



Pearson  
Edexcel

Mark Scheme (Results)

November 2020

Pearson Edexcel International GCSE  
In Biology (4BI1) Paper 1B

| Question Number | Answer  | Mark          |
|-----------------|---|---------------|
| <b>1(a)(i)</b>  | <p>C cytoplasm</p> <p><i>A is not correct as cellulose is not found in the bacterium</i></p> <p><i>B is not correct as chitin is not found in the bacterium</i></p> <p><i>D is not correct as a nucleus is not found in the bacterium</i></p> | <b>1 comp</b> |

| Question Number | Answer   | Mark          |
|-----------------|--|---------------|
| <b>1(a)(ii)</b> | <p>C 7</p> <p><i>A is not correct because 1 is not neutral pH</i></p> <p><i>B is not correct because 2 is not neutral pH</i></p> <p><i>D is not correct because 12 is not neutral pH</i></p> | <b>1 comp</b> |

| Question Number  | Answer   | additional guidance | Mark         |
|------------------|--|---------------------|--------------|
| <b>1(a)(iii)</b> | <p>An explanation that makes reference the following points:</p> <ul style="list-style-type: none"> <li>• mutation (1)</li> <li>• variation (1)</li> <li>• <u>survive</u> (1)</li> <li>• reproduce / breed / offspring (1)</li> <li>• pass on allele / gene (1)</li> </ul> |                     | <b>4 exp</b> |

| Question Number | Answer  | Mark          |
|-----------------|---|---------------|
| <b>1(b)</b>     | An answer that makes reference the following points: <ul style="list-style-type: none"><li>• probiotic / cranberry / both / treatments (better than control) reduce (bacteria) /eq(1)</li><li>• more reduction if taken together / eq (1)</li><li>• cranberry (alone) reduces more than probiotic (alone) / eq(1)</li></ul> | <b>2 grad</b> |

Total 8 marks

| Question Number | Answer  | Mark          |
|-----------------|---|---------------|
| <b>2</b>        | <ul style="list-style-type: none"><li>• sexual (1)</li><li>• pollen (1)</li><li>• anther (1)</li><li>• stigma (1)</li><li>• bees / moths / flies (1)</li><li>• large / big / scented / (sweet) smelling (1)</li><li>• style (1)</li><li>• fertilisation (1)</li></ul> | <b>8 grad</b> |

Total 8 marks

| Question Number | Answer  | Mark              |
|-----------------|---|-------------------|
| <b>3(a)</b>     | <ul style="list-style-type: none"> <li>nucleus</li> </ul> | <b>1<br/>cler</b> |

| Question Number | Answer  | Additional guidance   | Mark             |
|-----------------|---|---|------------------|
| <b>3(b)</b>     | convert length into $\mu\text{m}$<br>$60 \text{ mm} = 60\,000 \mu\text{m}$ (1)<br><br>division<br>$60\,000 \div 6 = \times 10\,000$ (1) | award full marks for correct numerical answer without working<br><br>1 mark for 60 000 or dividing by 6 | <b>2<br/>exp</b> |

| Question Number | Answer   | Mark              |
|-----------------|--|-------------------|
| <b>3(c)(i)</b>  | A 0.33<br><br><i>B is not correct as 3 is not the mean</i><br><br><i>C is not correct as 10 000 is not the mean</i><br><br><i>D is not correct as 75 000 000 is not the mean</i> | <b>1<br/>comp</b> |

| Question Number | Answer  | additional guidance   | Mark         |
|-----------------|---|---|--------------|
| <b>3(c)(ii)</b> | <p>An answer that makes reference to the following:</p> <ul style="list-style-type: none"> <li>• sperm smaller / sperm is small cell / eq (1)</li> <li>• fewer (total) mitochondria (per cell) (1)</li> <li>• more mitochondria per volume / per <math>\mu\text{m}^3</math> (1)</li> <li>• uses <u>energy</u> to swim / move / get to /eq (1)</li> <li>• fertilise egg (1)</li> </ul> | <p><b>allow<br/>converse<br/>for egg</b></p> <p>larger<br/>more<br/>fewer<br/>does not<br/>move<br/>egg is<br/>fertilised</p> | <b>3 exp</b> |

