CAMBRIDGE
OCR

Foundation

GCSE

Biology A Gateway

J247/01: Paper 1 (Foundation Tier)

General Certificate of Secondary Education

Mark Scheme for June 2026

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Cambridge OCR is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. Cambridge OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Marking Instructions

Preparation For Marking

1. RM Assessor

- Access and complete the on-screen marking training packages: OCR Examiner Training (RMA3).
- Read the mark scheme and question paper for this component or unit.
- The mark scheme and question paper are available in RM Assessor or on your Component Page if you use the Training Platform for standardisation.
- Log in to RM Assessor and mark the **required number** of practice scripts and the **required number** of standardisation scripts.

Marking

2. General Guidance

- Mark strictly to the mark scheme.
- Marks awarded must relate directly to the marking criteria.
- If you are in any doubt about applying the mark scheme, consult your Team Leader by phone, email or via the RM Assessor messaging system.
- It is **essential** that you meet the RM Assessor 50% and 100% batch deadlines. For traditional marking this will be 40% and 100%. If you experience problems, contact your Team Leader without delay.
- Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add the annotation '**SEEN**' to confirm that the work has been seen and mark any responses using the annotations in Section 6.

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- The RM Assessor **comments box** is used by your Team Leader to explain the marking of the practice responses. Use these comments when checking your practice responses. **Do not use the comments box for any other reason.**

- **Before the end of the marking period** send a brief report on the performance of candidates to your Team Leader via email. The report should contain notes on strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

3. No Response and Crossed-out Answers

Using the No Response (NR) option. Only mark as NR if:

- the answer space is blank
- there is only a comment not related to the question (e.g., 'can't do', 'don't know')
- there is only a mark (e.g., a dash, a question mark) which is not an attempt at the question.

Note: Enter 0 marks for an attempt that earns no credit (including copying out the question). Do **not** use NR.

Crossed-out answers
If a candidate has crossed out an answer and written a clear alternative, do **not** mark the crossed-out answer.

If a candidate has crossed out an answer and **not** written a clear alternative, mark the crossed-out answer if it is readable.

4. Responses with more answers than needed

- **Multiple-choice question answers**
When a multiple-choice question has only **one** correct answer and a candidate has written two or more answers (even if one of these answers is correct), do **not** award a mark.

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When a multiple-choice question asks candidates to select **more than** one option the marking guidance from your Principal Examiner will ensure consistency of approach.

Contradictory answers in points-based questions
Do **not** award any marks, even if one of the answers is correct.

- **Rubric error answers – optional questions**
  Where candidates have a choice of question/s and they provide more answers than required, all responses are marked and entered into RM Assessor. The highest mark allowable within the rubric will automatically be selected.

- **Questions that ask for a set number (including 1) of short answers or points**
  Mark only the **first set number** of answers/points. (e.g. **two** reasons for something)

  First mark the answers/points against printed numbers on the answer lines. Mark the first answer/point against each printed number. **Second**, if candidates have not followed the printed numbers, mark the answers/points from left to right on each line. **Third,** mark line by line until the set number of answers/points have been marked. Do **not** mark any remaining answers/points.

  Examiners should use their own judgement to decide if a 'second answer' on the same line is adding more detail to the first answer, or if it is a completely separate answer.

- **Short Answer Questions** (requiring a more developed response, worth two or more marks)
  If the candidates are required to provide a description of, for example, three items and four items are provided, mark line by line until the set number of descriptions have been marked (it is unlikely a candidate will provide more than one response on each line in this scenario).

- **Longer Answer Questions** (requiring a developed response)
  If a candidate has written two or more answers to a question that only requires one (developed) answer, only mark the first answer (which has not been crossed out).

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5. Questions using levels of response (LoR):

Read through the whole answer from start to finish, using the Level descriptors to help you decide whether it is a strong or weak answer. The indicative scientific content in the Guidance column indicates the expected parameters for candidates' answers, but be prepared to recognise and credit unexpected approaches where they show relevance. Using a 'best-fit' approach based on the skills and science content evidenced within the answer, first decide which set of level descriptors, Level 1, Level 2 or Level 3, best describes the overall quality of the answer.

Once the level is located, award the higher or lower mark:

The higher mark should be awarded where the level descriptor has been evidenced and all aspects of the communication statement (in italics) have been met.

