AQA GCSE Biology | 8461

SPECIFICATION POINT 4.6.3.6

# Extinction

## Mark schemes and examiner comments

| | |
|---|---|
| Tier | **Higher** |
| Question groups | **26** |
| Available paper years | **2007–2025** |

## Using this booklet

1. Booklet answer numbers match the question booklet.
2. Use the original question number within marking tables.
3. Examiner comments are included where available.

**Name:** _____ **Date:** _____

Where a precise marking extract is unavailable, the full source document is included in an appendix. Any missing mark scheme is explicitly identified.

4.6.3.6 Extinction

Answer 01 · Mark scheme



**Question 2**

| | answers | extra information | mark |
|---|---|---|---|
| (a) | any **two** from:<br>• burning<br>• activity of microbes / microbial respiration<br>• less photosynthesis<br>**or**<br>trees take in $CO_2$<br>**or**<br>less $CO_2$ locked up in wood<br>• $CO_2$ given off by clearing machinery | ignore<br>$CO_2$ release unqualified<br>do **not** accept $CO_2$ taken in for respiration | 2 |
| (b)(i) | range of different species | accept idea of variety of organisms or plants or animals | 1 |
| (ii) | any **one** from:<br>• organisms may produce substances useful to humans<br>• duty to preserve for future generations<br>• effect on other organisms e.g. food chain effects<br>• loss of environmental indicators | do **not** accept if food is only example<br>ignore effect on human food supply | 1 |
| total | | | 4 |

### 4.6.3.6 Extinction

**Answer 02 · Mark scheme** June 2007 | BLY1B | Original Q3 | Legacy

| | | | | |
|---|---|---|---|---|
| Three | **2** | **2** | **4** | **4** |

**Answer 03 · Mark scheme** November 2007 | BLY1B | Original Q1 | Legacy

| | | | |
|---|---|---|---|
| One | **A** | a recent photograph of an ivory-billed woodpecker | **3** |
| | **B** | people claiming to have seen the ivory-billed woodpecker | **4** |
| | **C** | the distinct bird calls | **1** |
| | **D** | the knocking on the trunk of a tree | **2** |
| | | | |

**Answer 04 · Mark scheme** November 2007 | BLY1B | Original Q3 | Legacy

| | | | | |
|---|---|---|---|---|
| Three | **4** | **2** | **3** | **2** |

**Answer 05 · Mark scheme** November 2007 | BLY1B | Original Q8 | Legacy

| | | | | |
|---|---|---|---|---|
| Eight | **4** | **3** | **3** | **4** |

### 4.6.3.6 Extinction

**Answer 06 · Mark scheme**

January 2008 | BLY1H | Original Q7 | Legacy

**Question 7**

| | answers | extra information | mark |
|---|---|---|---|
| (a) | any **four** from:<br>• mutation / variation<br>• produces smaller wings / fatter body<br>• wings no longer an advantage since no predators<br>• wings no longer an advantage since food on ground<br>• fatter body can store more energy when fruit scarce<br>• successful birds breed / pass on genes | must be linked to mutation / variation<br>allow wings / flight not needed as no predators<br>allow wings / flight not needed as food on ground | 4 |
| (b) | any **one** from:<br>• evidence has all gone<br>• no scientists on island at time to record evidence<br>• no records (from sailors) | | 1 |
| total | | | 5 |

### 4.6.3.6 Extinction

**Answer 06 · Mark scheme** January 2008 | BLY1H | Original Q7 | Legacy

**BLY1H**

**Answer 07 · Mark scheme** March 2008 | BLY1BP | Original Q2 | Legacy

| | | | |
|---|---|---|---|
| Two | **A** | competition | **3** |
| | **B** | environmental change | **1** |
| | **C** | survival | **4** |
| | **D** | extinction | **2** |

| | A | B | C | D |
|---|---|---|---|---|

**Answer 08 · Mark scheme** June 2008 | BLY1BP | Original Q2 | Legacy

| | | | |
|---|---|---|---|
| Two | **A** | mutation | **3** |
| | **B** | natural selection | **1** |
| | **C** | extinction | **4** |
| | **D** | variation | **2** |

