AQA GCSE Combined Science - Trilogy | 8464

SPECIFICATION POINT 4.6.2.2

# Evolution

## Mark schemes and examiner comments

| | |
|---|---|
| Tier | **Foundation** |
| Question groups | **7** |
| Available paper years | **2018–2025** |

## 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.

4.6.2.2 Evolution

Answer 01 · Mark scheme

June 2018 | 8464/B/2F | Original Q7

| Question | Answers | Mark | AO / Spec. Ref. |
|---|---|---|---|
| 07 | **Level 3:** Relevant points (advice / reasons) are identified, given in detail and logically linked to form a clear account. | 5–6 | AO2 |
| | **Level 2:** Relevant points (advice / reasons) are identified, and there are attempts at logical linking. The resulting account is not fully clear. | 3–4 | AO2<br>AO1 |
| | **Level 1:** Points are identified and stated simply, but their relevance is not clear and there is no attempt at logical linking. | 1–2 | AO1 |
| | **No relevant content** | 0 | |
| | **Indicative content**<br><br>**precautions with reasons**<br>• do not prescribe fluroquinolone / antibiotics for mild infections<br>• because they will get better due to the body's normal immune system<br><br>• do not prescribe fluroquinolone / antibiotics for viral infections / colds / flu<br>• because antibiotics do not kill viruses<br><br>• if you do prescribe fluroquinolone / antibiotics make sure the patient finishes the course<br>• because any bacteria left may develop resistance, survive and reproduce rapidly (due to lack of competition)<br><br>• only prescribe fluroquinolone if the patient has the new strain<br>• because routine use would lead to an increase in resistant bacteria<br><br>**other relevant content**<br>• doctors and nurses in the practice / hospital should be using antibacterial / alcohol hand wash between each patient **and** / **or** disinfectant to clean wards<br>• to kill (resistant) bacteria<br><br>• doctors should isolate patients with this strain of bacteria<br>• to prevent other patients getting the resistant infection | | 4.6.3.4<br>4.3.1.8 |
| **Total** | | **6** | |

4.6.2.2 Evolution

Answer 02 · Mark scheme

November 2020 | 8464/B/2F | Original Q2

| Question | Answers | Extra information | Mark | AO / Spec. Ref. |
|---|---|---|---|---|
| **02.1** | the ammonite shell was replaced by minerals | | 1 | AO2 4.6.3.2 |
| **02.2** | any **one** from:<br>• no living ones around now or during human times<br>• all the soft parts have decayed<br>• the soft parts did not mineralise / fossilise. | allow there were no humans living then | 1 | AO3 4.6.3.2 |
| **02.3** | 60 (million years) | | 1 | AO2 4.6.3.3 |
| **02.4** | (ammonites) 420 - 60 = 360<br><br>360 - 270 = 90 (million years) | <br><br>allow ecf from question **02.3** | 1<br><br>1 | AO2 4.6.3.3 |
| **02.5** | any **two** from:<br>• drought<br>• ice age / global warming<br>• volcanic activity<br>• asteroid / meteor collision<br>• (new) predators<br>• (new) diseases / pathogens<br>• competition for food<br>• competition for mates<br>• lack of habitat **or** habitat change | ignore pollution<br><br>ignore temperature change unqualified<br>allow earthquake / tsunami<br><br>allow hunted / eaten by other animals<br><br>allow lack of food<br>allow isolation **or** lack of mates<br><br>if no other mark awarded allow natural disaster **or** climate change **or** catastrophic event for **1** mark | 2 | AO1 4.6.3.3 |
| **02.6** | Charles Darwin | | 1 (1-3) | AO1 4.6.3.1 |

4.6.2.2 Evolution

Answer 02 · Mark scheme

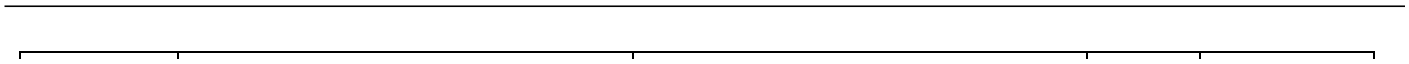


| | | | | |
|---|---|---|---|---|
| **02.7** | older fossils are more simple | | 1 | AO3<br>4.6.3.2 |
| **Total** | | | **9** | |

