AQA GCSE Biology | 8461

SPECIFICATION POINT 4.7.5.3

Sustainable fisheries

Mark schemes and examiner comments

Tier	**Higher**
Question groups	**6**
Available paper years	**2007–2021**

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.

4.7.5.3 Sustainable fisheries

Answer 01 · Mark scheme

June 2007 | BLY1H | Original Q1 | Legacy

The full source mark scheme begins on page 18. Follow original question 1 in that document.

4.7.5.3 Sustainable fisheries

Answer 02 · Mark scheme January 2010 | BLY2H | Original Q1 | Legacy

Question 1

question	answers	extra information	mark
1(a)	three layer triangular pyramid soya / beans / food – trout / fish – people / human (in sequence)	either way up (as blocks or triangle) ignore reference to producers / herbivores / consumers award **1** mark only for a correct food chain with 2 correct arrows showing energy flow	1 1
1(b)	The trout release energy when they respire Some energy will be lost in waste from the trout		1 1
1(c)	any **one** from eg • easy / easier to catch / more caught • easy / easier to feed • no / less predation • less energy loss • less movement	 allow easy / easier to monitor allow control food allow less fishing / poaching allow grow faster ignore less space to move do **not** allow easier to farm	1
1(d)	any **two** from: • microorganisms / bacteria / decomposers / microbes / fungi / detritus feeders • decay / rot / decompose / digest / break down • (microorganisms) respire • turned into fossil fuels / named fossil fuels • carbon dioxide / CO_2 released	 ignore biodegrade do **not** award this mark if response implies the trout respire	2
Total			**7**

4.7.5.3 Sustainable fisheries

Answer 02 · Mark scheme

January 2010 | BLY2H | Original Q1 | Legacy

BLY2H

4.7.5.3 Sustainable fisheries

Answer 03 · Mark scheme

June 2012 | BL1HP | Original Q6 | Legacy

Question 6

question	answers	extra information	mark
6 (a)	(jellyfish) gene(s) cut out		1
	ref to enzymes (at any stage)		1
	(gene) transferred to zebra fish at early stage of development / embryo / egg	ignore removal of zebra fish genes	1
6 (b)	any **two** from: • could transfer gene to other (fish) species • effects on food chains • effects on zebra fish themselves, eg may out compete non GM zebra fish	ignore unethical / religious / unnatural accept effects on other species / humans who eat them	2
Total			**5**

4.7.5.3 Sustainable fisheries

Answer 03 · Mark scheme

June 2012 | BL1HP | Original Q6 | Legacy

BL1HP

4.7.5.3 Sustainable fisheries

Answer 04 · Mark scheme

Question	Answers	Extra information	Mark	AO / spec ref.
1(a)(i)	76.0 / 76	correct answer with or without working gains 2 marks allow 76.04 for 2 marks allow 76.04 with extra decimal places eg 76.042 for 1 mark $\frac{465}{611.5}$ for 1 mark	2	AO2 3.4.4c
1(a)(ii)	mass of fish declines (until 2008) (due to an) increase in fishing / overfishing and then rises (until 2010) (which could be due to) quotas / net restrictions working	ignore use of numbers allow number of fish decline (until 2008) allow any reasonable suggestion, such as countries swapping quotas or restrictions on fishing during breeding seasons ignore less fishing if no other marks awarded allow 1 mark for a decrease in mass **and** an increase in mass if answer relates to sustainable fishing	1 1 1 1	AO2 / AO3 3.4.4c
1(a)(iii)	(this is due to) public awareness / demand	allow legislation / rules	1	AO3 3.4.4c
1(b)	fishing quotas / bans (small) net / mesh size	 if size of net is stated then it must be smaller if size of mesh is stated then it must be larger	1 1	AO1 3.4.4c

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Answer 04 · Mark scheme

1(c)	(fish) cannot move freely / as much (therefore) less <u>energy</u> loss from the fish (there is) more food available / better quality food / fed more often (so) there is more energy for growth **or** (more food) is converted to biomass	 do **not** allow 'no energy is lost' ignore references to less heat loss though controlling body temperature ignore references to respiration accept 'high-protein food for making cells'	1 1 1 1	AO1 / AO2 3.4.4b
Total			13	

4.7.5.3 Sustainable fisheries

Answer 04 · Mark scheme

June 2014 | BL3HP | Original Q1 | Legacy

Question	Answers	Extra information	Mark	AO / spec ref.