| | A | B | C | D |
|---|---|---|---|---|

**Answer 09 · Mark scheme** November 2008 | BLY1BP | Original Q5 | Legacy

| | | | | |
|---|---|---|---|---|
| Five | **3** | **2** | **3** | **3** |

### 4.6.3.6 Extinction

**Answer 10 · Mark scheme** November 2008 | BLY1BP | Original Q9 | Legacy

| | | | | |
|---|---|---|---|---|
| Nine | **2** | **3** | **1** | **2** |

**Answer 11 · Mark scheme** November 2009 | BLY1BP | Original Q3 | Legacy

| | | | | |
|---|---|---|---|---|
| Three | **4** | **4** | **2** | **3** |

**Answer 12 · Mark scheme** March 2010 | BLY1BP | Original Q1 | Legacy

| Question | Key | | |
|---|---|---|---|
| One | **A** | sexual reproduction | **2** |
| | **B** | tissue culture | **3** |
| | **C** | embryo transplants | **1** |
| | **D** | adult cell cloning | **4** |
| | | | |

**Answer 13 · Mark scheme** March 2010 | BLY1BP | Original Q5 | Legacy

| | | | | |
|---|---|---|---|---|
| Five | **4** | **3** | **3** | **3** |

### 4.6.3.6 Extinction

**Answer 14 · Mark scheme**

March 2010 | BLY1BP | Original Q9 | Legacy

| | | | | |
|---|---|---|---|---|
| Nine | **4** | **2** | **1** | **3** |

**Answer 15 · Mark scheme**

June 2010 | BLY1BP | Original Q5 | Legacy

No matching mark scheme was available in the supplied archive for this question.

**Answer 16 · Mark scheme**

June 2010 | BLY1BP | Original Q7 | Legacy

No matching mark scheme was available in the supplied archive for this question.

**Answer 17 · Mark scheme**

November 2010 | BLY1BP | Original Q6 | Legacy

| | | | | |
|---|---|---|---|---|
| Six | **2** | **3** | **4** | **1** |

### 4.6.3.6 Extinction

**Answer 18 · Mark scheme**

November 2010 | BLY1BP | Original Q9 | Legacy

| | | | | |
|---|---|---|---|---|
| Nine | **3** | **4** | **2** | **3** |

4.6.3.6 Extinction

Answer 19 · Mark scheme

January 2011 | BLY1H | Original Q8 | Legacy

## Question 8

| question | answers | extra information | mark |
|---|---|---|---|
| 8(a) | two species / types involved | | 1 |
| 8(b) | any **three** from:<br>pros (max **two** pros)<br>• useful if species difficult to breed<br>• prevents extinction / continues genetic line<br>cons (max **two** cons)<br>• low success rate **or** figures given<br>• development problems<br>• diverts attention from habitat conservation / poaching / pollution / climate change<br>• cloning reduces gene pool<br>conclusion<br>argued conclusion | full marks only if at least **one** pro, **one** con and an attempt at a conclusion<br>ignore reference to ethical issues / cruelty<br>must include references to **both** pros and cons and must be at end of answer | 3<br>1 |
| **Total** | | | **5** |

### 4.6.3.6 Extinction

**Answer 20 · Mark scheme**

June 2011 | BLY1BP | Original Q1 | Legacy

| Question | Key | | |
|---|---|---|---|
| One | **A** | extinction | 4 |
| | **B** | mutation | 2 |
| | **C** | reproduction | 3 |
| | **D** | variation | 1 |
| | | | |

**Answer 21 · Mark scheme**

June 2011 | BLY1BP | Original Q6 | Legacy

| | | | | |
|---|---|---|---|---|
| Six | **3** | **4** | **4** | **4** |

4.6.3.6 Extinction

Answer 22 · Mark scheme



## Question 5

| question | answers | extra information | mark |
|---|---|---|---|
| 5(a) | mutation | correct spelling only<br><br>ignore other adjectives eg random / spontaneous | 1 |
| 5(b) | idea of mutant gene / new form / this allows hatching (of males) | ignore references to X / Y chromosomes | 1 |
| | (individual with advantage) (more) survive / (more) live / (more) don't die | allow immunity rather than resistance throughout | 1 |
| | (so survivors) breed / reproduce | | 1 |
| | mutation / gene passed (from survivors) to offspring / next generation | allow resistance / characteristic for gene<br><br>'gene passed on' is insufficient | 1 |
| Total | | | 5 |

