

Mark Scheme for June 2012

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annesley
NOTTINGHAM
NG15 0DL














Telephone: 0870 770 6622
Facsimile: 01223 552610
E-mail: publications@ocr.org.uk

Annotations

Used in the detailed Mark Scheme:

Annotation	Meaning
/	alternative and acceptable answers for the same marking point
(1)	separates marking points
not/reject	answers which are not worthy of credit
ignore	statements which are irrelevant – applies to neutral answers
allow/accept	answers that can be accepted
(words)	words which are not essential to gain credit
<u>words</u>	underlined words must be present in answer to score a mark
ecf	error carried forward
AW/owtte	credit alternative wording / or words to that effect
ORA	or reverse argument

Available in scoris to annotate scripts:

	indicate uncertainty or ambiguity
	benefit of doubt
	contradiction
	incorrect response
	error carried forward
	draw attention to particular part of candidate's response
	draw attention to particular part of candidate's response
	draw attention to particular part of candidate's response
	no benefit of doubt
	reject
	correct response
	draw attention to particular part of candidate's response
	information omitted

Subject-specific Marking Instructions

- a. Accept any clear, unambiguous response (including mis-spellings of scientific terms if they are *phonetically* correct, but always check the guidance column for exclusions).
- b. Crossed out answers should be considered only if no other response has been made. When marking crossed out responses, accept correct answers which are clear and unambiguous.

e.g. for a one-mark question where ticks in the third and fourth boxes are required for the mark:

✗
✗

*This would be worth
1 mark.*

✓
✗

*This would be worth
0 marks.*

✗
✗
✓
✓

*This would be worth
1 mark.*

- c. The list principle:
If a list of responses greater than the number requested is given, work through the list from the beginning. Award one mark for each correct response, ignore any neutral response, and deduct one mark for any incorrect response, e.g. one which has an error of science. If the number of incorrect responses is equal to or greater than the number of correct responses, no marks are awarded. A neutral response is correct but irrelevant to the question.

d. Marking method for tick-box questions:

If there is a set of boxes, some of which should be ticked and others left empty, then judge the entire set of boxes.

If there is at least one tick, ignore crosses and other markings. If there are no ticks, accept clear, unambiguous indications, e.g. shading or crosses. Credit should be given according to the instructions given in the guidance column for the question. If more boxes are ticked than there are correct answers, then deduct one mark for each additional tick. Candidates cannot score less than zero marks.

e.g. if a question requires candidates to identify cities in England:

Edinburgh	
Manchester	
Paris	
Southampton	

the second and fourth boxes should have ticks (or other clear indication of choice) and the first and third should be blank (or have indication of choice crossed out).

Edinburgh			✓			✓	✓	✓	✓	
Manchester	✓	x	✓	✓	✓				✓	
Paris				✓	✓		✓	✓	✓	
Southampton	✓	x		✓		✓	✓		✓	
Score:	2	2	1	1	1	1	0	0	0	NR

- e. For answers marked by levels of response:
- i. **Read through the whole answer from start to finish**
 - ii. **Decide the level that best fits** the answer – match the quality of the answer to the closest level descriptor
 - iii. **To determine the mark within the level**, consider the following:

Descriptor	Award mark
A good match to the level descriptor	The higher mark in the level
Just matches the level descriptor	The lower mark in the level

- iv. Use the **L1**, **L2**, **L3** annotations in Scoris to show your decision; do not use ticks.

Quality of Written Communication skills assessed in 6-mark extended writing questions include:

- appropriate use of correct scientific terms
- spelling, punctuation and grammar
- developing a structured, persuasive argument
- selecting and using evidence to support an argument
- considering different sides of a debate in a balanced way
- logical sequencing.