The lower mark should be awarded where the level descriptor has been evidenced but aspects of the communication statement (in italics) are missing.

In summary:

The skills and science content determines the level.

The communication statement determines the mark within a level.

Level of response question on this paper is **21(d).**

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6. Annotations available in RM Assessor

Annotation	Meaning
	Correct response
	Incorrect response
	Omission mark
BOD	Benefit of doubt given
CON	Contradiction
RE	Rounding error
SF	Error in number of significant figures
ECF	Error carried forward
L1	Level 1
L2	Level 2
L3	Level 3
NBOD	Benefit of doubt not given
SEEN	Noted but no credit given
I	Ignore

7. Abbreviations, annotations and conventions used in the mark scheme (including subject-specific conventions).

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Abbreviation / Annotation	Meaning
/	Alternative and acceptable answers for the same marking point
✓	Separates marking points
DO NOT ALLOW	Answers which are not worthy of credit
IGNORE	Statements which are irrelevant
ALLOW	Answers that can be accepted
( )	Words which are not essential to gain credit
__	Underlined words must be present in answer to score a mark
ECF	Error carried forward
AW	Alternative wording
ORA	Or reverse argument

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8. Subject-specific Marking Instructions

Introduction

Your first task is to familiarise yourself with:

- the specification, especially the assessment objectives
- the question paper and any inserts or resource booklets
- the mark scheme, including annotation requirements
- the administrative procedures related to the marking process.

The administrative procedures are set out in the OCR booklet **Instructions for Examiners**.

If you are examining for the first time, please read **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

All relevant training materials are accessed from the Training Platform.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

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The breakdown of Assessment Objectives for GCSE (9-1) in Biology A:

	Assessment Objective
AO1	**Demonstrate knowledge and understanding of scientific ideas and scientific techniques and procedures.**
AO1.1	Demonstrate knowledge and understanding of scientific ideas.
AO1.2	Demonstrate knowledge and understanding of scientific techniques and procedures.
AO2	**Apply knowledge and understanding of scientific ideas and scientific enquiry, techniques and procedures.**
AO2.1	Apply knowledge and understanding of scientific ideas.
AO2.2	Apply knowledge and understanding of scientific enquiry, techniques and procedures.
AO3	**Analyse information and ideas to interpret and evaluate, make judgements and draw conclusions and develop and improve experimental procedures.**
AO3.1	Analyse information and ideas to interpret and evaluate.
AO3.1a	Analyse information and ideas to interpret.
AO3.1b	Analyse information and ideas to evaluate.
AO3.2	Analyse information and ideas to make judgements and draw conclusions.
AO3.2a	Analyse information and ideas to make judgements.
AO3.2b	Analyse information and ideas to draw conclusions.
AO3.3	Analyse information and ideas to develop and improve experimental procedures.
AO3.3a	Analyse information and ideas to develop experimental procedures.
AO3.3b	Analyse information and ideas to improve experimental procedures.

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For answers to Section A if an answer box is blank ALLOW correct indication of answer e.g. circled or underlined.

Question	Answer	Marks	AO element	Guidance
1	A ✓	1	1.1	
2	B ✓	1	1.1	
3	C ✓	1	1.1	
4	C ✓	1	2.1	
5	A ✓	1	2.1	
6	A ✓	1	2.1	
7	C ✓	1	1.1	
8	B ✓	1	1.1	
9	C ✓	1	2.1	
10	D ✓	1	2.1	
11	B ✓	1	1.1	
12	B ✓	1	2.2	
13	B ✓	1	2.1	
14	A ✓	1	1.1	
15	D ✓	1	1.1	

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<table>
<tr><th colspan="3">Question</th><th>Answer</th><th>Marks</th><th>AO element</th><th>Guidance</th></tr>
<tr><td>16</td><td>(a)</td><td></td><td>
<table>
<tr><th></th><th>Cool down</th><th>Warm up</th></tr>
<tr><td>Increased blood flow to the skin’s surface</td><td>✓</td><td></td></tr>
<tr><td>Increased shivering</td><td></td><td>✓</td></tr>
<tr><td>Increased sweating</td><td>✓</td><td></td></tr>
</table>
✓✓
</td><td>2</td><td>2 × 1.1</td><td>All correct = 2 marks
2 correct = 1 mark
1 correct = 0 marks</td></tr>
<tr><td></td><td>(b)</td><td></td><td>Denature ✓
Active site ✓
Substrate ✓</td><td>3</td><td>3 × 2.1</td><td></td></tr>
</table>