### 4.6.3.6 Extinction

**Answer 22 · Mark scheme** January 2012 | BL1HP | Original Q5 | Legacy

**COMPONENT NUMBER: BL1HP**

4.6.3.6 Extinction

Answer 23 · Mark scheme

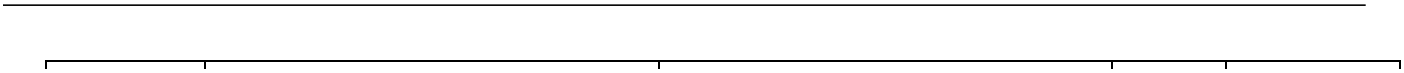
June 2015 | BL2HP | Original Q6 | Legacy

| Question | Answers | Extra information | Mark | AO / Spec. Ref. |
|---|---|---|---|---|
| 6(a)(i) | any **two** from:<br>• (dead) animal buried in sediment<br>• hard parts / bones do not decay **or** soft parts do decay<br>• mineralisation (of hard parts / bones) | <br>allow imprint in mud<br>allow (one of) the conditions for decay is missing – accept example, eg oxygen / water / correct temperature / bacteria<br>allow replacement by other materials | 2 | AO1 / AO2<br>2.8.1a,b |
| 6(a)(ii) | any **two** from:<br>• conditions not right for fossilisation<br>• geological activity has destroyed fossils / has destroyed evidence<br>• fossils not yet found | <br>ignore references to soft-bodied<br>allow a named / described example – eg vulcanism / earth movements / erosion<br>allow description of why not yet found | 2 | AO3<br>2.8, 2.8.1a,c,d |
| 6(b) | any **four** from:<br>• separation / isolation (of different populations)<br>• different environmental conditions (between locations)<br>• mutation(s) occur **or** genetic variation (within each population)<br>• better adapted survive **or** natural selection occurs<br>• favourable alleles passed on (in each population)<br>• eventually different populations unable to breed successfully with each other | <br><br><br><br>allow ‘survival of the fittest’<br>ignore animals adapt to their environment<br>ignore reference to stronger survive<br>allow genes for alleles<br>allow unable to produce fertile offspring | 4 | AO1<br>2.8.1e,f |
| **Total** | | | **8** | |

### 4.6.3.6 Extinction

**Answer 23 · Mark scheme**

June 2015 | BL2HP | Original Q6 | Legacy



4.6.3.6 Extinction

Answer 24 · Mark scheme

June 2017 | BL2HP | Original Q7 | Legacy

| Question | Answers | Extra information | Mark | AO / Spec. Ref. |
|---|---|---|---|---|
| 7(a)(i) | organisms that can breed / mate **or** organisms that can reproduce together | allow converse points re. 2 different species | 1 | AO1<br>2.8.1f |
| | successfully | allow produces fertile offspring for 2 marks<br>allow can reproduce to form fertile offspring for 2 marks | 1 | |
| 7(a)(ii) | any **two** from:<br>• fossils show how species have changed **or** show changes over time<br>• older fossils are simpler (than later ones or present day species)<br>• fossils have features similar to present-day species | allow fossils enable us to compare old species with present-day species | 2 | AO1<br>2.8, 2.8.1a/d |

4.6.3.6 Extinction



| | | | | |
|---|---|---|---|---|
| **7(b)** | any **six** from:<br>• (geographical) isolation (prevents interbreeding)<br>• similar environmental conditions required similar adaptations / favoured similar mutations<br>• an example of a suitable similar adaptation is explained<br>• lack of predators / dinosaurs allowed survival without flight<br>**or**<br>plentiful food near ground allowed survival without flight<br>• genetic variation / mutation (in each population)<br>• natural selection / better adapted survive<br>• favourable alleles passed on | <br>allow ref. to continental drift<br>allow description via example | 6 | AO1/2<br>2.8.1f |

| | | |
|---|---|---|
| **Total** | | **10** |

4.6.3.6 Extinction

Answer 25 · Mark scheme

November 2020 | 8461/2H | Original Q8

| Question | Answers | Extra information | Mark | AO / Spec. Ref. |
|---|---|---|---|---|
| 08.1 | 38 500 000 – 36 000 000 | allow 500 000 × 5 | 1 | AO2 4.6.3.6 |
| | 2 500 000 (years)<br>**or**<br>2.5 million (years) | if no other mark awarded, allow 38.5 – 36 = 2.5 **or** 0.5 × 5 = 2.5 for **1** mark | 1 | |