Question		Answer	Mark	Guidance												
1	(a)	<table border="1"> <tr> <td>The amount of radiation decreases with time.</td> <td>✓</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>The emitted radiation is an ionising radiation.</td> <td>✓</td> </tr> </table>	The amount of radiation decreases with time.	✓									The emitted radiation is an ionising radiation.	✓	2	accept any unambiguous correct indication of response
The amount of radiation decreases with time.	✓															
The emitted radiation is an ionising radiation.	✓															
	(b)	<table border="1"> <tr> <td>Diseased cells may be killed.</td> <td>✓</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>The patient is contaminated by the injected material.</td> <td>✓</td> </tr> </table>	Diseased cells may be killed.	✓									The patient is contaminated by the injected material.	✓	2	accept any unambiguous correct indication of response
Diseased cells may be killed.	✓															
The patient is contaminated by the injected material.	✓															
	(c)	<p><i>any three from:</i></p> <p>success rate / chance of being cured; (1)</p> <p>risks; (1)</p> <p>risk of not treating illness; (1)</p> <p>any changes of lifestyle resulting from treatment; (1)</p> <p>risks to others from radioactive material; (1)</p> <p>how long the material stays in the body / stays radioactive; (1)</p> <p>alternative treatments; (1)</p>	3	<p>ignore details about patient's health</p> <p>e.g. (short term) side effects / (long term) dangers / risks of treatment / harm from treatment/ benefits outweighs risk/ sickness / effects on the body / increased cancer risk/ example of risk;</p> <p>e.g. inability to work (due to tiredness); recovery time</p> <p>e.g. avoiding close proximity; danger to unborn child</p>												
		Total	7													

Question		Answer	Mark	Guidance
2	(a)	3	1	
	(b)	(i) 35	1	
		(ii) none of the above	1	
Total			3	

Question		Answer	Mark	Guidance												
3	(a)	total energy input (18+190+18+374+300) = 900 calculation of percentage 190×100%/900 = 21%	2	no mark for conclusion that the statement is correct or not accept backward calculation for 2 marks: 20% of 900 = 180 21/21.1% gets 2 marks												
	(b)	68	1													
	(c)	<table border="1"> <thead> <tr> <th></th> <th>fits</th> <th>doesn't</th> </tr> </thead> <tbody> <tr> <td>Nuclear</td> <td>✓</td> <td></td> </tr> <tr> <td>Fossil fuel</td> <td></td> <td>✓</td> </tr> <tr> <td>Total power station</td> <td></td> <td>✓</td> </tr> </tbody> </table>		fits	doesn't	Nuclear	✓		Fossil fuel		✓	Total power station		✓	1	
	fits	doesn't														
Nuclear	✓															
Fossil fuel		✓														
Total power station		✓														
Total			4													

Question		Answer	Mark	Guidance												
4	(a)	leaves → worm → blackbird → hawk	1	all correct for 1 mark												
	(b)	<p><i>any three from:</i></p> <p>the environment changes / example of change; (1)</p> <p>human activity/influence / example; (1)</p> <p>idea of competing for resources; (1)</p> <p>new predator / example; (1)</p> <p>disease / example; (1)</p> <p>not enough food/water / example; (1)</p>	3	<p>accept idea of either global or local extinction e.g. climate change; flooding; habitat destruction e.g. hunting; e.g. competitor, competition for food / water / light;</p> <p>allow explosion in predator population</p> <p>ignore ideas about evolution</p>												
	(c)	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="height: 15px;"> </td><td style="width: 20px;"> </td></tr> <tr><td style="height: 15px;"> </td><td> </td></tr> <tr><td style="height: 15px;"> </td><td> </td></tr> <tr><td style="height: 15px;"> </td><td> </td></tr> <tr><td style="height: 15px;"> </td><td> </td></tr> <tr><td style="height: 15px;">Meeting the needs of people today.</td><td style="text-align: center;">✓</td></tr> </table>											Meeting the needs of people today.	✓	1	
Meeting the needs of people today.	✓															
		Total	5													