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<table>
<tr><th colspan="3">Question</th><th>Answer</th><th>Marks</th><th>AO element</th><th>Guidance</th></tr>
<tr><td>17</td><td>(a)</td><td></td><td>
<table>
<tr><th></th><th>True</th><th>False</th></tr>
<tr><td>DNA is in the nucleus of eukaryotic cells.</td><td>✓</td><td></td></tr>
<tr><td>DNA is a polymer.</td><td>✓</td><td></td></tr>
<tr><td>DNA is made of one strand, wound into a double helix.</td><td></td><td>✓</td></tr>
<tr><td>DNA is made from monomers called nucleotides.</td><td>✓</td><td></td></tr>
</table>
✓✓✓</td><td>3</td><td>3 × 1.1</td><td>4 correct = 3 marks
3 correct = 2 marks
2 correct = 1 mark
1 correct = 0 marks</td></tr>
<tr><td></td><td>(b)</td><td></td><td>A pairs with T and C pairs with G ✓</td><td>1</td><td>1.1</td><td>ALLOW adenine pairs with thymine & cytosine pairs with guanine</td></tr>
<tr><td></td><td>(c)</td><td></td><td>B ✓
C ✓</td><td>2</td><td>2 × 2.1</td><td>ALLOW answers in either order</td></tr>
</table>

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Question			Answer	Marks	AO element	Guidance
18	(a)		**Any two from:** Pancreas ✓ Does not produce insulin ✓ Less sugar/**AW** converted into glycogen / less sugar uptake by cells/**AW** ✓	2	2 × 1.1	**ALLOW** produce less insulin **ALLOW** cannot convert sugar to glycogen **ALLOW** insulin converts sugar to glycogen / insulin increases sugar uptake by cells **ALLOW** insulin reduces (blood) sugar levels **ALLOW** less/no insulin to convert sugar to glycogen = 2 marks
	(b)	(i)	(Foot ulcers) more common in females (than males) **ORA** ✓ (Foot ulcers percentage) increases with age **ORA** ✓	2	2 × 3.2b	**ALLOW** correct conclusion related to gender **ALLOW** correct conclusion related to age
		(ii)	**Any two from:** Study more participants ✓ Study an equal number of males and females ✓ Include people younger than 18 in the study ✓ Smaller age groupings ✓	2	2 × 3.3b	**ALLOW** repeat the study **ALLOW** equal number of males and females in each age group **ALLOW** increase age range

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Question			Answer	Marks	AO element	Guidance
	(c)		**First check the answer on the answer line** **If answer = 62 000 award 4 marks**	**4**		**ALLOW** any correct method to calculate 61 600 for 3 marks
			(convert 5.6 million to) 5 600 000 ✓		**1.2**	
			5 600 000 × 1.1 ÷ 100 ✓		**2.2**	**ALLOW** 5.6 (million) for 5 600 000
			61 600 ✓		**2.2**	**ALLOW** 0.0616 million for 2 marks
			= 62 000 ✓		**1.2**	**ALLOW** 0.062 million for 3 marks **ALLOW** one mark for clear evidence of an incorrect answer correctly rounded to 2 significant figures
	(d)	(i)	Mitosis ✓	**1**	**2.1**	
		(ii)	Embryonic stem cells specialise into any/many cell types ✓ Adult stem cells specialise into a small/limited number of different cell types ✓ **OR** Embryonic stem cells found in embryos ✓ Adult stems cells found in bone marrow ✓ **OR** Embryonic stem cells can be rejected ✓ Adult stem cells are not usually rejected ✓ **OR** Embryonic stem cells carry risk of tumours ✓ Adult stem cells low risk of tumours ✓	**2**	**2 × 1.1**	**ALLOW AVP** **ALLOW** comparative statements for 2 marks throughout for each difference