Answer 25 · Mark scheme



| | | | | |
|---|---|---|---|---|
| **08.2** | (extinction of Andrewsarchus) led to population increase / evolution of another predator<br><br>because Andrewsarchus no longer competing for food / resources<br><br>other predator (population) hunted more Brontotherium<br><br>**or**<br><br>(extinction of Andrewsarchus) led to population increase / evolution of another herbivore (previously eaten by Andrewsarchus) (1)<br><br>because Andrewsarchus no longer predating (other) herbivore (1)<br><br>more competition with other herbivores (1)<br><br>**or**<br><br>(extinction of Andrewsarchus so)<br>Brontotherium are not eaten so therefore the population increases (1)<br><br>so much that the food source decreases (1)<br><br>Brontotherium compete with each other so much that they all die (1) | allow idea of a new predator<br><br>allow because Andrewsarchus no longer eating another predator<br><br>max **2** marks if reference to hunted by humans **or** still killed by Andrewsarchus **or** reference to climate change or factors relating to climate change | 1<br><br>1<br><br>1 | AO2<br>4.6.3.6<br>4.7.1.1<br>4.7.1.3<br>4.7.4.1 |

4.6.3.6 Extinction

Answer 25 · Mark scheme

November 2020 | 8461/2H | Original Q8

| | | | | |
|---|---|---|---|---|
| **08.3** | any **three** from:<br>• fossils buried deep(er) so hard(er) to find<br>• fossils smaller so harder to find<br>• more likely to be destroyed by geological activity / earthquakes / erosion<br>• oldest organisms were soft-bodied so most of the tissue decayed<br>• dating older fossils is hard<br>• older eras less researched by scientists because less to find<br>• (usually) unclear when one species evolves into another species (because not enough fossils found) | allow oldest organisms were soft-bodied so there were very few fossils | 3 | AO2<br>4.6.3.5 |

4.6.3.6 Extinction

Answer 25 · Mark scheme

November 2020 | 8461/2H | Original Q8

| Question | Answers | Mark | AO / Spec. Ref. |
|---|---|---|---|
| 08.4 | **Level 3:** A judgement, strongly linked and logically supported by a sufficient range of correct reasons, is given. | 5–6 | AO3<br>4.6.3.6<br>4.7.1.2<br>4.7.1.3 |
| | **Level 2:** Some logically linked reasons are given. There may also be a simple judgement. | 3–4 | |
| | **Level 1:** Relevant points are made. They are not logically linked. | 1–2 | |
| | **No relevant content** | 0 | |
| | **Indicative content**<br><br>**Supporting the statement**<br>• decrease (in large mammals) is large(r) in some areas<br>• decrease (in large mammals) occurs when humans enter areas<br>• decrease occurs at different times in the areas, so not suggestive of worldwide climate change or meteor impact or volcanic activity<br>• decrease is not (always) immediate, suggesting human population grew, then had impact **or** decrease accelerates as human population grows<br><br>**Not supporting the statement**<br>• only shows large mammals **or** does not show other species<br>• correlation does not mean causation<br>• there were always some left so it wasn't a 'mass extinction'<br>• decrease could have been due to other factors / named<br>• no information about climate change / abiotic factors<br>• no information about predators / pathogens / food sources / other biotic factors<br>• decrease (in mammal population) in Africa (after humans present) is small<br>• decrease (in mammal population) in Madagascar (after humans present) was gradual / slow<br>• only shows data for four areas of the world **or** no data shown for other areas of the world<br><br>Answers in level **3** must refer to evidence supporting **and** not supporting the statement | | |

4.6.3.6 Extinction

Answer 25 · Mark scheme

November 2020 | 8461/2H | Original Q8

| | | | | |
|---|---|---|---|---|
| **08.5** | (disadvantage)<br>any **one** from:<br>• loss of potential, future biodiversity<br>• reduction in range of alleles<br><br>(advantage)<br>allows evolution of new species / varieties | <br><br>allow loss of biodiversity<br><br>allow reduction in gene pool<br><br><br>allow opportunity for speciation | <br><br>1<br><br><br><br>1 | AO3<br>4.6.3.6 |
| **Total** | | | **16** | |

