



Cambridge International AS & A Level

BIOLOGY

9700/41

Paper 4 A Level Structured Questions

May/June 2021

MARK SCHEME

Maximum Mark: 100

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2021 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

This document consists of **16** printed pages.

PUBLISHED**Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Science-Specific Marking Principles

- 1 Examiners should consider the context and scientific use of any keywords when awarding marks. Although keywords may be present, marks should not be awarded if the keywords are used incorrectly.
- 2 The examiner should not choose between contradictory statements given in the same question part, and credit should not be awarded for any correct statement that is contradicted within the same question part. Wrong science that is irrelevant to the question should be ignored.
- 3 Although spellings do not have to be correct, spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. ethane / ethene, glucagon / glycogen, refraction / reflection).
- 4 The error carried forward (ecf) principle should be applied, where appropriate. If an incorrect answer is subsequently used in a scientifically correct way, the candidate should be awarded these subsequent marking points. Further guidance will be included in the mark scheme where necessary and any exceptions to this general principle will be noted.
- 5 'List rule' guidance

For questions that require *n* responses (e.g. State **two** reasons ...):
 - The response should be read as continuous prose, even when numbered answer spaces are provided.
 - Any response marked *ignore* in the mark scheme should not count towards *n*.
 - Incorrect responses should not be awarded credit but will still count towards *n*.
 - Read the entire response to check for any responses that contradict those that would otherwise be credited. Credit should **not** be awarded for any responses that are contradicted within the rest of the response. Where two responses contradict one another, this should be treated as a single incorrect response.
 - Non-contradictory responses after the first *n* responses may be ignored even if they include incorrect science.

6 Calculation specific guidance

Correct answers to calculations should be given full credit even if there is no working or incorrect working, **unless** the question states 'show your working'.

For questions in which the number of significant figures required is not stated, credit should be awarded for correct answers when rounded by the examiner to the number of significant figures given in the mark scheme. This may not apply to measured values.

For answers given in standard form (e.g. $a \times 10^n$) in which the convention of restricting the value of the coefficient (a) to a value between 1 and 10 is not followed, credit may still be awarded if the answer can be converted to the answer given in the mark scheme.

Unless a separate mark is given for a unit, a missing or incorrect unit will normally mean that the final calculation mark is not awarded. Exceptions to this general principle will be noted in the mark scheme.

7 Guidance for chemical equations

Multiples / fractions of coefficients used in chemical equations are acceptable unless stated otherwise in the mark scheme.

State symbols given in an equation should be ignored unless asked for in the question or stated otherwise in the mark scheme.

Mark scheme abbreviations:

;	separates marking points
/	alternative answers for the same marking point
R	reject
A	accept
I	ignore
AVP	any valid point
AW	alternative wording (where responses vary more than usual)
ecf	error carried forward
<u>underline</u>	actual word underlined must be used by candidate (grammatical variants accepted)
max	indicates the maximum number of marks that can be given
ora	or reverse argument

PUBLISHEDExamples of how to apply the list rule: State three reasons ... [3]

A	1. Correct	✓	2
	2. Correct	✓	
	3. Wrong	✗	

C (4 responses)	1. Correct	✓	2
	2. Correct, Wrong	✓ ✗	
	3. Correct	ignore	

E (4 responses)	1. Correct	✓	3
	2. Correct	✓	
	3. Correct, Wrong	✓	

G (5 responses)	1. Correct	✓	3
	2. Correct	✓	
	3. Correct Correct CON (of 4.)	✓ ignore ignore	

I (4 responses)	1. Correct	✓	2
	2. Correct	✗	
	3. Correct CON (of 2.)	✓ (discount 2)	

B (4 responses)	1. Correct, Correct	✓ ✓	3
	2. Correct	✓	
	3. Wrong	ignore	

D (4 responses)	1. Correct	✓	2
	2. Correct, CON (of 2.)	✗ (discount 2)	
	3. Correct	✓	

F (4 responses)	1. Correct	✓	2
	2. Correct	✓	
	3. Correct CON (of 3.)	✗ (discount 3)	

H (4 responses)	1. Correct	✓	2
	2. Correct	✗	
	3. CON (of 2.) Correct	(discount 2) ✓	

