance on this paper learners should:

- Be familiar with disorders / conditions / terms from the unit content such as 'cilia', 'hip dysplasia', 'listeriosis', 'villi'
- Be able to differentiate between cell organelles and their functions.
- Know basic tissue types and joints plus the difference between ligaments and tendons.
- Know the internal bone structure of mammals as well as birds.
- Be able to differentiate between the sympathetic and parasympathetic nervous systems plus the other nervous systems stated in the unit content.
- Develop an understanding of nerve impulses and neurons, separate to receptors and sense organs.
- Know all the structures in the eye and their functions.
- Know names of hormones and their functions.
- Read the question to ensure the answer given reflects what has been asked i.e. 'food groups' not 'food types' and 'DNA structure and coding for amino acids'
- Practice the levels-based, extended response questions to ensure a Level 3 answer includes a well-developed and logical discussion with accurate knowledge relevant to the context of the question, plus clear links which consider a range of different aspects and inter-relationships with body

systems. This will then gain the 6-8 marks for each of the two levels-based questions included in the paper.

- Responses should be based on the command verb in the question i.e. 'state' / 'give' do not require expansion of a point but 'explain' / 'describe' do.
- Identify the marks allocated to the question and the space available to guide the extent of the response required and ensure the answer is included in the appropriate point / label.
- Practise papers from previous series to become familiar with the content and style of questions asked.



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Rewarding Learning

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