Total 7 marks

| Question Number | Answer  | Mark          |
|-----------------|---|---------------|
| <b>4(a)(i)</b>  | <p>C primary consumer</p> <p><i>A is not correct as krill is not a predator</i></p> <p><i>B is not correct as prey is not a trophic level</i></p> <p><i>D is not correct as krill is not a secondary consumer</i></p> | <b>1 comp</b> |

| Question Number | Answer  | additional guidance                     | Mark          |
|-----------------|---|---|---------------|
| <b>4(a)(ii)</b> | <p>A sketch that shows the following points:</p> <ul style="list-style-type: none"> <li>• upright pyramid shape (1)</li> <li>• names in correct order: plants at bottom, krill in middle. whale at top (1)</li> </ul> | <p>ignore names</p> <p>ignore shape</p> | <b>2 grad</b> |

| Question Number | Answer  | Additional guidance  | Mark         |
|-----------------|---|--|--------------|
| <b>4(b)</b>     | <p>division<br/> <math>10\ 000 \div 1.6 = 6\ 250\ \text{s}</math></p> <p>division<br/> <math>\div 60 =</math></p> <p><math>104.17 / 100 / 104 / 104.16</math> recurring</p> <p>or <math>1.6 \times 60 = 96\ \text{cm}^2</math> per minute</p> <p><math>10\ 000 \div 96 =</math></p> <p><math>104.17 / 100 / 104 / 104.2 / / 104.167 / 104.16</math> recurring</p> | <p>award full marks for correct numerical answer without working</p> <p>allow 100 mins as 2 sig figs</p> <p>allow 1 mark for dividing by 1.6 or dividing by 96</p> | <b>2 exp</b> |

| Question Number | Answer   | Mark         |
|-----------------|--|--------------|
| <b>4(c)</b>     | <p>An answer that makes reference to the following points:</p> <ul style="list-style-type: none"> <li>• use container of sea water (1)</li> <li>• add same / stated number/ amount/ count number / mass of microscopic plants (1)</li> <li>• add stated number / mass of krill (1)</li> <li>• leave for same / stated time / measure time taken to (1)</li> <li>• (re)measure number / amount/mass / percentage change in plants(1)</li> <li>• repeat /eq (1)</li> </ul> | <b>4 exp</b> |

| Question Number | Answer  | Mark         |
|-----------------|---|--------------|
| <b>4(d)</b>     | <p>An explanation that makes reference the four of the following points:</p> <ul style="list-style-type: none"> <li>• fewer whales / whales die / migrate (1)</li> <li>• ice melts (1)</li> <li>• no / less surface for microscopic plants (1)</li> <li>• so fewer microscopic plants (available) (1)</li> <li>• fewer krill / krill die / migrate (1)</li> <li>• carbon dioxide causes acidification (1)</li> <li>• could affect krill (eggs) (1)</li> </ul> | <b>4 exp</b> |

Total = 13 marks

| Question Number | Answer   | Mark             |
|-----------------|--|------------------|
| <b>5(a)</b>     | <p>A description that makes reference to three of the following points:</p> <ul style="list-style-type: none"><li>• (same) restriction enzyme to cut / remove / open /eq (1)</li><li>• plasmid / vector <u>and</u> target gene / gene for making poison / eq (1)</li><li>• ligase enzyme to join / stick / insert /eq (1)</li><li>• complementary shapes / sticky ends /eq (1)</li></ul> | <b>3<br/>exp</b> |

| Question Number | Answer   | additional guidance   | Mark         |
|-----------------|--|---|--------------|
| <b>5(b)</b>     | <p>An answer that makes reference to six of the following points:</p> <p>Good decision to use GM:</p> <ul style="list-style-type: none"> <li>• GM plants are specific / kill specific insects / pesticides kill other insects / plants / pesticide kills non-specific insects (1)</li> <li>• GM plants reduce need for pesticide (1)</li> <li>• pesticide needs reapplication / do not last long (1)</li> <li>• insects can become resistant to pesticide (1)</li> <li>• pesticides can enter food chains / bioaccumulation (1)</li> <li>• pesticides can lead to health problems / affect human health /eq (1)<br/>eg: organophosphates and nervous system</li> </ul> <p>Poor decision to use GM:</p> <ul style="list-style-type: none"> <li>• pesticides are quick to kill (1)</li> <li>• GM plants could result in cross pollination of other species (1)</li> <li>• GM pollen may kill insect pollinators (1)</li> <li>• insects may develop resistance to poison produced by GM crops (1)</li> <li>• customers may not buy GM crops (1)</li> <li>• patents mean farmers become dependent on companies for their seed (1)</li> </ul> | <p>ignore harmful unqualified pollution</p> <p>allow poisons humans</p> | <b>6 exp</b> |