### 4.6.2.2 Evolution

**Answer 02 · Mark scheme**

November 2020 | 8464/B/2F | Original Q2



4.6.2.2 Evolution

Answer 03 · Mark scheme

November 2021 | 8464/B/2F | Original Q3

| Question | Answers | Extra information | Mark | AO / Spec. Ref. |
|---|---|---|---|---|
| **03.1** | nut(s) → bird(s) → cat(s) | allow **1** mark for organisms in correct order (left to right) but arrows incorrect or missing<br><br>allow **2** marks for<br>cat(s) ← bird(s) ← nut(s)<br>do **not** accept<br>cat(s)bird(s) nut(s)<br>do **not** accept<br>cat(s) →bird(s) →nut(s) | 2 | AO2<br>4.7.2.1 |
| **03.2** | answer must be consistent with food chain given in question **03.1** | if no answer to question **03.1** allow bird(s) | 1 | AO2<br>4.7.2.1 |
| **03.3** | food<br><br>pathogens | | 1<br><br>1 | AO1<br>4.7.1.3 |
| **03.4** | 13.60 (mm) | allow 13.6 (mm) | 1 | AO2<br>4.6.2.2 |
| **03.5** | structural | | 1 | AO2<br>4.7.1.4 |
| **03.6** | variation<br><br>mutation<br><br>reproduction<br><br>generation | must be in this order | 1<br><br>1<br><br>1<br><br>1 | AO2<br>4.6.2.2 |

4.6.2.2 Evolution

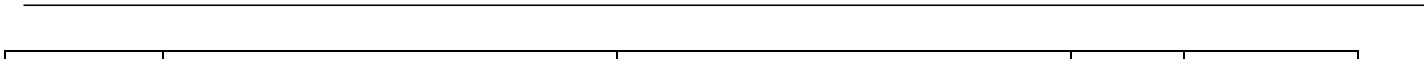


| | | | | |
|---|---|---|---|---|
| **03.7** | birds have a shorter life cycle than humans | | 1 | AO3<br>4.6.3.1<br>4.6.3.4 |
| **03.8** | bacteria can become resistant to antibiotics | | 1 | AO1<br>4.6.3.1<br>4.6.3.4 |
| **Total** | | | **13** | |

### 4.6.2.2 Evolution

**Answer 03 · Mark scheme**

November 2021 | 8464/B/2F | Original Q3



4.6.2.2 Evolution

Answer 04 · Mark scheme

June 2022 | 8464/B/2F | Original Q3

## Question 3

| Question | Answers | Extra information | Mark | AO / Spec. Ref. |
|---|---|---|---|---|
| **03.1** | knowledge of how DNA controls inheritance | | 1 | AO1<br>4.6.3.1 |

| Question | Answers | Extra information | Mark | AO / Spec. Ref. |
|---|---|---|---|---|
| **03.2** | there was no oxygen in the amber | | 1 | AO2<br>4.6.3.1<br>4.6.3.2 |

| Question | Answers | Extra information | Mark | AO / Spec. Ref. |
|---|---|---|---|---|
| **03.3** | silverfish | ignore A | 1 | AO3<br>4.6.3.2 |

| Question | Answers | Extra information | Mark | AO / Spec. Ref. |
|---|---|---|---|---|
| **03.4** | C | | 1 | AO2<br>4.6.3.2 |

| Question | Answers | Extra information | Mark | AO / Spec. Ref. |
|---|---|---|---|---|
| **03.5** | dragonflies | ignore A / B | 1 | AO3<br>4.6.3.2 |

4.6.2.2 Evolution

Answer 04 · Mark scheme



| Question | Answers | Extra information | Mark | AO / Spec. Ref. |
|---|---|---|---|---|
| 03.6 | <table><tr><td></td><td>animalia</td></tr><tr><td></td><td></td></tr><tr><td></td><td>insecta</td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td>Musca</td></tr><tr><td></td><td>domestica</td></tr></table> | all correct for **3** marks<br>allow **2** marks for 2 or 3 correct<br>allow **1** mark for 1 correct<br><br>allow animals<br><br>allow insects<br><br>ignore italics and upper / lower case letters | 3 | AO2<br>4.6.4 |

| Question | Answers | Extra information | Mark | AO / Spec. Ref. |
|---|---|---|---|---|
| 03.7 | eukaryota | | 1 | AO2<br>4.6.4 |