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Question	Answer	Marks
1(a)(i)	<p><i>any two from:</i></p> <ol style="list-style-type: none"> 1 absorb / harvest / capture / trap, light / photons ; 2 (to) excite electrons ; 3 (for, cyclic / non-cyclic) photophosphorylation / electron transport chain ; 4 accessory pigment passes energy to, primary pigment / reaction centre ; 5 (pigments) form a, light harvesting cluster / photosystem / PSI / PSII ; 	2
1(a)(ii)	thylakoid membrane(s) / granum / grana / lamella(e) ;	1
1(a)(iii)	chromatography ;	1
1(b)(i)	<ol style="list-style-type: none"> 1 (from 0.25) to 1.00 (mol dm⁻³), concentration / CO₂, is <u>limiting</u> factor or at / >, 1.00 (mol dm⁻³), concentration / CO₂, no longer limiting factor ; 2 at / >, 1.00 (mol dm⁻³), light <u>intensity</u> / temperature, is <u>limiting</u> factor ; 3 CO₂, needed / used, for Calvin cycle / for light independent stage or CO₂, reacts with / fixed by, RuBP ; 	3
1(b)(ii)	little / no, photosynthesis ; (aerobic) respiration uses oxygen ;	2
1(b)(iii)	<p><i>any three from:</i></p> <ol style="list-style-type: none"> 1 to control a variable / to ensure a fair test / so CO₂ is the only variable ; 2 low, temperature / kinetic energy, decreases, rate / reaction / photosynthesis / O₂ production / O₂ increase ; 3 low, temperature / kinetic energy, decreases, (named) enzyme-substrate, collisions / complexes ; 4 <u>low(er)</u> temperature, is a limiting factor / may limit rate ; 5 high, temperature / kinetic energy, decreases, rate / reaction / photosynthesis / O₂ production / O₂ increase ; 6 high, temperature / kinetic energy, denatures (named) enzyme(s) ; 7 high / increased, temperature, causes / increases, photorespiration ; 	3

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Question	Answer	Marks
2(a)(i)	<p>any two from:</p> <p><i>idea of synthesis from smaller units</i></p> <ol style="list-style-type: none"> 1 DNA replication / transcription ; 2 to, make / build up, (named) protein ; 3 to, make / build up, (named), lipid / triglyceride / phospholipid ; 4 to, make / build up, (named) carbohydrate / polysaccharide ; 5 phosphorylation ; 	2
2(a)(ii)	<p>any three from:</p> <ol style="list-style-type: none"> 1 phosphorylates glucose or glucose → glucose / fructose / hexose, phosphate ; 2 second phosphorylation or glucose / fructose / hexose, phosphate → fructose / hexose, bi(s)phosphate ; 3 so glucose cannot leave the cell ; 4 activates / increases energy of / decreases stability of, glucose ; 	3
2(b)(i)	<p>any three from:</p> <p><i>decreased production of ATP</i></p> <ol style="list-style-type: none"> 1 smaller / less steep, proton gradient ; 2 few(er) protons go through, ATP synth(et)ase / stalked particle ; <p><i>increased lipid metabolism</i></p> <ol style="list-style-type: none"> 3 use / burn / respire, body fat / lipid stores ; 4 as less ATP made from, glucose / food ; 	3
2(b)(ii)	<p>any two from:</p> <ol style="list-style-type: none"> 1 more / faster / increased, (rate of) glycolysis ; 2 oxygen, decreased / used faster / shortage ; 3 (so) more / increased, <u>anaerobic</u> respiration ; 	2
2(b)(iii)	<p>any one from:</p> <p>energy from, reduced NAD / ETC, released as heat ;</p> <p>energy not used to join ADP and Pi so released as heat ;</p>	1

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Question	Answer	Marks
3(a)(i)	<p>any three from: <i>(individuals / organisms / members of a species are similar / same)</i></p> <ol style="list-style-type: none"> 1 morphologically ; 2 physiologically ; 3 biochemically ; 4 genetically ; 5 ecologically / occupy same niche ; 6 behaviourally ; 7 can (inter)breed to form fertile offspring ; 8 reproductively isolated (from other species) ; 9 share, an evolutionary lineage / recent common ancestor ; 10 share a, binomial / Linnaean, name ; 	3
3(a)(ii)	<p><i>domain:</i> Eukarya ; <i>kingdom:</i> Animalia ;</p>	2
3(a)(iii)	<p>any two from:</p> <ol style="list-style-type: none"> 1 classification / taxonomy, reflects / shows / depends on, evolutionary / phylogenetic, relationships ; 2 organisms / species, that, are closely related / share recent common ancestor, should be classified together ; 3 help identify, larger taxonomic groups / orders / families / genera ; 4 AVP ; 	2
3(b)(i)	(1478 × 103 × 2 =) 304 468 ;	1
3(b)(ii)	<p>any three from:</p> <ol style="list-style-type: none"> 1 to, store / analyse / process ; 2 large quantity of data ; 3 to, compare / match, (many) <u>sequences</u> ; 4 to, calculate / measure / quantify, (percentage), similarity / difference ; 5 <i>ref. to fast / accurate / efficient ;</i> 	3