Total 9 marks

| Question Number | Answer  | Mark          |
|-----------------|---|---------------|
| <b>6(a)</b>     | <p>D <math>C_6H_{12}O_6 + 6O_2 \longrightarrow 6CO_2 + 6H_2O</math></p> <p><i>A is not the correct equation for aerobic respiration</i></p> <p><i>B is not the correct equation for aerobic respiration</i></p> <p><i>C is not the correct equation for aerobic respiration</i></p> | <b>1 comp</b> |

| Question Number | Answer  | additional guidance                                    | Mark            |
|-----------------|---|--|-----------------|
| <b>6(b)(i)</b>  | <p>An explanation that makes reference to two of the following points:</p> <ul style="list-style-type: none"> <li>• moves left / towards locust (1)</li> <li>• carbon dioxide produced by insect absorbed by KOH / filter paper (1)</li> <li>• oxygen (used by insect) (1)</li> <li>• in respiration (1)</li> </ul> | <p>ignore air</p> <p>ignore breathing /inhaling/eq</p> | <b>2 Expert</b> |

| Question Number | Answer   | additional guidance  | Mark         |
|-----------------|--|--|--------------|
| <b>6(b)(ii)</b> | <p>An answer that makes reference to six of the following points:</p> <ul style="list-style-type: none"> <li>• size / mass /(of locusts )/eq (1)</li> <li>• (more cells) (more) respiration (1)</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• movement / size of flask /eq (1)</li> <li>• more room for movement means more respiration (1)</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• volume / concentration of KOH / size of filter paper (1)</li> <li>• affects carbon dioxide absorption /eq (1)</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• temperature (1)</li> <li>• affects enzymes / increase kinetic energy / particle movement /eq (1)</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• time / duration (1)</li> <li>• more time to respire / more oxygen absorbed (1)</li> </ul> | <p>mark 3 variables to maximise score</p> <p>ignore amount but allow stated volume</p> <p>ignore time of day / light / oxygen / humidity etc</p> | <b>6 exp</b> |

| Question Number | Answer   | Mark          |
|-----------------|--|---------------|
| <b>6(c)(i)</b>  | <ul style="list-style-type: none"> <li>• 5.3 or 5.27 or 5.267 or 5.26 recurring</li> </ul> | <b>1 grad</b> |

| Question Number | Answer   | Mark   |
|-----------------|--|--|
| <b>6(c)(ii)</b> | <p>An answer that makes reference to the following points:</p> <ul style="list-style-type: none"> <li>• not reliable / reliability can be increased / eq (1)</li> <li>• not enough repeats / only three results / needs to be repeated (1)</li> <li>• one result is <u>anomalous</u> / male 3 result is <u>anomalous</u> (1)</li> <li>• more variation within sex than between sexes / eq (1)</li> </ul> | <p><b>3 exp</b></p> <p>ignore not repeated</p> |

Total 13 marks

| Question Number | Answer   | additional guidance   | Mark         |
|-----------------|--|---|--------------|
| <b>7(a)</b>     | <p>A description that makes reference to two the following:</p> <ul style="list-style-type: none"> <li>• biuret (1)</li> <li>• deepest / darker / intensity purple contains most protein (1)</li> <li>• reference to same volume of milk / biuret (1)</li> </ul> | <p>allow other quantitative methods such as</p> <p>solidify the milk protein by denaturing (1)</p> <p>mass of the protein (1)</p> | <b>2 exp</b> |

| Question Number | Answer   | additional guidance | Mark         |
|-----------------|--|---------------------|--------------|
| <b>7(b)</b>     | <p>An explanation that makes reference to two of the following points:</p> <ul style="list-style-type: none"> <li>• prevent infection / disease (1)</li> <li>• (by destroying / due to) virus / bacteria / pathogen (1)</li> <li>• provides immunity / eq (1)</li> </ul> | ignore illness      | <b>2 exp</b> |