4.7.5.3 Sustainable fisheries

Answer 05 · Mark scheme

November 2020 | 8461/2H | Original Q2

Question	Answers	Extra information	Mark	AO / Spec. Ref.
02.1	$\frac{6.0}{1.6}$ 3.75	allow a range of 5.9 to 6.1 for 6.0 do **not** accept if a unit is given if no other marks awarded, allow a correct answer using a value of 5.8 or 6.2 for **1** mark	1 1	AO2 4.7.3.2
02.2	$\frac{2.5 - 1.6}{50}$ 0.018 (billion per year)	allow $\frac{0.9}{50}$	1 1	AO2 4.7.3.2
02.3 view with Figure 2	suitable extrapolation line on Figure **2** reading taken at 2050 from student's line	allow straight extrapolation allow a tolerance of ± ½ small square allow **1** mark for 10 billion if no extrapolation drawn	1 1	AO2 4.7.3.2
02.4	fewer fish caught **or** limit the number of fish caught (remaining fish) can reproduce	allow a method of doing this, eg increase mesh size **or** do not catch young fish allow more fish (survive to) reproduce	1 1	AO1 4.7.5.1 4.7.5.3

4.7.5.3 Sustainable fisheries

Answer 05 · Mark scheme

Question	Answers	Mark	AO / Spec. Ref.
02.5	**Level 2:** Scientifically relevant facts, events or processes are identified and given in detail to form an accurate account.	4-6	AO1 4.7.3.1 4.7.3.2 4.7.3.3 4.7.3.4 4.7.3.6 4.7.3.5 4.7.5.1 4.7.5.2
	Level 1: Facts, events or processes are identified and simply stated but their relevance is not clear.	1–3	
	No relevant content	0	
	Indicative content **human land use** • increasing population requires more food • crops / livestock for food • farming crops for biofuels • peat use as compost • peat use as fuel • increased use of pesticide / insecticide / herbicide / fertilisers • use of free-range / organic methods increases land use (for same yield) **link to biodiversity** • deforestation • monocultures • loss of hedgerows (to make fields larger) • loss of habitat • consequence of loss of habitat eg (change in) migration • fertiliser run off polluting water • use of pesticide / insecticide / herbicide reduces insects / plants which damages food chains • more soil erosion **link to atmospheric pollution** • more carbon dioxide (from farm animals / machinery) • more methane (from cows) • climate change **or** global warming • example of impact on biodiversity • acid rain • desertification Answers referring to only land use or only biodiversity are level 1		

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02.6	golden rice has improved nutritional value		1	AO1 4.7.5.4
02.7	any **one** from: • gene may contaminate / enter other breeds / species • reduction / extinction of population of wild / traditional rice • reduction / extinction of population of flowers / insects • high cost of seeds • may have too much vitamin A (in diet)	ignore references to religious beliefs allow decrease in biodiversity allow decrease in gene pool allow may harm (human) health allow may cause side effects (on humans) ignore may harm humans unqualified	1	AO3 4.6.2.4
Total			**16**	

4.7.5.3 Sustainable fisheries

Answer 05 · Mark scheme

November 2020 | 8461/2H | Original Q2

4.7.5.3 Sustainable fisheries

Answer 06 · Mark scheme

November 2021 | 8461/2H | Original Q7

Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.1	from light / sunlight absorbed by chlorophyll / chloroplasts	ignore sun unqualified if no other mark awarded allow by photosynthesis for **1** mark	1 1	AO1 4.7.2.1 4.7.4.3 4.4.1.1
07.2	krill / herring / copepod		1	AO2 4.7.2.1 4.7.4.1
07.3	algae		1	AO2 4.7.2.1 4.7.4.1
07.4	1 algae 2 krill **or** copepod 3 squid 4 mackerel (5 Human)	all correct for **1** mark	1	AO2 4.7.2.1
07.5	any **two** from: (losses due to) • non-eaten parts (of squid / krill) • <u>respiration</u> **or** <u>respiring</u> (in mackerel) • excretion (by mackerel)	 allow bones / shells allow eaten by other animals do **not** accept respiration produces / makes / creates energy allow loss of a named waste product such as CO_2 / urea ignore loss of waste unqualified ignore faeces	2	AO1 4.7.4.3

