

Mark Scheme (Results)

Summer 2016

Pearson Edexcel
International Advanced Level
in Biology (WBI02) Paper 01
Development, Plants and the
Environment

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. 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. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. 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 2016

Publications Code 46643_MS*

All the material in this publication is copyright

© Pearson Education Ltd 2016

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.

Question Number	Answer	Mark
1(a)	B metaphase	(1)

Question Number	Answer	Additional Guidance	Mark
1(b)	<ol style="list-style-type: none"> 1. anaphase ; 2. spindle fibres are {contracting / shortening /eq} ; 3. (causing the) centromeres to {split / divide / break / eq} ; 4. the chromatids are {separated / pulled apart /eq} ; 5. to {(opposite) ends of the cell / poles / each centriole / eq} ; 	<p>4 DO NOT ACCEPT chromosomes</p> <p>5 ACCEPT chromosomes / chromatids</p>	(4)

Question Number	Answer	Additional Guidance	Mark
1(c)	<ol style="list-style-type: none"> 1. totipotent cells are {undifferentiated / unspecialised} (cells) ; 2. idea that totipotent cells can give rise to {all / any / eq} cell type ; 	<p>2 ACCEPT embryonic AND extra-embryonic tissues</p>	(2)

Question Number	Answer	Additional Guidance	Mark
2(a)	Any two of: 1. Golgi (apparatus / body / complex) ; 2. lysosome ; 3. vesicle ; 4. rough endoplasmic reticulum / rER ; 5. smooth endoplasmic reticulum / sER ; 6. vacuole ;	DO NOT ACCEPT any other structure 1 ACCEPT dictyosome ACCEPT endoplasmic reticulum / ER for one mark only	(2)

Question Number	Answer	Mark
2(b)(i)	A amyloplasts	(1)

Question Number	Answer	Mark
2(b)(ii)	C pits	(1)

Question Number	Answer	Additional Guidance	Mark
*2(b)(iii)	<p>(QWC – Spelling of technical terms (<i>shown in italics</i>) must be correct and the answer must be organised in a logical sequence)</p> <p>Similarities:</p> <ol style="list-style-type: none"> 1. both consist are {<i>polysaccharides / glucose polymers</i>} ; 2. both have 1-4 <i>glycosidic</i> bonds ; <p>Differences:</p> <ol style="list-style-type: none"> 3. <i>starch</i> consists of <i>a glucose</i> but <i>cellulose</i> consists of β <i>glucose</i> ; 4. <i>starch</i> composed of <i>amylose</i> and <i>amylopectin</i> (but <i>cellulose</i> is not) ; 5. idea of {<i>branching / 1-6 bonds / helix / eq</i>} in <i>starch</i> but {<i>straight chains / no branching / no 1-6 bonds / eq</i>} in <i>cellulose</i> ; 6. all {<i>monomers / glucose</i>} same {orientation / eq} in <i>starch</i> but every other one is {<i>inverted / eq</i>} in <i>cellulose</i> ; 	<p>QWC Emphasis is on spelling</p> <p>PIECE TOGETHER</p> <p>1 ACCEPT made from the monomer glucose</p>	<p>(4)</p>

Question Number	Answer	Additional Guidance	Mark
Q2(c)(i)	<ol style="list-style-type: none"> 1. idea that one (haploid) male {gamete / nucleus } fuses with (haploid) {egg cell / egg nucleus / female gamete / female nucleus} ; 2. to produce a {diploid / 2n} {zygote / embryo} ; 3. idea that one (haploid) male {gamete / nucleus} fuses with {two polar nuclei / diploid endosperm nucleus / fusion nucleus} ; 4. to produce a {triploid / 3n} endosperm (nucleus) ; 	<p>1 ACCEPT sperm nucleus DO NOT ACCEPT generative nucleus IGNORE ovum / egg unqualified</p> <p>3 ACCEPT sperm nucleus DO NOT ACCEPT generative nucleus / polar bodies</p>	(3)

Question Number	Answer	Additional Guidance	Mark
2(c)(ii)	1. interphase / G1 / growth phase 1 / G2 / growth phase 2;	ACCEPT S (phase)	(1)

Question Number	Answer	Additional Guidance	Mark
3(a)	1. idea of producing { genetic variation / genetically varied offspring / eq } ; OR idea of combining { genes / alleles / chromosomes } from two parents ; 2. the diploid number (of chromosomes) is restored / eq ;	1 ACCEPT genetic diversity	(2)

Question Number	Answer	Additional Guidance	Mark
3(b)(i)	zona pellucida ;		(1)