| Question Number | Answer  | additional guidance | Mark          |
|-----------------|---|---------------------|---------------|
| <b>7(c)</b>     | <p>An answer that includes two of</p> <ul style="list-style-type: none"> <li>• use as a source of / for energy / respiration (1)</li> <li>• use as store of energy (1)</li> <li>• insulation / myelin sheath / protection fat around organs/ eq(1)</li> </ul> | ignore for warmth   | <b>2 grad</b> |

| Question Number | Answer  | Mark          |
|-----------------|---------|---------------|
| <b>7(d)(i)</b>  | lactose | <b>1 cler</b> |

| Question Number | Answer   | Mark                    |
|-----------------|--|-------------------------|
| <b>7(d)(ii)</b> | <i>Lactobacillus / Streptococcus</i> Allow species names | <b>1</b><br><b>cler</b> |

| Question Number  | Answer   | Mark                   |
|------------------|--|------------------------|
| <b>7(d)(iii)</b> | <p>An explanation that makes reference to two of the following points</p> <ul style="list-style-type: none"> <li>• sterilise milk / pasteurise (1)</li> <li>• kill bacteria / pathogen / microorganisms (1)</li> <li>• prevent competition (for carbohydrate / sugar) (1)</li> </ul> | <b>2</b><br><b>exp</b> |

Total 10 marks

| Question Number | Answer  | Mark          |
|-----------------|---|---------------|
| <b>8(a)(i)</b>  | <p>D testis</p> <p><i>A is incorrect as meiosis does not occur in kidney</i></p> <p><i>B is incorrect as meiosis does not occur in penis</i></p> <p><i>C is incorrect as meiosis does not occur in skin</i></p> | <b>1 comp</b> |

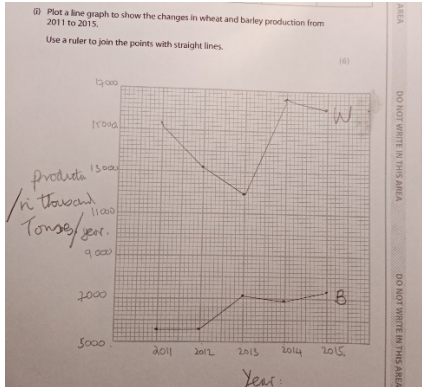
| Question Number | Answer  | Mark          |
|-----------------|---|---------------|
| <b>8(a)(ii)</b> | <p>C root tip</p> <p><i>A is incorrect as mitosis is not observed in anther</i></p> <p><i>B is incorrect as mitosis is not observed in cotyledon</i></p> <p><i>D is incorrect as mitosis is not observed in xylem</i></p> | <b>1 comp</b> |