4.7.5.3 Sustainable fisheries

Answer 06 · Mark scheme

November 2021 | 8461/2H | Original Q7

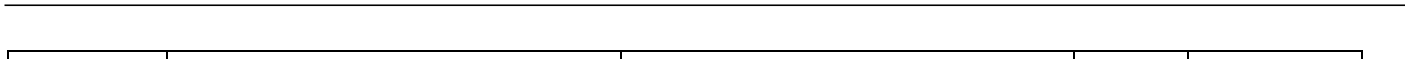
Question	Answers	Extra information	Mark	AO / Spec. Ref.
07.6	2.3 **and** 0.1 (million)	allow in the range 2.25 to 2.3 for 2.3 (million)	1	AO2 4.7.5.3
	$\frac{2.3 - 0.1}{2.3} \times 100$ **or** $\frac{220}{2.3}$		1	
	95.65217.....	allow answer from correct substitution of incorrect values from **Figure 11**	1	
	96	allow student's calculated answer correctly rounded to the nearest whole number	1	

Question	Answers	Mark	AO / Spec Ref.
07.7	**Level 3:** A judgement, strongly linked and logically supported by a sufficient range of correct reasons, is given.	5–6	AO3 4.7.5.3
	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 figures may be given without units (million tonnes) throughout **points for:** • small fish are not caught so can live long enough to reproduce • biomass / stocks have generally increased after these laws introduced • '77-'81 law (total ban) resulted in increase in biomass, eg 0.1 to 0.48 **or** to 0.9 by '84 • '84 law (mesh size) resulted in increase in biomass, eg 0.9 to 1.8 (by '90) • '97 law (quotas) resulted in increase, eg 1.15 to 1.25 • '98 law (ban in breeding season) resulted in increase, eg 1.25 to 2.5 **points against:** • could be a cause other than the law **or** correlation does not necessarily indicate causal relationship **or** other factors • laws superimposed so can't necessarily tell the effect of each • each law results in an increase followed by a decrease • quotas lead to dead fish being thrown back into sea For **Level 3** points both for and against must be considered together with appropriate use of data		
Total		**17**	

4.7.5.3 Sustainable fisheries

Answer 06 · Mark scheme

November 2021 | 8461/2H | Original Q7



Version 1.0: 0707

ASSESSMENT and QUALIFICATIONS ALLIANCE

General Certificate of Secondary Education

Science B 4462 / Biology 4411

BLY1H Unit Biology 1

Mark Scheme

2007 examination - June series

4.7.5.3 Sustainable fisheries

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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4.7.5.3 Sustainable fisheries

MARK SCHEME

Information to Examiners

1. General

The mark scheme for each question shows:

- the marks available for each part of the question
- the total marks available for the question
- the typical answer or answers which are expected
- extra information to help the Examiner make his or her judgement and help to delineate what is acceptable or not worthy of credit or, in discursive answers, to give an overview of the area in which a mark or marks may be awarded.

The extra information is aligned to the appropriate answer in the left-hand part of the mark scheme and should only be applied to that item in the mark scheme.

At the beginning of a part of a question a reminder may be given, for example: where consequential marking needs to be considered in a calculation; or the answer may be on the diagram or at a different place on the script.

In general the right hand side of the mark scheme is there to provide those extra details which confuse the main part of the mark scheme yet may be helpful in ensuring that marking is straightforward and consistent.

2. Emboldening

2.1 In a list of acceptable answers where more than one mark is available 'any **two** from' is used, with the number of marks emboldened. Each of the following lines is a potential mark.