Question		Answer	Mark	Guidance								
5	(a)	Charles	1									
	(b)	<table border="1"> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td>Some humans had a larger brain.</td><td>✓</td></tr> <tr><td></td><td></td></tr> </table>					Some humans had a larger brain.	✓			1	more than 1 tick = 0
Some humans had a larger brain.	✓											
	(c)	<i>any one from:</i> creativity required; (1) may be more than one interpretation of the data; (1) hard to believe; (1) people very set in their ways; (1) not enough evidence/proof; (1) no mechanism; (1) incomplete fossil record; (1)	1	do not accept "no evidence"								
Total			3									

Question		Answer	Mark	Guidance																		
6	(a)	nervous — electrical impulses — fast — disappears quickly hormonal — chemical — slow — long time	1	both lines correct = 1 mark																		
	(b)	<table border="1"> <thead> <tr> <th>responses</th> <th>nervous</th> <th>hormonal</th> </tr> </thead> <tbody> <tr> <td>changes at puberty</td> <td></td> <td>✓</td> </tr> <tr> <td>controlling blood sugar</td> <td></td> <td>✓</td> </tr> <tr> <td>pupil response to bright light</td> <td>✓</td> <td></td> </tr> <tr> <td>waving to a friend</td> <td>✓</td> <td></td> </tr> <tr> <td>dropping a hot plate</td> <td>✓</td> <td></td> </tr> </tbody> </table>	responses	nervous	hormonal	changes at puberty		✓	controlling blood sugar		✓	pupil response to bright light	✓		waving to a friend	✓		dropping a hot plate	✓		2	5 correct = 2 marks 4 correct = 1 mark
responses	nervous	hormonal																				
changes at puberty		✓																				
controlling blood sugar		✓																				
pupil response to bright light	✓																					
waving to a friend	✓																					
dropping a hot plate	✓																					
Total			3																			

Question		Answer	Mark	Guidance
7		<p><i>any three from:</i></p> <p>idea that mutation is passed on through reproduction; (1) (DNA change) may produce new <u>characteristics</u>; (1) links change in characteristics or change in DNA to either organism's response to environment or environmental change; (1)</p> <p>ref. to natural selection / survival of the fittest; (1) explanations of what a species is ie not interbreeding to produce fertile offspring (1)</p>	3	e.g. giraffes' necks became longer to suit environment / horses' limbs changing in response to changing ground conditions / general statement e.g. "mistake in DNA may suit the environment more"
		Total	3	

Question		Answer	Mark	Guidance
8	(a)	<p>animal waste is recycled / renewable;</p> <p>discussion of need to manufacture or transport synthetic fertilisers</p> <p>sustainable maintenance of soil quality / humus content etc; statement of what sustainability is</p>	2	<p>ignore reference to pollution</p> <p>ignore animal waste will not run out</p> <p>ignore synthetic fertilisers are man made owtte e.g. non-renewable resources needed for fuel for transport or manufacturing; energy needed to make synthetic fertilisers</p> <p>e.g. soil structure will improve when manure added e.g. no non-renewable resources are used up; Earth left in the same condition for future generations</p>
	(b)	(i)	2	<p>CAF – 2 marks</p> <p>allow AFC for 2 marks</p> <p>ACF – 1 mark (for C)</p> <p>AFX and XAF – 1 mark (for AF)</p> <p>AXF – 0 marks</p>
		(ii)	3	<p>2 factors (2 marks)</p> <p>+ explanation / more detail for one of the factors (1 mark)</p> <p>ignore speed</p> <p>ignore supply</p> <p>allow type of crop</p> <p>ignore statements that confuse pesticides and fertilisers</p> <p>candidates do not need to know details of manure and/or fertiliser (e.g. which is more expensive, easier to spread etc)</p>
			Total	7

Question		Answer	Mark	Guidance
9	(a)	biscuits contain starch which is digested to glucose (1) sugar can be absorbed directly into the blood (1)	2	
	(b)	3; (1) 4; (1)	2	either order
Total			4	

Question		Answer	Mark	Guidance
10		protein(s)/polypeptides; (1) urea; (1) urine; (1)	3	accept urea for urine
Total			3	

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

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Telephone: 01223 553998

Facsimile: 01223 552627

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