| Total Question 3 | | 9 |
|---|---|---|

4.6.2.2 Evolution

Answer 05 · Mark scheme

June 2023 | 8464/B/2F | Original Q7

## Question 7

| Question | Answers | Extra information | Mark | AO / Spec. Ref. |
|---|---|---|---|---|
| **07.1** | humans have not found evidence of every species | | 1 | AO3<br>4.6.3.2<br>4.6.3.3 |

| Question | Answers | Extra information | Mark | AO / Spec. Ref. |
|---|---|---|---|---|
| **07.2** | fossils | allow fossil record<br>allow remains of organisms<br>allow DNA<br>do **not** accept fossil fuels | 1 | AO1<br>4.6.3.1<br>4.6.3.2<br>4.6.3.3 |

| Question | Answers | Mark | AO / Spec. Ref. |
|---|---|---|---|
| 07.3 | **Level 3:** Relevant points (reasons / causes) are identified, given in detail and logically linked to form a clear account. | 5–6 | AO2 |
| | **Level 2:** Relevant points (reasons / causes) are identified, and there are attempts at logical linking. The resulting account is not fully clear. | 3–4 | AO2 |
| | **Level 1:** Points are identified and stated simply, but their relevance is not clear and there is no attempt at logical linking. | 1–2 | AO1 |
| | **No relevant content** | 0 | |
| | **Indicative content**<br>**Methods of reducing rate of evolution and linked explanation**<br>• doctors should not prescribe antibiotics inappropriately<br>  ○ so fewer *C. difficile* are exposed to antibiotic(s)<br>• do not use antibiotics to treat mild (bacterial) infection<br>  ○ because the immune system can respond (to mild bacterial infection)<br>• do not use antibiotics to treat (any) viral infections<br>  ○ because antibiotics do not kill viruses<br>• patients should complete their course of antibiotics<br>  ○ so (more likely that) all *C. difficile* are killed<br>  ○ so none survive to mutate (and form resistant strains)<br>• the agricultural use of antibiotics should be restricted<br>  ○ so fewer *C. difficile* are exposed to antibiotic(s)<br>• hand washing after going to toilet<br>  ○ will reduce spread of *C. difficile*<br>• people with diarrhoea / *C. difficile* should stay away from school / work<br>  ○ to reduce spread of *C. difficile*<br>• develop new antibiotic against *C. difficile*<br>  ○ so all *C. difficile* are killed<br>  ○ so none survive to mutate and form (another) resistant strain<br>• develop vaccine against *C. difficile*<br>  ○ would decrease the use of antibiotics<br>For **Level 3**, answers must refer to method(s) and linked explanation(s). | | 4.6.3.4<br>4.6.3.1<br>4.6.2.2 |

| Total Question 7 | 8 |
|---|---|

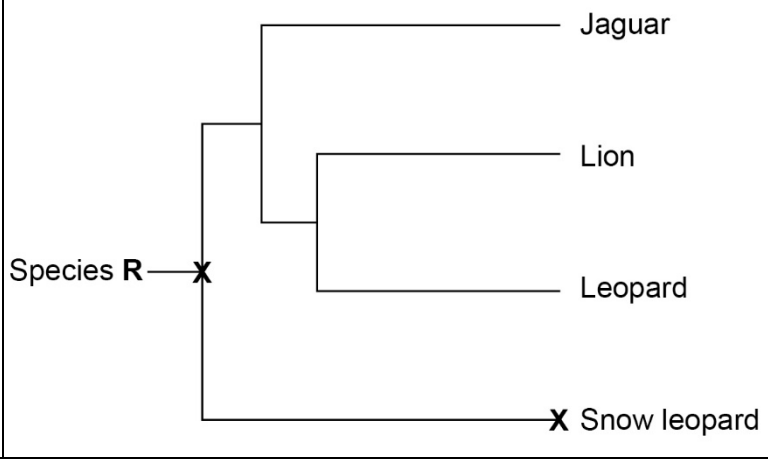
4.6.2.2 Evolution

Answer 06 · Mark scheme

June 2024 | 8464/B/2F | Original Q4

## Question 4

| Question | Answers | Extra information | Mark | AO / Spec. Ref. |
|---|---|---|---|---|
| **04.1** | leopard | | 1 | AO2<br>4.6.4 |