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Question	Answer	Marks
4(a)	<p>any five from:</p> <ol style="list-style-type: none"> 1 (named) <u>restriction</u>, enzyme / endonuclease ; 2 cut / fragment, DNA ; 3 produced by / present in, bacteria / archaea / prokaryotes <p>or</p> <p>to defend against, viruses / (bacterio)phages ;</p> <ol style="list-style-type: none"> 4 (DNA) ligase ; 5 joins DNA / forms phosphodiester bonds / seals sugar-phosphate backbone ; 6 during DNA, repair / replication <p>or</p> <p>joins Okazaki fragments ;</p> <ol style="list-style-type: none"> 7 reverse transcriptase ; 8 forms / makes, (c)DNA from mRNA (template) ; 9 produced by / present in, retroviruses ; 10 DNA / <i>Taq</i>, polymerase ; 11 replicates / copies, DNA (at high temperatures) ; 12 produced by / present in, <i>Thermus aquaticus</i> ; 	5
4(b)(i)	<p>any three from:</p> <ol style="list-style-type: none"> 1 increased / higher / more, yield / production / harvest / food ; 2 increased / higher / better, quality of, produce / crops / food ; 3 decreased / lower / less, insecticide / pesticide, needed / used ; 4 decreased / lower / less, fuel use / CO₂ emissions ; 5 potential for, set-aside / conservation areas (as less land needed for crops) ; 6 (described) comparative economic benefit ; 	3
4(b)(ii)	<p>any two from:</p> <ol style="list-style-type: none"> 1 people in other (named) continents eat GM, food / crops ; 2 GM, food / crops, already in (European) food chain ; 3 <i>ref. to</i> economic benefit of reducing GM (animal food) imports ; 	2
4(b)(iii)	<ol style="list-style-type: none"> 1 do not know / need to know, total crop area / non-GM crop area ; 2 so can work out, percentage / fraction, of, GM / non-GM ; 	2

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Question	Answer	Marks
5(a)(i)	<p>any three from:</p> <ol style="list-style-type: none"> 1 wider / thicker / larger diameter → increases / higher, speed ; 2 large(r) membrane surface area so more ion movement ; 3 myelin → increases / faster / higher, speed ; 4 saltatory conduction (in myelinated) ; 5 pairwise data comparison ; 	3
5(a)(ii)	<p>any one from:</p> <ol style="list-style-type: none"> 1 impulses, for touch / in A^β neurones, travel faster ; 2 (A^β neurones) inhibit, spinal cord / relay / projection, neurones ; 3 AVP ; 	1
5(b)(i)	<p>any four from:</p> <ol style="list-style-type: none"> 1 endorphins bind to (endorphin) receptors ; 2 stop, calcium ions / Ca²⁺, entering presynaptic knob ; 3 no / fewer, vesicles, move towards / fuse with, (presynaptic) membrane ; 4 no / less, <u>acetylcholine / ACh</u>, released ; 5 no / less, binding of ACh to postsynaptic receptors ; 6 no / less, depolarisation of postsynaptic, neurone / membrane ; 7 no / fewer, action potentials / impulses, to, pain centre / brain ; 	4
5(b)(ii)	<p>any one from:</p> <ol style="list-style-type: none"> 1 (drug) dependency / addiction / tolerance ; 2 (drug) side-effects ; 3 expensive ; 4 work more slowly ; 	1

