## Mark Scheme (Results)

## January 2017

Pearson Edexcel International GCSE in Human Biology (4HBO) Paper 01

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## 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 | Accept | Reject | Marks |
| :---: | :---: | :---: | :---: | :---: |
| (a) | A; |  |  | 1 |
| (b) | A; (artery, vein, capillary, vein) |  |  | 1 |
| (c) | $C$; (moving mucus to the throat) |  |  | 1 |
| (d) | D; (decreases, no change) |  |  | 1 |
| (e) | A; (chlorination) |  |  | 1 |
| (f) | D; (tuberculosis, bacterium) |  |  | 1 |
| (g) | B; ( $\mathrm{G}-\mathrm{C}$ and $\mathrm{T}-\mathrm{A}$ ) |  |  | 1 |
| (h) | B; (50\%) |  |  | 1 |
| (i) | C; $(49.5,60.1)$ |  |  | 1 |
| (j) | D; (they are each specific to one type of reaction) |  |  | 1 Total 10 |



| Question number | Answer |  | Accept | Reject | Marks |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 3 | Function of substance | Function of substance |  |  | 1 |
|  | stored under the skin and around some organs | lipids; |  |  | 1 |
|  | used to strengthen tooth enamel | calcium; |  |  |  |
|  | broken down into amino acids during digestion | protein; |  |  | 1 |
|  | assists peristalsis | fibre; |  |  | 1 |
|  | used for the formation of visual purple in the retina | vitamin A ; |  |  | 1 |
|  | used in the formation of haemoglobin | iron; |  |  |  |
|  | a medium in which chemical reactions occur in a cell | water; |  |  | 1 |
|  | needed for the growth of tissues | protein; |  |  | 1 |
|  |  |  |  |  | $\begin{gathered} \text { Total } \\ 8 \end{gathered}$ |


| Question number | Answer | Accept | Reject | Marks |
| :---: | :---: | :---: | :---: | :---: |
| 4 (a) (i) <br> (ii) | $\begin{aligned} & A=\text { cartilage; } \\ & B=\text { compact bone; } \\ & C=\text { bone marrow; } \end{aligned}$ <br> - shock absorber/cushions; <br> - to reduce friction/prevents bones rubbing/grinding; |  |  | $\begin{aligned} & 3 \\ & 2 \end{aligned}$ |
| (b) (i) <br> (ii) | Two of <br> - safety glasses; <br> - wipe up spills of liquid/wash hands; <br> - use tongs; <br> - (acid) dissolves calcium salts/named salt/compact bone; <br> - these provide strength/rigidity to bone; <br> - if they are not present remaining material is soft/bendy; | Ignore gloves forceps |  | $2$ <br> 3 |



| Question number | Answer | Accept | Reject | Marks |
| :---: | :---: | :---: | :---: | :---: |
| 5 (a) (i) | mouth; |  |  | 1 |
| (ii) | blue-black/black; |  |  | 1 |
| (iii) | 20 minutes; | Any number over 18 and up to 20 minutes |  | 1 |
| (iv) | - enzyme in saliva/(salivary) amylase; <br> - digests/breaks down starch; |  |  | 2 |
| (v) | - repeat with boiled saliva/enzyme/amylase or no saliva/enzyme/amylase/starch (solution) only; | Use denatured enzyme |  | 1 |
| (vi) | - uses saliva; <br> - risk of disease/AIDS transmission/saliva may contain pathogens/bacteria/viruses; |  | Causes disease/infection | 2 |
| (b) (i) | - tube heated; <br> - in water bath/for (less than) 2 minutes; |  |  | 2 |
| (ii) | - starch converted to maltose; <br> - (maltose is) a reducing sugar; | Accept glucose |  |  |
|  |  |  |  | 2 |


| Question <br> number | Answer | Accept | Reject | Marks |
| :---: | :---: | :---: | :---: | :---: |
| 5 (c) (i) | - body temperature; <br> (ii) <br> so optimum temperature of enzyme / <br> maximum reaction rate; | three of <br> - test A will take longer for no blue-black <br> colouration to appear/no colour <br> change/iodine gives a positive result for <br> longer; <br> because enzyme/(salivary) amylase <br> catalyses more slowly; <br> - test B would give the same results (as <br> before); <br> ince the same concentration of maltose <br> would be produced in test A; |  |  |



\begin{tabular}{|c|c|c|c|c|}
\hline Question number \& Answer \& Accept \& Reject \& Marks \\
\hline 7 (a) \& \begin{tabular}{l}
- sulfur dioxide dissolves/combines/reacts; \\
- in water/vapour/rain water in clouds; \\
- sulphurous/sulfuric acid formed;
\end{tabular} \& \& \& 3 \\
\hline (b) \& \begin{tabular}{l}
three of \\
- collect rainwater in a container; \\
- use pH meter/universal indicator; \\
- note reading/colour change/correct colour change described; \\
- lower the reading greater the acidity/use chart to determine value;
\end{tabular} \& \& \& 3 \\
\hline \begin{tabular}{l}
(c) \\
(i) \\
(ii) \\
(iii)
\end{tabular} \& \begin{tabular}{l}
- reference to respiratory disease / damage/irritation of lungs/breathing difficulties; \\
- bronchitis/asthma; \\
two of \\
- leaf die back/dissolves waxy cuticle; \\
- stunted growth; \\
- causes root damage; \\
two of \\
- lowers \(\mathrm{pH} /\) increases acidity of lake; \\
- food shortage for animals/fish; \\
- kills phytoplankton/plants/ fish;
\end{tabular} \& \& marine \& 2
2