| Question | Answers | Mark | AO / Spec. Ref. |
|---|---|---|---|
| **04.2** | a branch / line drawn at any point between 'X' marks, labelled 'tiger(s)'<br><br> | 1 | AO3<br>4.6.4 |

| Question | Answers | Extra information | Mark | AO / Spec. Ref. |
|---|---|---|---|---|
| **04.3** | a species that the other species evolved from | | 1 | AO3<br>4.6.4 |

| Question | Answers | Extra information | Mark | AO / Spec. Ref. |
|---|---|---|---|---|
| **04.4** | natural selection | | 1 | AO1<br>4.6.2.2<br>4.6.3.1 |

4.6.2.2 Evolution

Answer 06 · Mark scheme

June 2024 | 8464/B/2F | Original Q4

| Question | Answers | Extra information | Mark | AO / Spec. Ref. |
|---|---|---|---|---|
| 04.5 | any **two** from:<br>• drought<br>• ice age<br>• global warming | if none of these awarded allow **1** mark for climate change<br>ignore weather | 2 | AO1<br>4.6.3.3 |
| | • volcanic activity<br>• asteroid collision | if neither of these awarded allow **1** mark for catastrophic event **or** natural disaster | | |
| | • (new) predators | allow named example<br>allow hunters | | |
| | • (new) disease / pathogen | allow named example | | |
| | • competition for food | allow lack of food | | |
| | • competition for mates | allow lack of mates<br>ignore competition unqualified | | |
| | • lack of habitat **or** habitat change | ignore environment change<br>ignore isolation<br>ignore pollution | | |

4.6.2.2 Evolution

Answer 06 · Mark scheme

June 2024 | 8464/B/2F | Original Q4

| Question | Answers | Extra information | Mark | AO / Spec. Ref. |
|---|---|---|---|---|
| 04.6 | any **one** from:<br>• if species is extinct<br>• if (fossil) species is unknown<br>• evolution is (usually) slow<br>• (fossils) show (evolutionary) change | ignore fossils are (usually) very old | 1 | AO1<br>4.6.4<br>4.6.3.2 |

| Question | Answers | Extra information | Mark | AO / Spec. Ref. |
|---|---|---|---|---|
| 04.7 | **(D) → B → A → E → C** | allow **1** mark for link **B → A**<br>allow **1** mark for link **A → E**<br>allow **1** mark for link **E → C** | 3 | AO2<br>4.6.3.1<br>4.6.3.4 |

| Question | Answers | Extra information | Mark | AO / Spec. Ref. |
|---|---|---|---|---|
| 04.8 | antibiotic resistant bacteria will continue to evolve<br><br>bacteria reproduce very rapidly | | 1<br><br>1 | AO3<br>4.6.3.1<br>4.6.3.4 |

| Total Question 4 | 12 |
|---|---|

4.6.2.2 Evolution

Answer 07 · Mark scheme



## Question 4

| Question | Answers | Extra information | Mark | AO / Spec. Ref. |
|---|---|---|---|---|
| 04.1 | any **one** from:<br>• (skin / body / plesiosaur) decays<br>• skin was not fossilised<br>• not enough evidence<br>• no-one has seen one<br>• fossils are (usually) from bones | allow (skin / body / plesiosaur) not preserved<br>allow no evidence<br>allow description such as no DNA or no photographs<br>allow no-one was there (at the time) | 1 | AO2<br>4.6.3.2 |

| Question | Answers | Extra information | Mark | AO / Spec. Ref. |
|---|---|---|---|---|
| 04.2 | (limbs / feet / legs / arms / hands are) flat(tened) / streamlined / paddle-like / wide | allow flippers / fins | 1 | AO2 |
| | for swimming | allow for movement / propulsion / pushing (through water or out of water onto land)<br>allow to hold on to mate<br>allow to kill prey<br>allow to fight / protect / defend | 1 | AO3<br>4.7.1.4 |

| Question | Answers | Extra information | Mark | AO / Spec. Ref. |
|---|---|---|---|---|
| 04.3 | behavioural | | 1 | AO2<br>4.7.1.4 |

| Question | Answers | Extra information | Mark | AO / Spec. Ref. |
|---|---|---|---|---|
| 04.4 | 200 (million years ago) | allow two hundred<br>ignore addition of 'million years ago' | 1 | AO2<br>4.6.3.2 |