Question Number	Answer	Additional Guidance	Mark
3(b)(ii)	<ol style="list-style-type: none"> 1. acrosome {contains / produces} { acrosin / enzymes } ; 2. idea that if the acrosome was damaged the {follicle cells would not be moved / digestion through zona pellucida would not occur / eq} ; 3. sperm cannot {penetrate the zona pellucida / reach the secondary oocyte / fuse with secondary oocyte membrane} ; 4. nucleus (of sperm) cannot enter secondary oocyte / eq ; 	<p>NB At least ONE mark point must be in the context of what cannot happen, for three marks to be awarded</p> <p>2 ACCEPT jelly layer</p> <p>3 ACCEPT jelly layer egg cell</p> <p>4 ACCEPT egg cell</p>	(3)

Question Number	Answer	Additional Guidance	Mark
3(c)	<ol style="list-style-type: none"> 1. reference to cortical reaction ; 2. cortical granules fuse with secondary oocyte membrane / eq ; 3. cortical granules are released / eq ; 4. zona pellucida {becomes impenetrable / thickens / hardens / eq} ; 	<p>2 ACCEPT egg cell there will be a change in charge of the secondary oocyte membrane</p> <p>4 ACCEPT jelly layer for z. p. ACCEPT fertilisation membrane will form</p>	(3)

Question Number	Answer	Additional Guidance	Mark
4(a)	<ol style="list-style-type: none"> 1. prokaryotic cells do not have { (membrane bound) organelles / named example of (membrane bound) organelle } ; 2. { small / 70S } ribosomes in prokaryotic cells ; 3. DNA not enclosed in {an envelope / a membrane / eq} in prokaryotic cells ; 4. {circular / loop} DNA in prokaryotic cells ; 	<p>NB It / they refer to prokaryotic cells ACCEPT converse statements for eukaryotic cells IGNORE plasmids throughout</p> <p>1 ACCEPT reference to other cell inclusion not found in prokaryotic cells</p> <p>3 ACCEPT DNA in {a nucleoid / cytoplasm}</p> <p>4 ACCEPT bacterial chromosome ACCEPT no histones / naked / eq</p>	(3)

Question Number	Answer	Mark
4(b)(i)	B – domains	(1)

Question Number	Answer	Additional Guidance	Mark
4(b)(ii)	1. reference to molecular phylogeny ; 2. (Woese looked at) { DNA / RNA / nucleic acid / proteins / enzymes / ribosomes / membrane components / cell wall components / eq } ;		(2)

Question Number	Answer	Additional Guidance	Mark
4(b)(iii)	1. Bacteria in top box ; 2. Archaea and { Eukarya / Eukaryota / Eukaryotes } in middle and bottom box ;	2 ACCEPT in either of these boxes	(2)

Question Number	Answer	Mark
5(a)(i)	C	(1)

Question Number	Answer	Mark
5(a)(ii)	D	(1)

Question Number	Answer	Additional Guidance	Mark
5(a)(iii)	<ol style="list-style-type: none"> 1. (secondary thickening) provides greater (tensile) strength ; 2. (secondary thickening) provides { extra rigidity / reduced flexibility / eq} ; 3. lignin provides { waterproofing / eq} ; 4. pits present for movement of water (into / out of xylem) ; 		(3)

Question Number	Answer	Additional Guidance	Mark
5(b)(i)	1. idea that { this is a renewable resource / more jute plants can be grown } ; 2. resource will be available to future generations ; OR is not finite (like oil) / will not run out / eq ; 3. idea that fibres are biodegradable ;	1 IGNORE the idea that jute can be reused	(2)

Question Number	Answer	Additional Guidance	Mark
5(b)(ii)	1. negative correlation / description of a decrease in tensile strength with an increase in relative humidity ; 2. idea of greatest change between 75% and 85% relative humidity OR smallest difference between 65% and 75% AND 85% and 95% ; 3. correct manipulation of data, e.g. 4 MPa difference between 75% and 85%, overall decrease of {8 MPa / 33 %} ;	1 ACCEPT converse	(2)

Question Number	Answer	Additional Guidance	Mark
5(b)(iii)	Any two of: <ol style="list-style-type: none"> 1. temperature ; 2. length of fibre ; 3. { diameter / width / cross-sectional area / eq} of fibre ; 4. source of jute / eq ; 5. practical technique described 	IGNORE any other variables given 4 ACCEPT age / storage conditions 5 e.g. extraction method, time for retting, hanging weights carefully, clamping of fibre	(2)