4.6.3.6 Extinction

Answer 26 · Mark scheme

June 2025 | 8461/2H | Original Q1

## Question 1

| Question | Answers | Extra information | Mark | AO / Spec. Ref. |
|---|---|---|---|---|
| 01.1 | any **two** from:<br>• (ichthyosaur died and) is buried in sediment / sand / mud / silt<br>• (only) soft parts decayed / eaten<br>**or**<br>bones were not decayed / eaten<br>• bone(s) / remains replaced by minerals | allow skeleton **or** hard parts for bones throughout<br>ignore compression<br>ignore reference to oxygen<br>do **not** accept (icthyosaur died and) is buried in rock(s)<br>allow mineralisation of bones<br>allow bone(s) left imprint in mud / sand / sediment (that then hardened to rock)<br>ignore bones turned to stone / rock | 2 | AO2<br>4.6.3.5 |

| Question | Answers | Extra information | Mark | AO / Spec. Ref. |
|---|---|---|---|---|
| 01.2 | 120 × 17<br>2040 (mm)<br>2.04 (metres) | allow conversion to metres at any stage<br>allow correct conversion of incorrectly calculated length | 1<br>1<br>1 | AO2<br>4.6.3.5 |

| Question | Answers | Extra information | Mark | AO / Spec. Ref. |
|---|---|---|---|---|
| 01.3 | phylum<br>family | in this order only | 1<br>1 | AO1<br>4.6.3.5<br>4.6.4 |

4.6.3.6 Extinction

Answer 26 · Mark scheme



| Question | Answers | Extra information | Mark | AO / Spec. Ref. |
|---|---|---|---|---|
| 01.4 | any **two** from:<br><br>• ice age<br>• global warming<br><br>• volcanic activity<br>• asteroid collision<br><br>• new predators<br><br>• (new) disease / pathogen<br><br>• competition for mates<br><br>• lack of habitat **or** habitat change | <br><br>} if neither of these, allow climate change for **1** mark<br><br>ignore weather<br><br>} if neither of these, allow catastrophic event **or** natural disaster for **1** mark<br><br>allow named example<br>allow hunters<br><br>allow named example<br><br>allow lack of mates<br>ignore competition unqualified<br><br>ignore environment change<br><br>allow competition between **ichthyosaurs** for food<br><br>ignore isolation<br>ignore pollution<br>ignore lack of food | 2 | AO1<br>4.6.3.6 |

| Total Question 1 | 9 |
|---|---|

4.6.3.6 Extinction

Answer 25 · Examiner comments

November 2020 | 8461/2H | Original Q8

**Question 8 (standard, standard/high & high demand)**

This question was about extinct mammals and the causes of their extinction. In **08.1** many students had difficulty reading the scale on the graph as the numbers increased from right to left on a time scale showing millions of years ago. The overlap in existence between the two species could be determined either by subtracting the end of the overlap from its beginning (38.5 - 36 million years = 2.5 million years) or by ascertaining that each small square represented 0.5 million years, hence 5 small squares represented 2.5 million years. Many did not gain a mark due to omitting the word 'million' in front of years on the answer line.

In **08.2** students found it conceptually difficult that the extinction of a carnivore should lead to the subsequent extinction of a herbivore, so much so that many of them imagined that the carnivore had been eaten by the herbivore, the latter thus running out of food. Higher-attaining students followed one of three possible routes to develop a hypothesis to explain the situation:

1. The extinction of the carnivore led to an increase in numbers of another carnivore which ate the herbivore.
2. The extinction of the carnivore led to an increase in numbers of a different herbivore which outcompeted (for food) the herbivore given in the question.
3. The extinction of the carnivore led to an increase in numbers of the herbivore which competed with other members of its own species so that their food ran out.

The concept of the fossil record being unclear for older species was difficult for the majority of students in **08.3**: 40% scored any marks in this question with a minority achieving the full 3 marks. Higher-attaining students stated that older fossils were more likely to have been destroyed by geological events such as earthquakes. Some alluded to the fact that older fossils were more likely to be buried deeper underground or were in inaccessible places such as the ocean bed, or that they were smaller, and so were more difficult to find.

4.6.3.6 Extinction

Answer 25 · Examiner comments

November 2020 | 8461/2H | Original Q8

In **08.4** students had to evaluate data in the form of four simple graphs showing the percentage survival of large mammal species in four different areas of the world over millions of years in relation to the time when humans first appeared in each area in order to decide whether the hypothesis that humans caused mass extinctions was correct or not. Most students noticed that large decreases in the percentage survival of the large mammals occurred when humans entered three of the areas, which supported the hypothesis. Many pointed out that, to the contrary, the decrease in survival was much less in one of the areas (Africa) and that it might have been due to some other factor, that only large mammals were considered rather than all animal species, that there was no information given about, for example, predators, pathogens, food sources, any abiotic factors, and that these four areas of the world were not necessarily representative of the effects of humans elsewhere. To obtain the highest marks, students had to have considered both sides of the argument and made a judgement based upon the evidence (or lack of it) which they had cited. 4% of students attained the highest level in their answers in order to be awarded 5 or 6 marks, the majority of the rest scoring either 2 or 3 marks.

