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## Mark Scheme (Results)

## January 2013

International GCSE Human Biology<br>(4HB0) Paper 01

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January 2013
Publications Code UG034696
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| Question number | Answer |  | Marks |
| :---: | :---: | :---: | :---: |
| 1 (a) | C; |  | 1 |
| (b) | A; |  | 1 |
| (c) | B; |  | 1 |
| (d) | A; |  | 1 |
| (e) | B; |  | 1 |
| (f) | D; |  | 1 |
| (g) | C; |  | 1 |
| (h) | A; |  | 1 |
| (i) | C; |  | 1 |
| (j) | C; |  | 1 |
|  |  | Total | 10 |


| Question number | Answer | Marks |
| :---: | :---: | :---: |
| 2 (a)  <br>  (b) (i) <br>   (ii) | Benedict's; Measuring cylinder; Line/bottom of meniscus on 5; | $\begin{aligned} & \hline 1 \\ & 1 \\ & 1 \\ & \hline \end{aligned}$ |
| (c) | Two from: <br> Use water bath/heat tubes in a beaker of water; <br> Point tube away from people; <br> Wear safety goggles; tie long hair back; | 2 |
| (d) | Glucose present in food $Y$; Glucose not present in food $X$; | 2 |
|  | Total | 7 |


| Question <br> number | Answer | Marks |
| :---: | :--- | :---: |
| 3 (a) | Line to animal X from both plant A and plant B; Ignore <br> direction of arrow heads <br> line to animal Y from plant B + arrow head to animal; | $\mathbf{2}$ |
| (b) | Animal X/Animal Y; | $\mathbf{1}$ |
| (c) | Increase; <br> Because more food; Accept converse argument | $\mathbf{2}$ |
| (d) | Two from: <br> Respiration/movement/excretion/egestion/heat; ; <br> Accept idea that energy remains in non-digestible <br> material. | $\mathbf{2}$ |
|  |  | Total |


| Question <br> number | Answer | Marks |  |  |
| :---: | :--- | :---: | :---: | :---: |
| 4 (a) (i) | $8 ;$ | $\mathbf{1}$ |  |  |
| (ii) | A incisor; <br> B canine; <br> D molar; <br> (b) | A bites/cuts food; <br> D grinds or chews food; | $\mathbf{3}$ |  |
| (c) | Bacteria/ microorganisms; <br> Sugar/ maltose /any other named sugar; <br> (lactic) acid; <br> enamel; | $\mathbf{2}$ |  |  |
|  |  |  |  |  |


| Question <br> number | Answer | Marks |
| ---: | :--- | :---: |
| 5 (a) (i) | Haemoglobin; | $\mathbf{1}$ |
| (ii) | Biconcave; <br> Greater surface area; | $\mathbf{2}$ |
| (b) (i) | Release of antibodies; <br> In response to antigens/idea of binding to antigens | $\mathbf{2}$ |
| (ii) | Reasonable irregular shape; <br> Nucleus drawn and labelled; <br> Cytoplasm/cell membrane labelled; | $\mathbf{3}$ |
| (iii) | Idea of surrounding/engulf/ingest bacterium; <br> (digestive) enzyme released (from phagocyte)/digest <br> bacterium; | $\mathbf{2}$ |
|  |  | $\mathbf{1 0}$ |


| Question <br> number | Answer | Marks |
| :---: | :--- | :---: |
| 6 (a) | A radius; <br> B humerus; <br> D scapula/shoulder blade; <br> F ulna |  |
| (b) | synovial; Do not accept hinge or ball and socket | $\mathbf{4}$ |


| Question <br> number |  | Answer | Marks |  |  |
| :---: | :--- | :---: | :---: | :---: | :---: |
| 6 (c) (i) | C biceps; <br> E triceps; | $\mathbf{2}$ |  |  |  |
| (ii) | Two from: <br> C relaxes; <br> E contracts; <br> Antagonistically; <br> Description of what this means - as one contracts, the <br> other relaxes/opposite; | $\mathbf{2}$ |  |  |  |
|  | Total |  |  |  | $\mathbf{9}$ |


| Question <br> number | Answer | Marks |
| :---: | :--- | :---: |
| 7 (a) | Pinna; <br> Eardrum/tympanum/tympanic membrane; <br> Stapes/stirrup; <br> Cochlea; <br> Auditory nerve; | $\mathbf{5}$ |
| (b) | Ciliary muscles contract; <br> Suspensory ligaments relax; | $\mathbf{2}$ |
| (c) | Three from: <br> Motor neurone; <br> (Electrical) impulses; <br> Synapse between neurone/nerve and leg muscle; <br> Neurotransmitter across gap/synapse; | $\mathbf{3}$ |
| (d) | Four from: <br> Increased heart rate; <br> Blood flows faster; <br> More oxygen; <br> (More) glucose (transported to cells); <br> respiration; <br> More energy released; | $\mathbf{4}$ |
|  |  | Total |