Question Number	Answer	Additional Guidance	Mark
6(a)	<p>1. amino acids / proteins / nucleic acids / (organic) bases / DNA / ATP ;</p> <p>2. idea of how this organic compound is used by the plant e.g. amino acids for the synthesis of proteins, proteins as enzymes, bases for synthesis of DNA, nucleic acids for cell division, ATP as an energy source ;</p>	<p>1 ACCEPT RNA, NAD, NADP, ADP, chlorophyll</p> <p>2 IGNORE refs to growth and repair</p>	(2)

Question Number	Answer	Additional Guidance	Mark
6(b)(i)	<p>1. idea of role of {organism / species} in its { habitat / community / ecosystem / environment } ;</p> <p>2. idea of providing {food / shelter} for {animals / herbivores}</p> <p>OR</p> <p>recycling nitrogen</p> <p>OR</p> <p>soil improvement;</p>	<p>1 ACCEPT relationship between organisms in a {habitat / eq}</p> <p>IGNORE exploits</p> <p>2 ACCEPT it is a producer</p>	(2)

Question Number	Answer	Mark
6(b)(ii)	B – anatomical and physiological	(1)

Question Number	Answer	Additional Guidance	Mark
6(b)(iii)	<ol style="list-style-type: none"> 1. idea that low nitrates act as a selection pressure ; 2. genetic variation in population / (variation due to) mutation / eq ; 3. description of relevant feature for feeding on insects ; 4. less competition from other plants ; 5. idea of passing on carnivorous alleles; 6. change in allele frequency (over generations) / eq ; 	<p>IGNORE comments about drought and storing water</p> <p>3 e.g. cup-shaped leaves, produce enzymes IGNORE carnivorous</p> <p>6 DO NOT ACCEPT genes</p>	(4)

Question Number	Answer	Additional Guidance	Mark
6(c)	<ol style="list-style-type: none"> 1. idea of using meristem cells ; 2. idea of using {agar / nutrient medium / eq} ; 3. idea that medium will contain low nitrate concentration ; 4. (agar contains) growth substances / hormones / eq ; 5. idea of using aseptic technique ; 	<p>NB a ref to seeds would only prevent mp 1 being awarded 1 ACCEPT explant / description of explants / stem cells</p> <p>5 e.g. sterile agar, work by a Bunsen, cover culture</p>	(4)

Question Number	Answer	Additional Guidance	Mark
7(a)(i)	1. { difference between 8.9 and 17.6 / 8.7 }; 2. (divided by 5) = 1.74 / 1.7 ;	Correct answer = 2 marks	(2)

Question Number	Answer	Additional Guidance	Mark
7(a)(ii)	1. idea that the {incidence / number of tumours} increases / eq ; 2. {radiation / eq} causes mutations / eq ; 3. in {proto-oncogenes / tumour suppressor genes / eq} / {resulting in oncogenes / eq } ; 4. idea that {cell division is affected / cell growth cannot be controlled} ; 5. idea that time is taken for cancer { to develop / to be detected } ;	1 IGNORE any manipulation of figures 3 ACCEPT in DNA repair genes IGNORE (mutation in) oncogenes 4 ACCEPT no Hayflick limit 5 ACCEPT time for accumulation of radioactive material in {an organism / food chain} figures were manipulated time taken for mutations to build up	(3)

Question Number	Answer	Additional Guidance	Mark
7(b)(i)	{number / variety / range} of species ;	ACCEPT species richness	(1)

Question Number	Answer	Additional Guidance	Mark
7(b)(ii)	1. measure species richness / description of counting number of species (in Pripyat); 2. idea of comparing values over time ;	1 ACCEPT idea of calculating diversity index	(2)

Question Number	Answer	Additional Guidance	Mark
8(a)(i)	{ variety / number / eq } of alleles within a { gene pool / population / species } ;	DO NOT ACCEPT genes	(1)

Question Number	Answer	Additional Guidance	Mark
8(a)(ii)	1. inbreeding / mating with closely related individuals ; 2. genetic drift / reduced gene pool / { loss of / fewer } alleles in { gene pool / population } ;	2 ALLOW increased homozygosity	(2)

Question Number	Answer	Additional Guidance	Mark
8(b)	1. polygenic inheritance / more than one gene codes for fur colour / eq ;		(1)

Question Number	Answer	Additional Guidance	Mark
8(c)(i)	1. koalas from south are longer by 5.3 cm than koalas from north ; 2. koalas from south are heavier by 4.5 kg than koalas from north ;	Only 1 mark for longer and heavier unqualified 1 ACCEPT correct ratios, percentages (7.08%) 2 ACCEPT correct ratios, percentages (43.69%)	(2)

