

Feeding Relationships

Mark Scheme 4

Level	IGCSE(9-1)
Subject	Biology
Exam Board	Edexcel IGCSE
Module	Single Award (Paper 2B)
Topic	Ecology and the Environment
Sub-Topic	Feeding Relationships
Booklet	Mark Scheme 4

Time Allowed: 63 minutes

Score: /52

Percentage: /100

Grade Boundaries:

9	8	7	6	5	4	3	2	1
>90%	80%	70%	60%	50%	40%	30%	20%	10%

Question number	Answer	Notes	Marks
1 (a) (i)	11.1;; give two marks if 11.1 in working but 11 on dotted line	Allow one mark for 11, 900 or 100 in working	2
(ii)	not eaten / eq; (plant) respiration; active transport;	Ignore loss by heat / movement / excretion / egestion / growth	2
(b)	1. mouth / saliva / salivary gland; 2. amylase / maltase / carbohydrase; (ONCE) 3. pancreas / <u>small</u> intestine / eq; 4. maltose / glucose;	3. low small intestine if linked to absorption 4. Ig re sugar	Max 3
			Total 7 marks

Question number	Answer	Notes	Marks
2 (a)	respiration / aerobic respiration / anaerobic respiration;		1
(b)	pollination / transfer pollen / eq;	Ignore reproduction / collect nectar	1
(c)	1. producer; 2. <u>secondary consumer</u> 3. <u>tertiary consumer</u> ;	Reject primary consumer Ignore carnivore	2
(d)	1. avoids closing unnecessarily / by accident / due to wind / debris / when no insect is present / only closes with an insect / must be a <u>big</u> insect / eq; 2. avoids wasting energy / enzymes / digestive fluid;		2
(e)	1. solution (more) concentrated / reduced water potential / less water in cell / more ions / minerals / solutes / high salt concentration / eq; 2. water enters by <u>osmosis</u> ;	Allow converse for Mp1 Ignore water concentration	2

(f)	<p>1. prevent infection / disease / may be pathogenic;</p> <p>2. prevent competition (for food) / prevent loss of energy from insect / prey;</p>	<p>Ignore harm / illness / produce toxins</p> <p>Eg. prevent decomposition of insect / feeding on insect / taking nutrients from insect / digesting insect</p> <p>Ignore digesting / decomposing / feeding on plant</p>	2
(g)	<p>(slower rate)</p> <p>1. no/less mechanical digestion / mechanical breakdown / not broken into pieces / eq;</p> <p>2. less surface area / small SA:VOL;</p> <p>3. (for) enzymes;</p>	<p>Allow converse</p> <p>Ignore crush / chew</p>	Max 2
(ii)	<p>protease / carbohydrase / lipase / eq;</p>	<p>Allow any named digestive enzyme</p>	1

Question number	Answer	Notes	Marks
3 (a)	different diet / different species / eq;	Ignore nitrogen Eg. eat different food / eat more food / different amounts of protein / different amounts of nitrogenous food / different amounts of nitrogen compounds in food / one is carnivorous Eg. type of fish / breed of fish / strains of fish / genes in fish / metabolism of fish	1
(b)	28.9 / 28.92;	Allow one for 0.4 / 0.0723 / 2.5 in working Allow 28.9 / 28.92 in working for 2 marks if 29 on answer line	2

(c)	<ol style="list-style-type: none">1. plant / algae growth / algal bloom / eq;2. algae block light;3. less photosynthesis;4. decomposers / decomposition / bacteria / microbes / <u>micro</u>organisms / fungi;5. respiration; ONCE6. oxygen depletion / anoxic; ONCE7. death of plants / fish / organisms;		Max 5
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(d)	<ol style="list-style-type: none">1. dead / attenuated / harmless / inactive / weakened / modified / pathogen / bacteria / microbe / microorganism / virus / eq;2. antigens;3. memory cells;4. secondary immune response / <u>faster immune response / antibody produced faster / sooner / quicker / more ;</u>	Dead form of the disease = 0 Dead strain = 0 Ignore dead virus Ignore antibody production in primary immune response	4
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Question number	Answer	Notes	Marks
4 (a)	goshawks / bird of prey / named bird of prey;		1
(b)	1. small(er) SA:VOL; 2. less heat loss / retain heat / keep warm; 3. more fat / food reserves; 4. (for) respiration / energy / insulation;	1. allow larger VOL: SA 4. must be linked to Mp3	2
(c)	1. more food / seeds / eq; 2. warmer / not cold / eq;	ignore in good condition ignore lack of predators	2
(d) (i)	(place/area/environment) where organisms/plants/animals/population/community live / eq;		1
(ii)	number / how many / all / amount OF <u>same</u> / <u>a</u> / <u>one</u> / <u>the species</u> ;	allow number of red/grey squirrels ignore number of squirrels ignore number of species	1
(e)	5.3(03)%;;	one mark for 2 640 000 in working	2
(f)	1. better competitors / outcompete / eq; 2. more resistant to disease; 3. better camouflage / description of camouflage / eq; 4. fewer predators / not eaten by goshawks / eq; 5. fecundity / reproduce more / eq;		2

(g)	<ol style="list-style-type: none"> 1. study area with red AND study area with grey squirrels; 2. count / record / compare number of woodland birds; 3. same area / type / sample of woodland / eq; 4. eference to time; 5. idea of repeating; 	<ol style="list-style-type: none"> 2. monitor = 0 allow count / record with any method 	3
(h)	<ol style="list-style-type: none"> 1. trap / shoot / poison / kill / hunt grey squirrels / eq; 2. (captive) breeding of red squirrels / cloning / zoos / selective breeding; 3. provide more food / pine cones / seeds; 4. set up nature reserves / fencing / move to place with no grey squirrels / eq; 5. biological control / shoot goshawk; 6. vaccination / antibiotic; 	<ol style="list-style-type: none"> 4. eg restrict human access 	2

(Total for Question = 16 marks)