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<table>
<tr><th colspan="3">Question</th><th>Answer</th><th>Marks</th><th>AO element</th><th>Guidance</th></tr>
<tr><td>19</td><td>(a)</td><td></td><td>
<table>
<tr><th rowspan="2">Function</th><th colspan="4">Feature</th></tr>
<tr><th>Artery</th><th>Enzymes</th><th>Microvilli</th><th>Vein</th></tr>
<tr><td>Provides a large surface area for absorption</td><td></td><td></td><td>✓</td><td></td></tr>
<tr><td>Breaks down biological molecules</td><td></td><td>✓</td><td></td><td></td></tr>
<tr><td>Transports products of digestion away from the small intestine</td><td></td><td></td><td></td><td>✓</td></tr>
</table>
✓✓✓
</td><td>3</td><td>3 × 2.1</td><td></td></tr>
<tr><td></td><td>(b)</td><td></td><td>Fatty acids and glycerol ✓
Sugars ✓
Amino acids ✓</td><td>3</td><td>3 × 1.1</td><td>ALLOW answer in either order</td></tr>
<tr><td></td><td>(c)</td><td></td><td>Diffusion ✓</td><td>1</td><td>1.1</td><td></td></tr>
<tr><td></td><td>(d)</td><td>(i)</td><td>Reduced/small surface area ✓

Less diffusion/absorption of (named) nutrients / more nutrients pass out of the body ✓</td><td>2</td><td>2 × 2.1</td><td>

ALLOW less surface area to absorb nutrients = 2 marks
IGNORE no absorption of nutrients/vitamins/minerals</td></tr>
<tr><td></td><td></td><td>(ii)</td><td>6.82×10^5 ✓</td><td>1</td><td>1.2</td><td>IGNORE 6.8×10^5</td></tr>
<tr><td></td><td></td><td>(iii)</td><td>Any one from:
Symptoms are common for other diseases ✓
May not have been diagnosed ✓
Not aware they have it ✓</td><td>1</td><td>2.1</td><td></td></tr>
</table>

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<table>
<tr><th colspan="3">Question</th><th>Answer</th><th>Marks</th><th>AO element</th><th>Guidance</th></tr>
<tr><td>20</td><td>(a)</td><td>(i)</td><td>0.8 (%) ✓</td><td>1</td><td>2.2</td><td>ALLOW 0.7-0.9 (%)

1 (%) on modified papers</td></tr>
<tr><td></td><td></td><td>(ii)</td><td>Remained relatively low/fluctuated (from 2009/early years) ✓

Increased between 2013 - 2016 ✓

Decreased between 2016 - 2020 ✓</td><td>3</td><td>3 × 3.2a</td><td>ALLOW correct description of early years

ALLOW peaks in 2016

ALLOW decreases after 2016

ALLOW increased then decreased for 1 mark if no other mark awarded
IGNORE quoted figures throughout unqualified</td></tr>
<tr><td></td><td></td><td>(iii)</td><td><table><tr><th></th><th>True</th><th>False</th></tr><tr><td>The three years with the highest percentages of blood transfusions also had the highest percentages of blood clots.</td><td></td><td>✓</td></tr><tr><td>The percentages of both blood transfusions and blood clots were higher in 2015 than in 2009.</td><td></td><td>✓</td></tr><tr><td>The percentages of both blood transfusions and blood clots were lower in 2020 than in 2009.</td><td>✓</td><td></td></tr></table>✓✓</td><td>2</td><td>2 × 3.1a</td><td>All correct = 2 marks
Two correct = 1 mark
One correct = 0 marks</td></tr>
<tr><td></td><td>(b)</td><td></td><td>Prevents blood returning to the heart ✓</td><td>1</td><td>2.1</td><td>ALLOW prevents blood returning to the body
ALLOW block vessels to body
ALLOW clot breaks off and travel to other parts of the body</td></tr>
</table>

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Question			Answer	Marks	AO element	Guidance
21	(a)		D B (E) F C A ✓✓✓✓	4	4 × 1.2	D first D before B F before C C before A
	(b)		**First check the answer on the answer line** **If answer = (x) 240 award 2 marks** 6 × 40 ✓ = (x) 240 ✓	2	2 × 2.2	
	(c)		A – (cell) membrane ✓ B – nucleus ✓ C – cytoplasm ✓	3	3 × 2.1	