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Question	Answer	Marks										
6(a)	<table border="1"> <thead> <tr> <th data-bbox="336 213 1048 279">response</th> <th data-bbox="1048 213 1861 279">explanation</th> </tr> </thead> <tbody> <tr> <td data-bbox="336 279 1048 379">blood vessels near the surface of the skin constrict (narrow)</td> <td data-bbox="1048 279 1861 379">less heat lost as, less / slower, blood (flow) at, skin / surface ;</td> </tr> <tr> <td data-bbox="336 379 1048 446">shivering occurs</td> <td data-bbox="1048 379 1861 446"><u>muscle contraction</u>, creates / generates / produces, heat ;</td> </tr> <tr> <td data-bbox="336 446 1048 513">hairs rise</td> <td data-bbox="1048 446 1861 513">trapped air, insulates / reduces thermal gradient ;</td> </tr> <tr> <td data-bbox="336 513 1048 580">reduction in the production of sweat</td> <td data-bbox="1048 513 1861 580">to stop / decrease, heat loss by <u>evaporation</u> ;</td> </tr> </tbody> </table>	response	explanation	blood vessels near the surface of the skin constrict (narrow)	less heat lost as, less / slower, blood (flow) at, skin / surface ;	shivering occurs	<u>muscle contraction</u> , creates / generates / produces, heat ;	hairs rise	trapped air, insulates / reduces thermal gradient ;	reduction in the production of sweat	to stop / decrease, heat loss by <u>evaporation</u> ;	4
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6(b)	decrease / less, surface area to, conserve / retain heat or decrease / less, surface area so less heat lost ;	1										
6(c)(i)	<p>any three from:</p> <p>1 Sitatunga's (core / body) temperature (fairly) constant ;</p> <p>2 Nile monitor's / lizard's, (core / body) temperature rises as environmental temperature rises ;</p> <p>3 figures for two animals at one temperature with units</p> <p>or</p> <p>one animal at two temperatures with units ;</p> <p>4 AVP ;</p>	3										
6(c)(ii)	problem with, catching prey / feeding / avoiding predation ;	1										
6(d)	<p>1 <i>ref. to</i> set point / norm(al) / ideal value ;</p> <p>2 rise / fall / change / fluctuation ;</p> <p>3 reversed / corrected / counter-acted ;</p>	3										

Question	Answer	Marks																									
7(a)	<p><i>codominant</i></p> <p>1 both (alleles), affect / seen in / expressed in / contribute to (phenotype) ;</p> <p>2 in heterozygote ;</p> <p><i>recessive</i></p> <p>3 affects / seen in / expressed / contributes to, (phenotype) (only) when dominant (allele) absent / in homozygote ;</p>	3																									
7(b)	<table border="1" data-bbox="338 448 1216 778"> <tbody> <tr> <td data-bbox="338 448 645 513">parental phenotype</td> <td colspan="2" data-bbox="645 448 931 513">A</td> <td colspan="2" data-bbox="931 448 1216 513">B</td> </tr> <tr> <td data-bbox="338 513 645 579">parental genotype</td> <td colspan="2" data-bbox="645 513 931 579">$I^A I^O$</td> <td colspan="2" data-bbox="931 513 1216 579">$I^B I^O$</td> </tr> <tr> <td data-bbox="338 579 645 644">gametes</td> <td data-bbox="645 579 770 644">I^A</td> <td data-bbox="770 579 931 644">I^O</td> <td data-bbox="931 579 1057 644">I^B</td> <td data-bbox="1057 579 1216 644">I^O ;</td> </tr> <tr> <td data-bbox="338 644 645 710">offspring genotype</td> <td data-bbox="645 644 770 710">$I^A I^B$</td> <td data-bbox="770 644 931 710">$I^A I^O$</td> <td data-bbox="931 644 1057 710">$I^B I^O$</td> <td data-bbox="1057 644 1216 710">$I^O I^O$;</td> </tr> <tr> <td data-bbox="338 710 645 775">offspring phenotype</td> <td data-bbox="645 710 770 775">AB</td> <td data-bbox="770 710 931 775">A</td> <td data-bbox="931 710 1057 775">B</td> <td data-bbox="1057 710 1216 775">O ;</td> </tr> </tbody> </table>	parental phenotype	A		B		parental genotype	$I^A I^O$		$I^B I^O$		gametes	I^A	I^O	I^B	I^O ;	offspring genotype	$I^A I^B$	$I^A I^O$	$I^B I^O$	$I^O I^O$;	offspring phenotype	AB	A	B	O ;	3
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7(c)	<p>any three from:</p> <p>1 males / men / boys, are, XY / have (only) one X chromosome ;</p> <p>2 man / father, passes Y to, male offspring / son ;</p> <p>3 man / father, does not pass X to, ♂ offspring / son ;</p> <p>4 man / father, passes, X / mutation, to, female offspring / daughter ;</p> <p>5 woman / mother, passes X / mutation, to, male offspring / son ;</p>	3																									