| Question <br> number | Answer | Marks |
| :---: | :--- | :---: |
| $\mathbf{8}$ (a) (i) | The maximum volume of air that the lungs can <br> hold/breath in / breathe out; | $\mathbf{1}$ |
|  | (ii) | Two from: <br> Able to exercise for longer / more exercise; <br> Because can take in more oxygen; <br> Needed for respiration / energy; |
| (b) | Breathe out into the rubber tube (after taking a deep <br> breath in); <br> The decrease in water level indicates the vital capacity; | $\mathbf{2}$ |
| (c)(i) <br> (ii) <br> (iii) | $3.5 ;$ <br> $4.2 ;$ <br> $3.1 /$ result 2 for student B; | $\mathbf{1}$ |
| (d) | Student C has the largest vital capacity; <br> The larger the vital capacity the more oxygen can be <br> taken in / the stronger the muscles associated with the <br> lungs; | $\mathbf{2}$ |
|  |  | $\mathbf{1}$ |


| Question <br> number | Answer | Marks |
| :---: | :--- | :---: |
| 9 (a) | Minerals /mineral salts; <br> Fibre; | $\mathbf{1}$ <br> $\mathbf{1}$ |
| (b) | Two from: <br> Idea of taking in more energy; <br> More protein; <br> For growth (of the fetus); | $\mathbf{2}$ |
| (c) | Five from: <br> C compare food high in carbohydrate with food high in <br> protein; <br> O both solid or liquid; <br> R idea of repeating/more than one sample of each; <br> M1 method such as heating food/using burning food to <br> heat water; <br> M2 reference to time heated/time of experiment; <br> S same size of food sample/same amount of water <br> heated/distance from burning food to water, etc; | $\mathbf{5}$ |
|  | Total | $\mathbf{9}$ |


| Question number | Answer | Marks |
| :---: | :---: | :---: |
| $10 \quad \text { (a) (i) }$ <br> (ii) | A Bowman's capsule; <br> B first/proximal convoluted tubule; <br> C collecting duct; <br> Three from: <br> ultrafiltration; <br> small molecules squeezed into Bowman's capsule; <br> under pressure; <br> large molecules held back; <br> such as proteins | $3$ |
| (b) (i) <br> (ii) <br> (iii) | 50\%; <br> Award 1 mark if $28 / 56$ is seen <br> Idea that urea is a waste product; <br> Mention that glucose is required/stored for energy <br> Two from: amounts (of Na and glucose) reabsorbed are large / most are reabsorbed; active transport; energy / ATP used; against a concentration gradient; | $2$ <br> 2 <br> 2 |
| (c) | Three from: <br> Acts as pituitary (to release less ADH) <br> Decreased permeability of (kidney) tubules; <br> Less water reabsorbed; <br> Into the blood; | 3 |
|  | Total | 15 |


| Question <br> number | Answer | Marks |
| :---: | :--- | :---: |
| 11 (a) | Two from: <br> Arterioles dilate; <br> (because) blood diverted to the skin; <br> more heat lost (to the environment); | $\mathbf{2}$ |
| (b) | Evaporation of sweat; <br> Requires (latent) heat from the body; or converse <br> Or <br> Hairs lie flat; <br> Less (insulating layer) of air trapped; or converse <br> Or <br> Shivering; <br> Releases heat from respiration; | $\mathbf{2}$ |
| (c) (i) | Maintenance/keeping the same or optimum; <br> Internal environment (of the body); <br> (ii) | Three from: <br> When blood glucose gets too high/low; <br> Insulin/glucagon gets released; |
| From the pancreas; <br> Blood glucose change is reversed / back to normal; | $\mathbf{2}$ |  |
|  | Total | $\mathbf{9}$ |


| Question <br> number | Answer | Marks |  |  |  |
| :---: | :--- | :---: | :---: | :---: | :---: |
| 12 (a) | Alternative form of a gene; | $\mathbf{1}$ |  |  |  |
| (b) | Need two faulty alleles: <br> If it was dominant, then only one allele would be <br> required; | $\mathbf{2}$ |  |  |  |
| (c) | Parental genotype Hh; Hh; <br> Gametes H h (H) (h); <br> Offspring genotype HH, Hh (Hh) hh; <br> 25\%/1/4, 1:3; | $\mathbf{4}$ |  |  |  |
| (d) | Sickle cell trait have one allele for sickle cell and one <br> normal allele; <br> Offspring could have two normal alleles which means they <br> could be susceptible to malaria; <br> Offspring could have two sickle cell alleles which means <br> that they could have sickle cell disease; | $\mathbf{3}$ |  |  |  |
|  | Total |  |  |  | $\mathbf{1 0}$ |

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