| Question Number   | Answer  | Mark                                  |         |         |   |    |           |   |          |   |   |           |           |   |                |         |                                       |         |                                       |                       |  |           |   |
|---|---|---------------------------------------|---------|---------|---|----|-----------|---|----------|---|---|-----------|-----------|---|----------------|---------|---------------------------------------|---------|---------------------------------------|-----------------------|--|-----------|---|
| <b>8(b)</b>   | <table border="1"> <thead> <tr> <th>Feature</th> <th>Meiosis</th> <th>Mitosis</th> </tr> </thead> <tbody> <tr> <td>number of chromosomes in each original cell</td> <td>46</td> <td><b>46</b></td> </tr> <tr> <td>number of daughter cells produced from each original cell</td> <td><b>4</b></td> <td>2</td> </tr> <tr> <td>number of chromosomes in each daughter cell</td> <td><b>23</b></td> <td><b>46</b></td> </tr> <tr> <td>ploidy level of daughter cells produced</td> <td><b>haploid</b></td> <td>diploid</td> </tr> <tr> <td>genetic differences in daughter cells</td> <td>present</td> <td><b>absent / none / identical / eq</b></td> </tr> <tr> <td>type of cell produced</td> <td><b>gamete / sperm / egg / sex cell</b></td> <td>body cell</td> </tr> </tbody> </table> | Feature                               | Meiosis | Mitosis | number of chromosomes in each original cell | 46 | <b>46</b> | number of daughter cells produced from each original cell | <b>4</b> | 2 | number of chromosomes in each daughter cell | <b>23</b> | <b>46</b> | ploidy level of daughter cells produced | <b>haploid</b> | diploid | genetic differences in daughter cells | present | <b>absent / none / identical / eq</b> | type of cell produced | <b>gamete / sperm / egg / sex cell</b> | body cell | <p><b>6 Grad</b></p> <p>1 mark for each row</p> |
| Feature   | Meiosis   | Mitosis                               |         |         |   |    |           |   |          |   |   |           |           |   |                |         |                                       |         |                                       |                       |  |           |   |
| number of chromosomes in each original cell               | 46  | <b>46</b>                             |         |         |   |    |           |   |          |   |   |           |           |   |                |         |                                       |         |                                       |                       |  |           |   |
| number of daughter cells produced from each original cell | <b>4</b>  | 2                                     |         |         |   |    |           |   |          |   |   |           |           |   |                |         |                                       |         |                                       |                       |  |           |   |
| number of chromosomes in each daughter cell               | <b>23</b>   | <b>46</b>                             |         |         |   |    |           |   |          |   |   |           |           |   |                |         |                                       |         |                                       |                       |  |           |   |
| ploidy level of daughter cells produced                   | <b>haploid</b>  | diploid                               |         |         |   |    |           |   |          |   |   |           |           |   |                |         |                                       |         |                                       |                       |  |           |   |
| genetic differences in daughter cells                     | present   | <b>absent / none / identical / eq</b> |         |         |   |    |           |   |          |   |   |           |           |   |                |         |                                       |         |                                       |                       |  |           |   |
| type of cell produced                                     | <b>gamete / sperm / egg / sex cell</b>  | body cell                             |         |         |   |    |           |   |          |   |   |           |           |   |                |         |                                       |         |                                       |                       |  |           |   |

| Question Number | Answer   | Mark         |
|-----------------|--|--------------|
| <b>8(c) (i)</b> | <p>A description that makes reference to the following</p> <ul style="list-style-type: none"> <li>• random mating (1)</li> <li>• random fertilisation / gametes received/ eq (1)</li> <li>• environment (1)</li> <li>• mutation (1)</li> </ul> | <b>3 exp</b> |

| Question Number  | Answer  | Mark         |
|------------------|---|--------------|
| <b>8(c) (ii)</b> | <p>An explanation to the following points</p> <ul style="list-style-type: none"> <li>• little / no <u>genetic</u> variation / have same genotype / alleles (1)</li> <li>• no genotype environment interaction / respond to drugs in same way /eq (1)</li> </ul> | <b>2 exp</b> |

Total 13 marks

| Question Number | Answer   | additional guidance   | Mark         |
|-----------------|--|---|--------------|
| <b>9(a) (i)</b> | <p>An answer that includes</p> <ul style="list-style-type: none"> <li>• S scale linear and at least half axis (1)</li> <li>• L straight lines through points (1)</li> <li>• A axis labelled with crop production and year and correct way round (1)</li> </ul> | <p>bar chart lose L only</p> <p>No L for extrapolation</p>  <p>within one small square</p> | <b>6 exp</b> |
|                 | <ul style="list-style-type: none"> <li>• P points accurately plotted (1)</li> <li>• U units thousand tonnes (and years) (1)</li> <li>• K labelled or key to show barley and wheat (1)</li> </ul>   |   |              |

| Question Number | Answer   | Mark          |
|-----------------|--|---------------|
| <b>9(a)(ii)</b> | <p>A description that makes reference to the following</p> <ul style="list-style-type: none"> <li>• wheat decreases to 2013/ eq <b>and</b> then increases (1)</li> <li>• barley constant <b>and</b> then increases to 2013 / eq (then fluctuates) (1)</li> </ul> | <b>2 grad</b> |