2.2 A bold **and** is used to indicate that both parts of the answer are required to award the mark.

2.3 Alternative answers acceptable for a mark are indicated by the use of **or**. (Different terms in the mark scheme are shown by a / ; eg allow smooth / free movement.)

3. Marking points

3.1 Marking of lists

This applies to questions requiring a set number of responses, but for which candidates have provided extra responses. The general principle to be followed in such a situation is that 'right + wrong = wrong'.

Each error/contradiction negates each correct response. So, if the number of error/contradictions equals or exceeds the number of marks available for the question, no marks can be awarded.

However, responses considered to be neutral (indicated as * in example 1) are not penalised.

4.7.5.3 Sustainable fisheries

Example 1: What is the pH of an acidic solution? (1 mark)

Candidate	Response	Marks awarded
1	4,8	0
2	green, 5	0
3	red*, 5	1
4	red*, 8	0

Example 2: Name two planets in the solar system. (2 marks)

Candidate	Response	Marks awarded
1	Pluto, Mars, Moon	1
2	Pluto, Sun, Mars, Moon	0

3.2 Use of chemical symbols / formulae

If a candidate writes a chemical symbol / formula instead of a required chemical name, full credit can be given if the symbol / formula is correct and if, in the context of the question, such action is appropriate.

3.3 Marking procedure for calculations

Full marks can be given for a correct numerical answer, as shown in the column 'answers', without any working shown.

However if the answer is incorrect, mark(s) can be gained by correct substitution / working and this is shown in the 'extra information' column;

3.4 Interpretation of 'it'

Answers using the word 'it' should be given credit only if it is clear that the 'it' refers to the correct subject.

3.5 Errors carried forward

Any error in the answers to a structured question should be penalised once only.

Papers should be constructed in such a way that the number of times errors can be carried forward are kept to a minimum. Allowances for errors carried forward are most likely to be restricted to calculation questions and should be shown by the abbreviation e.c.f. in the marking scheme.

3.6 Phonetic spelling

The phonetic spelling of correct scientific terminology should be credited **unless** there is a possible confusion with another technical term.

3.7 Brackets

(…..) are used to indicate information which is not essential for the mark to be awarded but is included to help the examiner identify the sense of the answer required.

3.8 Unexpected Correct Answers not in the Mark Scheme

The Examiner should use professional judgement to award credit where a candidate has given an unexpected correct answer which is not covered by the mark scheme. The Examiner should consult with the Team Leader to confirm the judgement. The Team Leader should pass this answer on to the Principal Examiner with a view to informing all examiners.

4.7.5.3 Sustainable fisheries

BLY1H Question 1

	answers	extra information	mark
(a)	scientists figures based on research / calculations / data **or** scientists sample whole area	ignore reasons based on bias	1
	fishermen based on impression / hearsay / experience **or** fishermen fish in well-stocked / limited areas	scientists sample a wider area = **2** marks fishermen only fish in well-stocked areas = **2** marks if no marks gained fishermens' opinion **and** scientists' opinion gains **1** mark	1
(b)	any **two** from: • economic considerations • political impact • pressure groups **or** fears of extinction	eg fear for jobs, profits, big demand for cod eg allow EU / government decide or laws will be passed	2
total			4

4.7.5.3 Sustainable fisheries

BLY1H Question 2

	answers	extra information	mark
(a)	any **two** from: • area of bed sampled • sampling time • size of net • kicking action • net position	control variables from information given	2
(b)	any **two** from: • some animals not dislodged • some animals missed / through / escaped net • invertebrates difficult to identify • invertebrates from outside area	must be ideas related to a sample ignore reliability etc	2
(c)	10 to 99 **or** 10 – 99 **or** 99 to 10 **or** 99 – 10		1
(d)	any **two** from: • increased / goes up • 0 at sample 4 • to (more than) 100	allow increase implied from all data described	2
(e)	mayfly because not found downstream of point where sewage enters stream **or** only in the unpolluted water		1 1
total			9