**Concluding Remarks**

Particular problems which occurred quite frequently included:

- confusion of certain terms, eg mitosis / meiosis, reabsorption / filtration / excretion
- paying insufficient attention to information provided in the stem of a question in order to guide a reasoned response, avoid misconceptions and the inclusion of irrelevant information
- repeating, rather than using, information given in the question, for which no marks are available
- careless reading of the question resulting in an inappropriate answer, or not following instructions in multiple-choice items, such as to tick the correct number of boxes
- careless reading of data from a graph
- omitting numbers when a question asks for the use of data
- missing a question when no answer lines were provided and the answer needed to be in a table or a Punnett square
- poor handwriting, for example with numerals – especially the distinction between the numbers 1 and 2
- not checking whether the answer to a calculation is sensible – for example, in converting units over an appropriate order of magnitude, such as the conversion of nanometres to metres.

4.6.3.6 Extinction

Answer 25 · Examiner comments

November 2020 | 8461/2H | Original Q8

**Mark Ranges and Award of Grades**

Grade boundaries and cumulative percentage grades are available on the Results Statistics page of the AQA Website.

4.6.3.6 Extinction

Answer 26 · Examiner comments

June 2025 | 8461/2H | Original Q1

## Question 1 (Standard demand)

**01.1**

This question required students to apply their knowledge of fossil formation to the specific example of an ichthyosaur fossil.

4.6.3.6 Extinction

**Answer 26 · Examiner comments** June 2025 | 8461/2H | Original Q1

Only two steps in the fossilisation process were required to score full marks, so misunderstanding or omission of one step, was not critical. Almost a third of students achieved both marks.

Many students showed good knowledge of the first step in fossil formation, often referring to sediment, or an appropriate synonym; however, some also referred to the dead animal being buried in 'rock' or in 'rocks' which disqualified this idea. Whether this burying occurred before or after decay was not important in the award of the mark.

Although many students were aware that the dead ichthyosaur had decayed, they were often imprecise in terms of what had decayed. Many described the whole 'body' or the 'tissues' decaying, which implied that both soft and hard material decays. Some were able to recover this point with statements such as 'the body decays, leaving the bones behind'. Very few students referred to the soft tissues being eaten (by detritivores).
Students were commonly well versed in the idea of mineralisation of bones.
There were some excellent answers showing that students had revised this topic well, often giving all three points on the mark scheme in clear and concise detail.

**01.2**
Students were provided with the length of the fossil image and the relevant magnification factor and were required to calculate the real length of the fossil.
The majority of students completed this calculation well with a pleasing 80% gaining all 3 available marks. The most common error was in converting millimetres to metres, where a conversion factor of 100 was not uncommon. Some students completed the conversion in two steps, first converting to centimetres, then to millimetres, perhaps showing a lack of confidence in their maths, at the start of the paper.
A not uncommon error was for students to use the magnification equation, with the two values as numerator and denominator. It was rare then, for students to attempt to convert their answer to metres.

**01.3**
Students were required to recall the classification hierarchy, completing a partial classification using given terms.
This was very well attempted with nearly 90% of students gaining both marks. It was clear that many students had remembered the sequence by using a mnemonic, often written alongside the question. However, less successful students occasionally confused population for phylum, presumably due to the same initial letter.

**01.4**
Students were required to suggest causes for the extinction of ichthyosaurs, and over 80% of students gained at least one of the available marks.
Although this should not be an unfamiliar question to students who have practised from previous examination papers, the context of the information provided meant that some general answers were insufficient. The information in the question was that ichthyosaurs lived in the sea, consequently 'drought' was not credited. Similarly, the information provided stated that ichthyosaurs were in competition with other predators for food, thus a 'lack of food' was ignored, as was the presence of 'predators'. For this last idea, a mark could only be awarded if any predators were described as being 'new'.

### 4.6.3.6 Extinction

**Answer 26 · Examiner comments** June 2025 | 8461/2H | Original Q1

The question was well answered, common correct responses included reference to ‘disease’, ‘natural disasters’ and ‘habitat loss’, although all of the possible answers were seen frequently.