4.6.2.2 Evolution

Answer 07 · Mark scheme



| Question | Answers | Extra information | Mark | AO / Spec. Ref. |
|---|---|---|---|---|
| **04.5** | 130 **and** 180<br><br>50 (million years) | allow (one small square is 5 million years, so) 10 × 5<br><br>ignore addition of 'million years' | 1<br><br>1 | AO2<br>4.6.3.2 |

| Question | Answers | Extra information | Mark | AO / Spec. Ref. |
|---|---|---|---|---|
| **04.6** | not all plesiosaur fossils have been discovered<br><br>some plesiosaur fossils will have been destroyed | | 1<br><br>1 | AO2<br>4.6.3.2<br>4.6.3.3 |

| Question | Answers | Extra information | Mark | AO / Spec. Ref. |
|---|---|---|---|---|
| **04.7** | plesiosaur **B** existed before plesiosaur **C** | | 1 | AO3<br>4.6.3.1<br>4.6.3.2 |

4.6.2.2 Evolution

Answer 07 · Mark scheme



| Question | Answers | Extra information | Mark | AO / Spec. Ref. |
|---|---|---|---|---|
| 04.8 | any **two** from:<br>• bacteria have a short life-cycle (so rapid evolution)<br>• bacteria are continuing to evolve<br>• can study the DNA of bacteria<br>• bacteria are more easily available | allow converse if clearly referring to fossils<br>allow evolution in bacteria is fast(er)<br>allow (many) fossilised species are extinct<br>allow not able to study DNA from fossils<br>allow fossils do not contain DNA / chromosomes / genes / alleles<br>allow many / some fossils have been destroyed<br>allow there are gaps in the fossil record | 2 | AO3<br>4.6.3.1<br>4.6.3.2<br>4.6.3.4 |

| Question | Answers | Extra information | Mark | AO / Spec. Ref. |
|---|---|---|---|---|
| 04.9 | (people with infections of antibiotic-resistant bacteria) cannot be treated<br>(with those antibiotics) | allow (antibiotic-resistant) bacteria cannot be killed<br>allow antibiotics will not work<br>allow the infection may kill people<br>allow development of new antibiotic(s) is costly / slow | 1 | AO3<br>4.6.3.4 |

| Total Question 4 | 13 |
|---|---|

4.6.2.2 Evolution

**Answer 03 · Examiner comments** November 2021 | 8464/B/2F | Original Q3

**Question 3 (low demand)**

Many students could not give the food chain. Some students obtained one mark out of two for having the organisms in the correct order, but used dashes or commas instead of arrows. More students could give the primary consumer in the food chain. Reading from the graph was generally answered well. Fewer students could complete the sentences about evolution.

**Answer 04 · Examiner comments** June 2022 | 8464/B/2F | Original Q3

**Question 3 (low & standard demand)**

**03.1** Two-thirds of students knew that knowledge of how DNA controls inheritance supports the theory of evolution by natural selection.

**03.2** 62% of students knew the fly had been preserved in amber because there was no oxygen in the amber.

**03.3** 55% of students could correctly interpret the evolutionary tree.

**03.4** 43% of students could identify the most recent ancestor of both grasshoppers and beetles using Figure 4.

**03.5** 28% of students could work out the group of present-day insects which have wings which do not fold.

**03.6** Generally, students could not correctly place the four words to demonstrate understanding of classification by Carl Linnaeus or the binomial system. 6% of students achieved all three marks. Animalia was the most common correct answer.

**03.7** 43% of students could identify the domain insects are in.

4.6.2.2 Evolution

Answer 05 · Examiner comments



## Question 7 (Standard demand)

**07.1** In this question students were asked to identify why the percentage of species that are extinct is only an estimate. Over 85% of students gave the correct answer.

**07.2** Most students could state that fossils or DNA are used as evidence to study species that have become extinct. References to fossil fuels were seen and did not gain credit. A few students misread the question and gave details of the reasons why species become extinct instead.

**07.3** This was an 'extended response' style of question. Such questions are marked holistically. There are overall generic descriptions for the three levels of response at the top of the scheme, giving a hierarchy of response. Within each level there are 2 marks.