4.7.5.3 Sustainable fisheries

BLY1H Question 3

	answers	extra information	mark
	adaptation and linked advantage eg	max **2** for 3 adaptations	max 2 max 2
	• roots widespread / long (1) to collect water from large area (1)	ignore large roots accept to collect more water	
	• some roots deep / long (1) to collect water from deep down (1)	ignore large roots accept to collect more water	
	• absence of leaves (1) reduces water loss (1)		
	• swollen stem (1) to store water (1)		
	• roots near surface (1) to absorb rainwater (1)		
	• roots widespread (1) support in sandy soil (1)		
total			4

4.7.5.3 Sustainable fisheries

BLY1H Question 4

	answers	extra information	mark
(a)(i)	viruses live inside cells		1
	viruses inaccessible to antibiotic	allow drug / antibiotic (if used) would (have to) kill cell	1
(ii)	mutation	ignore mutation caused by antibiotic	1
	natural selection **or** no longer recognised by antibiotics	accept description of natural selection	1
(b)	(stimulate) antibody production	ignore antitoxin	1
	(by) white cells		1
	<u>rapidly</u> produce antibody on re-infection	ignore antibodies remain in blood	1
total			7

4.7.5.3 Sustainable fisheries

BLY1H Question 5

	answers	extra information	mark
(a)	ovary or ovaries		1
(b)	(hormone) implant		1
(c)	do not have to remember to take		1
(d)	does not involve hormone **or** it is a mechanical method	allow coil may be dislodged allow egg <u>is</u> fertilised / released allow not preventing egg fertilisation / release	1
(e)	involves death of fertilised egg **or** (regard) fertilised egg as human **or** stops fertilised egg developing	allow embryo / baby for fertilised egg ignore against religion only allow fertilised egg is alive ignore side effects	1
(f)(i)	inhibit FSH (production) so no eggs mature / develop / are produced	allow inhibits LH allow (LH) <u>stimulates</u> egg release ignore progesterone	1 1
(ii)	contains FSH which causes egg to mature / develop / be produced **or** in women whose FSH is low	allow contain LH allow (LH) <u>stimulates</u> egg release	1 1
total			9

4.7.5.3 Sustainable fisheries

BLY1H Question 6

	answers	extra information	mark
(a)	asexual reproduction / mitosis **or** no fusion of gametes **or** division after fusion **or** from fertilised egg **or** from same embryo **or** from same egg **and** sperm	ignore cloning	1
	each embryo has identical genetic information / genes / DNA / chromosomes		1
(b)	any **two** from: • experimental subject and control are identical **or** fair test since monkeys identical • monkeys similar to humans, so effect of drugs likely to be similar • all identical so will have same reaction to drugs / disease • it's better than catching wild ones	allow closely related so… ignore evolved from	2
total			4

4.7.5.3 Sustainable fisheries

BLY1H Question 7

	answers	extra information	mark
(a)	any **two** from: • balance between two important for good heart health • high LDL causes heart disease / high cholesterol • high HDL reduces heart disease / cholesterol	ignore blood pressure do **not** accept converse argument do **not** accept converse argument	2
(b)	heart attacks greater amongst patients with low HDL levels statins reduce heart attacks of patients **or** placebo is less effective	ignore statins cause heart disease ignore comparative effects of the two statins allow pravastatin is more effective supported by appropriate calculations eg pravastatin > 39 33% < 39 31.4% Average 32.4 > 39 32% < 39 28.2% Average 30.05%	1 1
total			4

4.7.5.3 Sustainable fisheries

BLY1H Question 8

	answers	extra information	mark
(a)	present day organisms have evolved from simpler organisms	ignore answers in terms of natural selection	1
	over long periods of time **or** millions / billions of years		1
(b)	(natural selection operates on successful) characteristics produced by chance / (random) mutation		1
	in this experiment caused by hormones / environment	allow this example indicates inheritance of acquired characteristics for **2** marks allow this is Lamarckism only for **1** mark	1
total			4

4.7.5.3 Sustainable fisheries

Answer 05 · Examiner comments

November 2020 | 8461/2H | Original Q2

Question 2 (standard demand)

The question was about human population increase and the problem of provision of sufficient food. For the calculation in **09.2**, both of the values required were given in the information, so it was not necessary to determine figures from the graph. Despite this, many students did attempt to, often incorrectly. For those who did show the correct numbers in their calculations, a large proportion used them incorrectly, often adding them and very few did the necessary calculation of dividing the difference by 50. Some just left the value at '0.9'. Others calculated the mean of the two given values rather than the mean annual increase. Fewer than half of the students were completely successful.

