Zig Zag Education

Biology

A Level | OCR A | H420

Practice Exams for A Level OCR Biology A

Paper 3: Unified Biology

Update v1.2, June 2024

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POD 7603

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Teacher's Introduction

This pack contains four Practice Paper 3s for the OCR A Level Biology (A) specification (H420, first teaching September 2015). The papers and corresponding mark schemes in this pack are modelled on the sample assessment material provided by the board.

Paper 1 is entitled 'Breadth in Biology' and covers:

- Module 2: Foundations in Biology
- Module 3: Exchange and Transport
- Module 5: Communication, Homeostasis and Energy

Paper 2 is entitled 'Depth in Biology' and covers:

- Module 2: Foundations in Biology
- Module 4: Biodiversity, Evolution and Disease
- Module 6: Genetics, Evolution and Ecosystems

Remember!
Always check the exam board website for new information, including changes to the specification and sample assessment material.

Paper 3 is entitled 'Unified Biology' and covers all modules, with an emphasis on practical skills and 'How Science Works'.

This paper is designed so it can be used as either a mock examination or a revision activity. The mark scheme is designed with both students and teachers in mind, allowing students to mark their own work and assess their progress. Otherwise, the mark scheme resembles those produced by OCR in their sample assessment material.

Each practice paper contains both short and longer questions in proportion to the sample assessment material. This includes factual recall, explanation and discussion questions, with two 6-mark 'Level of Response' questions per paper. Papers have been designed to ensure that the 'Mathematical Skills' and 'Practical Activity Groups' (PAGs) specified in the new syllabus are assessed.

Across the three Practice Paper packs (Papers 1, 2 and 3), coverage of the specification is complete.
A specification analysis grid is also included, enabling teachers to identify questions relevant in tests and exam-technique activities, or as homework assignments.

The authors have aimed to include a spread of material from the relevant topics in each paper, allowing teachers to obtain an overview of their students' knowledge and understanding for each unit.

We hope you and your students find this pack useful.

C Johnson and L Mills, April 2017

Update v1.1, 19 September 2018
Paper 3A, question 2 b) i), pages 8 and 59 – the symbol for standard deviation has been corrected to *s*
Paper 3B, question 4, pages 26, 27, 69 and 70 – the species has been changed to *O. viridulus*, for accuracy
Paper 3C, question 3 b), pages 76 and 37 – the question has been corrected to state that 'blue light' is passed through the sample
The following questions have been reworded for clarity:

- Paper 3A: 1 a) (pages 5, 58), 1 b) ii) (pages 6, 58)
- Paper 3B: 4 f) (pages 28, 70)
- Paper 3C: 1 b) iii) (pages 32, 73), 2 c) (pages 35, 75), 5 c) iii) (pages 42, 79)
- Paper 3D: 3 c) ii) (pages 52, 86), 4 a) (pages 53, 86)

Update v1.2, 5 June 2024

- Paper 3C: 5 c) (pages 42, 79) – NADH has been corrected to reduced NAD to reflect the 2023 accessibility and clarity amendments to the specification