2
Total
12 <br>
\hline
\end{tabular}

| Question number | Answer |  |  |  | Accept | Reject | Marks |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 8 (a) (i) ${ }^{\text {(a) }}$ | 1 mark for each correct row. |  |  |  |  |  |  |
|  | Feature of cell | Red blood cell | Lymphocyte | Phagocyte |  |  |  |
|  | has a nucleus |  | $\checkmark$ | $\checkmark$ |  |  |  |
|  | contains haemoglobin | $\checkmark$ |  | ; |  |  |  |
|  | produces antibodies |  | $\checkmark$ | ; |  |  | 3 |
|  | - transport oxygen; <br> - produces antibodies; <br> - engulfs/digests/destroys bacteria; |  |  |  |  |  | 3 |
|  | - biconcave shape gives greater surface area for gaseous exchange / to absorb oxygen; <br> - contains haemoglobin to combine with/transport oxygen; <br> - lack of nucleus/other cellular structures to allow more space for haemoglobin; <br> - elastic membrane/flexible shape to allow cell to squeeze through capillaries; |  |  |  | Accept points from suitably labelled diagram |  | 3 |


| (b) (i) <br> (ii) <br> (iii) | A = tissue fluid; <br> $B=1 y m p h ;$ <br> - contraction; <br> - of left ventricle; <br> - resistance of blood/red blood cells/resistance of (walls) of blood vessels; <br> - loss of water/fluid; |  |  | $2$ <br> 2 <br> 2 |
| :---: | :---: | :---: | :---: | :---: |
| (iv) | Two of <br> - BP greater than OP (at the beginning); <br> - forces fluid out of capillary; <br> - through pores in capillary wall; <br> - OP greater than BP (at the end); |  |  | $2$ <br> Total 17 |


| Question number | Answer |  |  |  | Accept | Reject | Marks |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 9 (a) (i) <br> (ii) <br> (iii) | $\begin{aligned} & \text { A }=\text { axon; } \\ & \text { B }=\text { cell body; } \end{aligned}$ <br> arrow drawn pointing from top to bottom; <br> Two of <br> - shorter axon; <br> - longer dendron/dendrite; <br> - cell body in middle not at end; <br> - sensory transmits impulse to CNS, motor away from CNS; |  |  |  |  |  | $2$ |
| (b) | Stimulus <br> (hit below knee) | $\begin{array}{\|l\|} \hline \text { Receptor } \\ \hline \text { (stretch receptor) } \\ \hline \end{array}$ | Effector <br> (thigh muscle) | Response <br> knee jerk/lower leg raised/leg straightens; |  |  |  |
|  | (change from dim to bright light) <br> Touching a hot object/heat/high temperature; | (retina) <br> (temperature receptor in fingers) | iris/circular muscles; <br> (biceps muscle) | (smaller pupil) <br> arm raised / hand moved away from object/biceps contract; |  |  | 4 <br> Total <br> 9 |

\begin{tabular}{|c|c|c|c|c|}
\hline Question number \& Answer \& Accept \& Reject \& Marks \\
\hline 10 (a) \& \begin{tabular}{l}
- carried on X/sex chromosome; \\
- passed onto next generation/inherited with sex chromosome;
\end{tabular} \& \& \& 2 \\
\hline \begin{tabular}{l}
(b) (i) \\
(ii)
\end{tabular} \& \begin{tabular}{l}
\[
\begin{aligned}
\& \frac{2500 \times 0.8 ;}{100} ; \\
\& 20 \text { (males); }
\end{aligned}
\] \\
four of \\
- greater percentage/numbers of males have condition; \\
- use of figures from table; \\
- only possible if carried on X chromosome; \\
- can be more readily expressed in males/only need one chromosome/allele to be affected; \\
- females don't show condition in heterozygous/two chromosomes affected/two alleles present;
\end{tabular} \& 2 marks for correct answer without working Ecf 5000 \& \& 2

4 <br>
\hline
\end{tabular}

| Question number | Answer | Accept | Reject | Marks |
| :---: | :---: | :---: | :---: | :---: |
| 10 (c) (i) | (parents) $X^{B} X^{b}$ $X$ $X^{B} Y ;$    <br> (gametes) $X^{B}$ $X^{b}$  $X^{B}$ $Y ;$  <br> (fertilisation) $X^{B} X^{B}$ $X^{B} Y$ $X^{B} X^{b}$  $X^{b} Y ;$  <br> (phenotype) $\ldots .$. (3 normal vision) $\ldots .$. 1 colour blind boy;   |  |  | 4 Total 12 |