In this question, students were asked to explain how the evolution of an antibiotic-resistant bacterium could be slowed down. As students were asked to explain how this could be done, it was necessary to link suggested actions with reasons in order to achieve higher level marks.

The question was not asking how antibiotic-resistant bacteria evolve in the first place and neither was it about genetic engineering.

Students achieving Level 1 gave simple unconnected but appropriate suggestions such as 'isolation of infected people' or 'don't use antibiotics when not necessary'. To enter Level 2 there had to be evidence of at least an attempt at linking an idea with the underlying reason(s) behind it together with some limited but additional relevant information. To enter Level 3 students had to make several appropriate points as well as show at least one clear, logical link.

The most frequently seen suggestion was that patients should complete courses of antibiotics. This was often correctly linked with the need to kill all *C. difficile* but fewer answers then went on to say that none would therefore (survive and) mutate to form resistant strains.

Simple rewording of the question did not gain credit. Answers that simply said 'so the bacteria would not be able to evolve and become antibiotic resistant' added nothing else to be credited.

Other points that were commonly made included references to isolation of patients and to hand washing. The question context here was of infection of the digestive system by *C. difficile* and, therefore, suitable qualification of hand washing, such as 'after going to the toilet' or 'before preparing food' was required in order for a strong, reasoned link to be credited. Vague answers relating to 'good hygiene' only were insufficient. Some students thought that diet and exercise would kill the bacteria.

Several students made references to doctors not prescribing antibiotics inappropriately but few students went on to explain why. Similarly, the reason for not using antibiotics for mild infections – 'the body's own immune system can respond effectively' – was rarely seen. Students do seem to appreciate, though, that antibiotics cannot kill viruses and so a mention of this linked to no antibiotics being used in such cases often gained credit.

**Answer 05 · Examiner comments** June 2023 | 8464/B/2F | Original Q7

Some answers suggested that new antibiotics might be developed but the idea that antibiotics can be made 'stronger' is incorrect. As with the point about completing courses of antibiotics, the advantage of a new antibiotic would need to be linked to 'all *C. difficile* being killed' or 'none could survive to mutate' in order to gain credit for a linked statement.

Some students commented on developing a vaccine against *C. difficile* but very few then managed to link this to an explanation.

The indicative content in the mark scheme can never cover all ideas that are worthy of credit, but are there to guide examiners. Other ideas such as 'Treatment with several antibiotics at the same time to kill all of them' was another appropriate method with linked explanation.

Many students referred to 'it' it their answer. Sometimes this meant antibiotics and other times this meant bacteria. We always read for context to make sense of the term 'it'.

'Immune bacteria' was not an acceptable alternative to resistant bacteria. It was assumed that bacteria referred to in a response meant *C. difficile*.

**0 7 . 3** A bacterium called *Clostridioides difficile* (*C. difficile*) can infect the human digestive system.

*C. difficile* can multiply and produce toxins. The toxins cause diarrhoea.

Doctors are concerned that new strains of *C. difficile* may evolve.
Antibiotics may **not** be able to kill these new strains.

Explain how the evolution of antibiotic resistant *C. difficile* can be slowed down.

**[6 marks]**

the evolution of the antibiotic resistant C. difficile can be slowed down by getting people who have it on the antibiotics instantly and make sure they take the full course correctly. Another way to stop the evolution from happening so quick is by quarantining people who have it or have been near someone who had it to stop it spreading and developing fast. also staying out/away from lots of heat as that lets bacteria multiply faster.

The student (from a Foundation tier paper) has given bullet point 7 and then linked bullet points 14 and 15 from the indicative content. This exceeds the minimum requirement to meet the Level 2 descriptor, but does not meet the Level 3 descriptor, therefore 4 marks were awarded.

**4.6.2.2 Evolution**

**Answer 05 · Examiner comments** June 2023 | 8464/B/2F | Original Q7

**0 2 . 3** A bacterium called *Clostridioides difficile* (*C. difficile*) can infect the human digestive system.

*C. difficile* can multiply and produce toxins. The toxins cause diarrhoea.

Doctors are concerned that new strains of *C. difficile* may evolve.
Antibiotics may **not** be able to kill these new strains.

Explain how the evolution of antibiotic resistant *C. difficile* can be slowed down.