| Question Number  | Answer  | Additional guidance  | Mark         |
|------------------|---|--|--------------|
| <b>9(a)(iii)</b> | <p>percentage change in wheat<br/> <math>= 16\,100 - 15\,300 \div 15\,300</math><br/> <math>\times 100</math><br/> <math>= 5.23\%</math> allow 5.2%/5%/eq (1)</p> <p>percentage change in barley<br/> <math>= 7\,300 - 5\,500 \div 5\,500</math><br/> <math>\times 100</math><br/> <math>= 32.73\%</math> allow 32.7/ 33%</p> <p>barley greater (1)</p> | <p>allow one mark for greater change in barley</p> <p>allow 105% /eq</p> <p>allow 133% /eq</p> <p>allow one mark for each correct percentage</p> | <b>3 exp</b> |

| Question Number | Answer   | Additional guidance  | Mark         |
|-----------------|--|--|--------------|
| <b>9(b)</b>     | <p>25 000 kg per 10 000 m<sup>2</sup></p> <p><math>25\,000 \div 10\,000</math></p> <p>= 2.5 kg per m<sup>2</sup> per year</p> <p><math>2.5\text{ kg} = 2500\text{ g} \div 365</math></p> <p>= 6.85 g</p> | <p>allow full credit for correct answer no working</p> <p>one mark for dividing by 365 or 365.25</p> <p>allow 6.9</p> <p>also allow for leap year 2500 / 365.25</p> <p>so 6.84 g</p> <p>allow 6.8g</p> | <b>2 exp</b> |

Total = 13 marks

| Question Number  | Answer  | Mark          |
|------------------|---|---------------|
| <b>10 (a)(i)</b> | <ul style="list-style-type: none"> <li>• A sensory / afferent (1)</li> <li>• B relay / association (1)</li> <li>• C motor / efferent (1)</li> </ul> | <b>3 grad</b> |

| Question Number  | Answer  |  | Mark         |
|------------------|---|--|--------------|
| <b>10(a)(ii)</b> | <p>An explanation that makes reference to the following points</p> <ul style="list-style-type: none"> <li>• neurone A / sensory / afferent (+ <u>impulse</u>) (from receptor) to CNS / spinal cord / relay neurone / neurone B (1)</li> <li>• (synapses with) neurone B / relay / association / (+ <u>impulse</u>) (from receptor neurone A) to motor / efferent / neurone C</li> <li>• neurone C / motor / efferent (+ <u>impulse</u>) to effector / muscle</li> </ul> | <p>must have impulse once to score 3 marks</p> <p>allow signal message for 2 max</p> | <b>3 exp</b> |

| Question Number | Answer  | additional guidance  | Mark         |
|-----------------|---|--|--------------|
| <b>10(b)(i)</b> | <p>An explanation that makes reference to two of the following points</p> <ul style="list-style-type: none"> <li>• measure the distance (from hand to spinal cord and or brain to other hand) (1)</li> <li>• for each student / all students in ring (1)</li> <li>• measure time taken (for student A to feel hand being squeezed / eq) (1)</li> <li>• divide distance by time (1)</li> </ul> | <p>ignore count number of students</p> <p>allow 'how long it took'</p> | <b>2 exp</b> |

| Question Number  | Answer  | Mark         |
|------------------|---|--------------|
| <b>10(b)(ii)</b> | <p>An explanation that makes reference to two of the following points</p> <ul style="list-style-type: none"> <li>• may be underestimate / too slow / method adds time / delay / eq (1)</li> <li>• not a reflex so need to allow decision making / role of brain / reaction time /eq (1)</li> <li>• as delay occurs at each synapse (1)</li> </ul> | <b>2 exp</b> |

Total 10 marks

| Question Number | Answer   | Mark                                     |
|-----------------|--|--|
| <b>11</b>       | <p>An answer that makes reference to six of the following points:</p> <ul style="list-style-type: none"> <li>• C shampoo with oil and without oil / shampoo with oil and no shampoo (1)</li> <li>• O hair from same person / same hair length / width / age / sex/ same hair type / dry hair same way (1)</li> <li>• R test many different hairs / repeat (1)</li> <li>• M1 add weights / masses to hairs (1)</li> <li>• M2 measure mass / g / pressure / weight / force /N that causes hair to break (1)</li> <li>• S1 same volume / concentration of shampoo / same type of shampoo with and without oil (1)</li> <li>• S2 wash for same time / frequency / same temperature of water (1)</li> </ul> | <p><b>6 exp</b></p> <p>ignore amount</p> |

Total 6 marks