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Question			Answer	Marks	AO element	Guidance
	(d)*		Please refer to the marking instructions on page 4 of this mark scheme for guidance on how to mark this question. **Level 3 (5–6 marks)** Description of the appearance of cells **AND** detailed explanation of their appearance *There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.* **Level 2 (3–4 marks)** Description of the appearance of cells **AND** basic explanation of their appearance *There is a line of reasoning presented with some structure. The information presented is relevant and supported by some evidence.* **Level 1 (1–2 marks)** Description of the appearance of cells **OR** Basic explanation of their appearance *There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant***.** **0 marks** *No response worthy of credit.*	**6**	**2 × 1.1** **4 × 2.1**	**AO1 AO1.1 States how water moves in and out of cells** • Water moves by osmosis • From dilute to concentrated solution / **AW** • Across a partially permeable membrane **AO2.1 Describes the appearance of the cells and explains why water moving into the cells produces these changes** Appearance of cells • Plant cell is swollen/turgid / **AW** • Animal cell is no longer intact/broken up/lysis/bursts Explanation • Water moves into both cells • because there is lower water concentration in the cells than in the surroundings / **AW** • (Plant cell does not burst) because it has a cell wall • Cell wall resists further movement of water in • (Animal cell bursts) because it has no cell wall • Too much water enters and the pressure breaks the cell membrane.

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Question			Answer	Marks	AO element	Guidance
22	(a)		Collect data for a certain period of time ✓ Count the number of bubbles produced ✓ Take repeat readings (for this colour filter) ✓ Repeat using different colour filters ✓	4	4 × 3.3a	Count the number of bubbles in fixed time = 2 marks Time how long it takes to count a certain number of bubbles = 2 marks **IGNORE** measuring the volume of gas **IGNORE** repeat using different filters/colours
	(b)		Place a test tube containing water between the pondweed and the lamp **OR** Use an LED light source ✓	1	3.3b	**ALLOW** any use of a heat shield/sink **ALLOW** put the test tube in a water bath
	(c)		The rate would decrease ✓ Lower <u>kinetic</u> energy / idea that particles are moving more slowly / fewer collisions between enzyme and substrates / fewer enzyme substrate complexes formed ✓	2	1.2 2.1	 **IGNORE** less energy

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Question			Answer	Marks	AO element	Guidance
	(d)		**Any two from:** Concentration of sodium hydrogen carbonate/solution ✓ Volume of sodium hydrogen carbonate/solution ✓ Distance (between pondweed and lamp) ✓ Light intensity/brightness (of light bulb) ✓ Species/mass/size/type/mass/piece of pondweed ✓ Time (that the bubbles are collected for) ✓	**2**	**2 × 3.3b**	**IGNORE** carbon dioxide concentration **IGNORE** amount of sodium hydrogen carbonate solution
	(e)		High(est) rate is in the blue and red (wavelength range) / low(est) rate is in the green (wavelength range) ✓ Idea that the highest rate is linked to the most absorption **ORA** ✓	**2**	**2 × 3.1b**	

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<table>
<tr><th colspan="3">Question</th><th>Answer</th><th>Marks</th><th>AO element</th><th>Guidance</th></tr>
<tr><td>23</td><td>(a)</td><td></td><td>
<table>
<tr><th>Letter on diagram</th><th>Name of structure</th><th>Function</th></tr>
<tr><td>C
…….</td><td>ciliary muscle</td><td>alters the shape of the lens</td></tr>
<tr><td>A
…….</td><td>cornea</td><td>bends the light as it enters the eye</td></tr>
<tr><td>E</td><td>optic nerve
……</td><td>carries electrical impulses between the eye and the brain</td></tr>
<tr><td>D</td><td>retina
……</td><td>contains light receptors to detect the image</td></tr>
</table>
✓✓✓✓</td><td>4</td><td>4 × 1.1</td><td></td></tr>
<tr><td></td><td>(b)</td><td>(i)</td><td>Lens ✓</td><td>1</td><td>2.1</td><td></td></tr>
<tr><td></td><td></td><td>(ii)</td><td>Any two from:

Less light will enter the eye/reach the retina/pass through the lens ✓

Light is not refracted correctly / light refracted less/more ✓

Idea that image will not form (clearly) / image will be blurred /
retina will not detect the light/image ✓</td><td>2</td><td>2 × 2.1</td><td>ALLOW no light rather than less light
ALLOW light cannot enter the lens / light reflects off the lens
IGNORE eye will not be able to absorb light

ALLOW light/image will not be focused on the retina
ALLOW loss of colour vision
IGNORE dog will have blurred vision
IGNORE no image created in dog’s brain
IGNORE just blurred vision</td></tr>
</table>

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