**[6 marks]**

Evolution of antibiotic resistant C. difficile can be slowed down if the overuse of the antibiotics used to treat this bacterial disease, is reduced by taking precautions. These might be ~~that it~~ making the rules for its prescription more strict and actually having the regulations properly in place.
Another way is to encourage people to use full course of their antibiotic treatment even if the symptoms are relieved, because when it is not used fully, ~~antibiotics~~ bacteria that's left alive can reproduce and develop resistance to the drug which is what might cause it to evolve.
Also for lighter symptoms, if it is not serious, it might be better for the body to overcome the bacteria by itself to not introduce the drug to the bacteria.

The student (from a Higher tier paper) has given bullet point 1 from the indicative content. They link bullet points 7 and 8. In the final paragraph they link bullet points 3 and 4. This exceeds the minimum required for the Level 3 descriptor, therefore 6 marks were awarded.

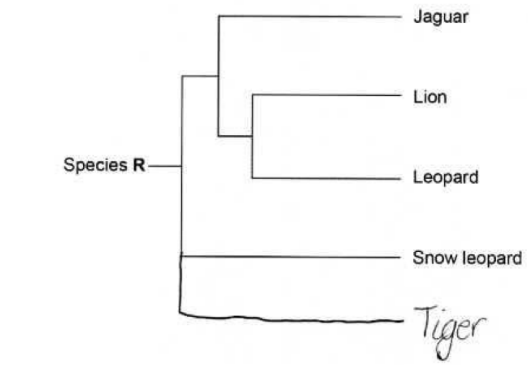
Answer 06 · Examiner comments

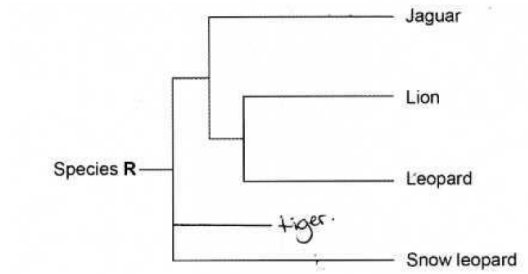


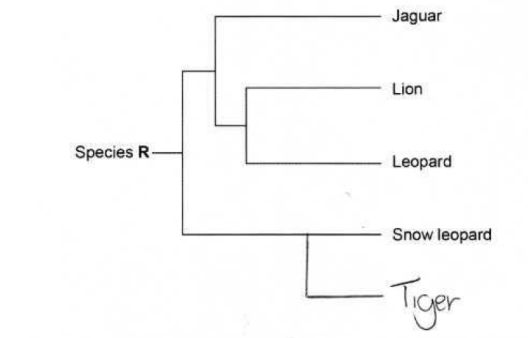
# Question 4 (low & standard demand)

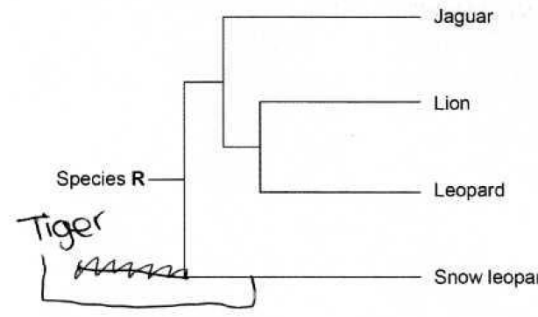
**04.1** Most students could interpret the evolutionary tree correctly.

**04.2** Most students could add the line and label to the Figure. Students who did not score the mark did not label their line or labelled it incorrectly, 'lion' being frequently used. Other incorrect responses linked their line with other lines on the diagram.



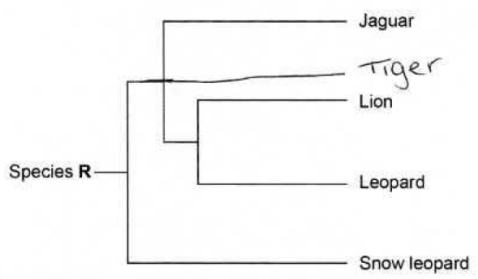

The above examples were correct, even the fourth example despite reading right to left.

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4.6.2.2 Evolution

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This response is incorrect.

**04.3** The majority of students could identify what 'species R' represented.

**04.4** Most students knew that evolution occurs by the process of natural selection.

**04.5** Many students could give two possible causes of extinction. The most common correct responses described predators or lack of food or loss of habitat.