In **02.3** most students attempted to draw some sort of extrapolation on the graph; however, this was sometimes not linked to the trend shown by the line, rising a little, then plateauing or even taking a downturn. Students could still gain the second mark for reading the correct value from their own line. This was often not done accurately, particularly by students who continued their extrapolation beyond 2050 and read off the final population value. It was clear that students who simply read the scale, and gave answers such as '10' had not considered the implication that their answer of a human population of only 10, rather than 10 billion, is unlikely.

In **02.4** students showed some understanding of the term 'quota' and described limiting fishing in one way or another. However, this was as far as some got as they omitted the idea that the remaining fish would be able to reproduce, in order to maintain stocks. Lower-attaining students often suggested that a quota referred to the amount of fish that people could buy or eat. In **02.5** most students successfully linked the need for more farmland to an increasing population needing more food. References to the use of chemicals to enhance growth were only given very occasionally. In terms of reduced biodiversity, few students went beyond deforestation and habitat loss, although some suggested that the latter might result in migration of animals to find new habitats. There were only occasional references to methane and carbon dioxide production and an association of these with global warming. The question differentiated between students well.

4.7.5.3 Sustainable fisheries

Answer 06 · Examiner comments

November 2021 | 8461/2H | Original Q7

Question 7 (standard, standard/high & high demand)

This question was about a marine food web and legislation to ensure sustainable fishing of herring in the North Sea. In **07.1**, almost two-thirds of students scored 1 mark for stating either that light was the source of energy for the algae or that the algae used photosynthesis. Many stated that the energy came 'from the Sun' which did not distinguish between light and other forms of solar energy. Incorrect answers included carbon dioxide, water, mineral ions and even from eating other organisms. 1% of answers mentioned that chlorophyll or chloroplasts absorbed the light energy.

Most students were able to identify a primary consumer and the producer in the food web in **07.2** and **07.3**, respectively. A common incorrect answer for the primary consumer was the 'human', presumably confusing primary with top. Similarly, around three-quarters of students were able to assign 5 organisms from the food web to a food chain ending in the human.

In **07.5**, although one reason for the lower biomass of the mackerel than that of the combined biomass of the krill and squid was given as non-digestibility of parts of these animals, many students suggested 'lost in faeces' as an additional reason. Around one-third of students gained some credit for their answers by suggesting losses due to respiration or excretion or, alternatively, that some parts of the krill and squid were not even eaten or they were eaten by other animals.

Answer 06 · Examiner comments

November 2021 | 8461/2H | Original Q7

07.6 was a 4-mark calculation of percentage decrease using figures read from a graph. Fewer than half of students were completely successful. Errors included the use of an incorrect starting point – the first and highest value on the graph for the year 1950 was quite a common error, or reading the value for 1977 as '0.2' or '0.05' instead of 0.1. Many students did not get credit for not rounding their answer to the nearest whole number as instructed in the question. Some calculated a percentage reduction in excess of 100%, the highest such value being '2300%'. Around one-sixth of students scored no marks.

07.7 was a 6-mark extended response question requiring the evaluation of the data from the graph in relation to various acts of legislation introduced at different times. Many students found this very difficult with more than two-thirds attaining no higher than Level 1. The question instructed students to use data from the graph and information from the diagram showing the relationship between mesh size of fishing nets and the sizes of herring of different ages. Many students did not cite any data, or did not consider all four pieces of legislation and their subsequent effects on herring biomass. It was rare to read any negative points – the most common being the decrease in biomass at certain times despite the legislation that had been introduced – and hardly any students thinking that causes in addition to the given legislation might have been responsible for the changes in biomass or that, since the acts of legislation overlapped in their application, it was hard to ascertain the effect of each. Very few students attempted to make a judgement on the basis of the points they had made and no-one scored all 6 marks.