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Question	Answer	Marks
8(a)(i)	<u>artificial selection</u> ;	1
8(a)(ii)	<p><i>any five from:</i></p> <p>1 (humans) choose / cross / breed from, females / cows / cattle, with, good / high, <u>milk</u> yield ;</p> <p>2 (humans) choose / cross / breed from, males / bulls, with, mother / sisters / daughters, with, good / high, <u>milk</u> yield ;</p> <p>3 (humans) choose / cross / breed from, desirable offspring ;</p> <p>4 continue / repeat, for (several) generations ;</p> <p>5 <u>allele(s)</u> for, high milk yield / desired trait, passed on ;</p> <p>6 increase in frequency of, good / best / high yield, <u>allele(s)</u> ;</p> <p>7 artificial insemination / A.I. ;</p> <p>8 AVP ;</p>	5
8(b)	<p><i>any three from:</i></p> <p>1 mean / mode / median / average / intermediate, selected against / not favoured / less fit / die ;</p> <p>2 (both) extremes, selected for / favoured / more fit / survive / reproduce ;</p> <p>3 <u>bimodal distribution</u> ;</p> <p>4 <u>diversifying selection</u> ;</p> <p>5 causes / maintains, polymorphism / genetic diversity ;</p>	3

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Question	Answer	Marks
9(a)	<p>any eight from:</p> <ol style="list-style-type: none"> 1 vary / different / range of, glucose / fructose, concentrations ; 2 control / same, volume of yeast (suspension) ; 3 control / same, <u>volume</u> of glucose (solution) ; 4 control / same, volume / concentration, of indicator (solution) ; 5 control temperature (between 20–45°C) ; 6 oil layer to exclude, air / oxygen ; 7 indicator turns from blue (start / oxidised) to colourless (end / reduced) ; 8 due to, hydrogen atoms / H⁺ / electrons, from, glycolysis / dehydrogenation / respiration ; 9 time how long it takes for colour change OR fix time interval and measure with colorimeter ; 10 repeat experiment ; 11 calculate mean(s) ; 12 graph with glucose concentration (on x axis) and, time taken / % absorbance / % transmission / rate (on y) ; 13 rate is 1/t ; 14 AVP ; 	8

Question	Answer	Marks																					
9(b)	<p><i>any seven from:</i></p> <p><i>both</i></p> <p>1 occur in cytoplasm ; 2 (only) involve glycolysis ; 3 make, 2 (net) / small amount of, ATP ; 4 regenerate NAD (from NADH) ;</p> <p><i>comparison</i></p> <table border="1" data-bbox="338 520 1478 979"> <thead> <tr> <th></th> <th>mammalian tissue</th> <th>yeast cells</th> </tr> </thead> <tbody> <tr> <td>5 H acceptor / reduction of</td> <td>pyruvate / pyruvic acid</td> <td>ethanal</td> </tr> <tr> <td>6 (end) product</td> <td>lactate / lactic acid</td> <td>ethanol</td> </tr> <tr> <td>7</td> <td>no, CO₂/decarboxylation</td> <td>CO₂</td> </tr> <tr> <td>8 (enzyme)</td> <td>lactate dehydrogenase</td> <td>ethanol dehydrogenase</td> </tr> <tr> <td>9 steps / stages</td> <td><u>one / 1</u></td> <td><u>two / 2</u></td> </tr> <tr> <td>10 (process)</td> <td>reversible</td> <td>irreversible</td> </tr> </tbody> </table>		mammalian tissue	yeast cells	5 H acceptor / reduction of	pyruvate / pyruvic acid	ethanal	6 (end) product	lactate / lactic acid	ethanol	7	no, CO ₂ /decarboxylation	CO ₂	8 (enzyme)	lactate dehydrogenase	ethanol dehydrogenase	9 steps / stages	<u>one / 1</u>	<u>two / 2</u>	10 (process)	reversible	irreversible	7
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Question	Answer	Marks
10(a)	<p>any eight from:</p> <ol style="list-style-type: none"> 1 named geographical barrier ; e.g. river / mountain / sea / lake 2 <u>population</u>, separated / divided (into two) ; 3 no, mating / breeding / gene flow, between, populations / groups ; 4 different (named), selection pressures / environments / conditions ; 5 different mutations ; 6 individuals with beneficial alleles, are selected for / survive / reproduce / have a selective advantage ; 7 genetic drift / founder effect ; 8 change in, <u>allele</u> frequency / gene pool ; 9 over a long time / many generations ; 10 can no longer (successfully), interbreed / reproduce / produce fertile offspring, with, old / original / other, population / species ; 11 <u>allopatric</u> (speciation) ; 	8
10(b)	<p>any seven from:</p> <ol style="list-style-type: none"> 1 environment changes ; 2 species cannot adapt (fast enough) ; 3 climate / temperature / sea level, change ; 4 extinct species / species at risk ; 5 competition / predation / disease, from, new / introduced / alien / invasive, species ; 6 extinct species / species at risk ; 7 (named) habitat, degradation / loss ; 8 extinct species / species at risk ; 9 hunting by humans / poaching / (over) fishing ; 10 extinct species / species at risk ; 11 AVP ; 12 extinct species / species at risk ; 	7