**04.6** Most students expressed their answers in line with marking point 1 or marking point 4, with the majority saying to compare old species with those of today or seeing what they used to look like. Alternatively, for the first marking point students responded 'to see what animals there used to be before they became extinct'.

There was confusion evident in answers, with many students referring to what fossils are or references to history, what life was like in the past or how big/old the fossils were. Some students referred to fossils showing the skeletal structure but didn't compare it to the structure of the species today or discuss any change that could be seen between different fossils.

There were also many responses that referred to fossils being hundreds or thousands of years old or giving us knowledge of species that existed thousands of years ago, which is a misconception regarding geological time.

**04.7** Rarely did students score 3 marks for this question, indicating that the process of evolution was not clearly understood. Students frequently linked:

- A to E or E to C
- B to A was less frequently linked.

Some students also included D in their responses even though D had already been given as the first stage.

**04.8** More than 50% of students gained both marks here. A significant number of students only ticked one box, or ticked more than two boxes.

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Answer 07 · Examiner comments

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# Question 4 (Low and Standard demand)

**04.1** Many students gave correct ideas about skin decaying, or a lack of evidence. Many students repeated the information provided and simply stated 'they are extinct'. Repeating information provided can never be given credit.

**04.2** For marking point 1, students could either describe how structure A was adapted, such as 'wide' or 'paddle-like', or use a term such as fin or flipper.

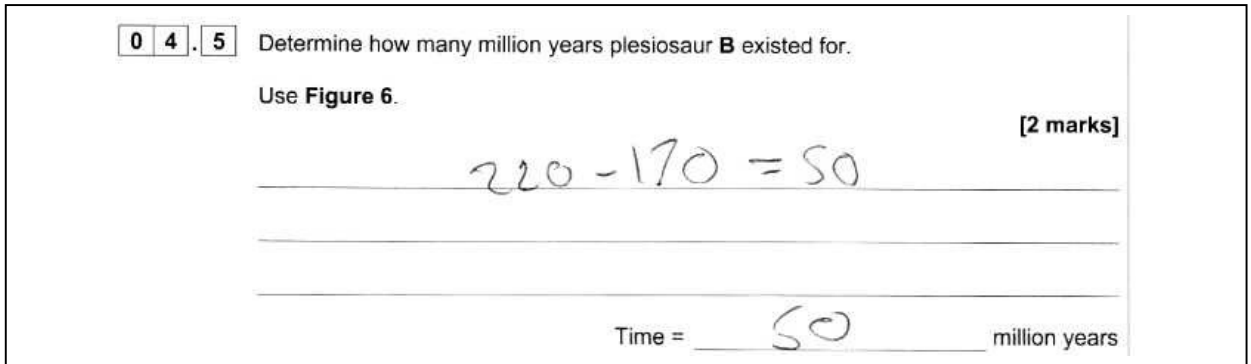
Marking point 2, for the explanation of how the structure would help the plesiosaur survive in the ocean, was more commonly seen than marking point 1.

A surprising number of students thought the label was directed at the neck. These responses could not gain credit.

**04.3** Over 60% of students could identify the adaptation as behavioural.

**04.4** Two thirds of student correctly interpreted the figure.

**04.5** Many students made two correct readings and calculated the number of years correctly. Where errors were made, this was most often for misinterpreting the scale. 170 was frequently seen instead of 180.



0 4 . 5 Determine how many million years plesiosaur **B** existed for.

Use **Figure 6**.

**[2 marks]**

220 - 170 = 50

Time = 50 million years

This student took two incorrect readings from the figure, therefore gains no marks, despite the final answer given being the same as the mark scheme. They have clearly demonstrated that they reached the answer through an incorrect method.

**04.6** Two thirds of students could identify two reasons why the exact date of extinction can only be estimated.

**04.7** Almost 70% of students could select the correct statement as evidence.

**04.8** The most common correct answer was that (some) fossils have been destroyed. Few students gained both marks.

**04.9** Students had difficulty expressing their responses, and again, repeating information from the question was insufficient. Some students were too vague to gain credit, with responses such as 'it makes you ill'. Some misconceptions between antibiotic resistance and the term 'immunity' were seen and some students showed confusion over what was resistant, such as stating that the body is resistant.

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