Specification Cross-reference

	A Level Paper 1 (A) Biological Processes	A Level Paper 1 (B) Biological Processes	A Level Paper 1 (C) Biological Processes	A Level Paper 1 (D) Biological Processes	A Level Paper 2 (A) Biological Diversity	A Level Paper 2 (B) Biological Diversity	A Level Paper 2 (C) Biological Diversity	A Level Paper 2 (D) Biological Diversity	A Level Paper 3 (A) Unified Biology	A Level Paper 3 (B) Unified Biology	A Level Paper 3 (C) Unified Biology	A Level Paper 3 (D) Unified Biology
Module 1												
1.1 – Practical skills												
1.1.1 Planning	17	16	16		20		17, 18		1, 2	2, 4	1, 3	4
1.1.2 Implementing			16	17		19			1, 5		2, 3	4
1.1.3 Analysis	17	16		16, 17	21	17, 19		19, 21	3, 5	3, 4	2	2, 5
1.1.4 Evaluation					17	16, 21	17	17, 19, 22	2, 3, 5	4	1, 3, 4	2, 3, 5
Module 2: Foundations in Biology												
2.1 – Foundations in biology												
2.1.1 Cell structure	1, 16	1, 15, 19	1,2, 18	1, 2, 16, 17	1, 14	20				1	1	1
2.1.2 Biological molecules	17	2, 17, 20	3, 16	3, 9	2, 17	1, 12	1, 9, 15, 22	1, 16, 20	1	2, 4	2, 5	3
2.1.3 Nucleotides and nucleic acids		3, 7	4, 19	4	3, 15	2, 13	2	2			3	
2.1.4 Enzymes	17, 20	4, 17, 19	14, 18	5, 6, 17, 20				20		3		1, 2
2.1.5 Biological membranes	6	5, 6, 17	5	19, 20	4	3, 14		1				1
2.1.6 Cell division, cell diversity and cellular organisation	7		6	16	5	4		21	1	1		
Module 3: Exchange and Transport												
3.1 – Exchange and transport												
3.1.1 Exchange surfaces		20	7, 8, 13, 16						3	4		
3.1.2 Transport in animals	2, 4, 9, 19	17, 20	16, 17	18						5	5	
3.1.3 Transport in plants	10, 11, 16, 20	9, 16, 18, 19	9, 20						4	3		4
Module 4: Biodiversity, Evolution and Disease												
4.1 – Communicable diseases, disease prevention and the immune system												
4.1.1 Communicable diseases, disease prevention and the immune system					6, 16	5, 15, 17, 20	3, 7, 10, 19	4, 16, 20		1, 2	4	1, 5

	A Level Paper 1 (A) Biological Processes	A Level Paper 1 (B) Biological Processes	A Level Paper 1 (C) Biological Processes	A Level Paper 1 (D) Biological Processes	A Level Paper 2 (A) Biological Diversity	A Level Paper 2 (B) Biological Diversity	A Level Paper 2 (C) Biological Diversity	A Level Paper 2 (D) Biological Diversity	A Level Paper 3 (A) Unified Biology	A Level Paper 3 (B) Unified Biology	A Level Paper 3 (C) Unified Biology	A Level Paper 3 (D) Unified Biology
4.2 – Biodiversity												
4.2.1 Biodiversity					7, 20	6, 16, 20, 21	4, 11, 17, 21	6	2	3	4	2
4.2.2 Classification and evolution					8, 17, 18	7	5, 16	5			1, 3	
Module 5: Communication, Homeostasis and Energy												
5.1 – Communication and homeostasis												
5.1.1 Communication and homeostasis	3, 12	10, 12, 14, 20	10	8, 16, 19								
5.1.2 Excretion as an example of homeostatic control	13, 17	11, 17	11, 17	20							5	
5.1.3 Neuronal communication	14		16, 17	10, 19						5		3
5.1.4 Hormonal communication	17, 19	13	12	11, 16								3
5.1.5 Plant and animal responses	8, 15, 18, 20	8, 19	20	7, 12						5	2	3, 4
5.2 – Energy for biological processes												
5.2.1 Photosynthesis	5, 20	18	18	13, 15, 17						3	2	1, 4
5.2.2 Respiration	18, 20	19	15, 19	14, 18					5	4	5	
Module 6: Genetics, Evolution and Ecosystems												
6.1 – Genetics and evolution												
6.1.1 Cellular control					9, 19	8, 19	6, 12, 16	15, 21	1, 4			
6.1.2 Patterns of Inheritance					17, 18	16, 18	16, 20	7, 14, 17, 18		3		
6.1.3 Manipulating genomes					10, 17, 19	9, 16, 17	13, 17, 19	12, 13, 18			1, 3	
6.2 – Cloning and biotechnology												
6.2.1 Cloning and biotechnology					11, 21, 22	10, 19	17, 18	9, 10, 11, 16	4, 5			
6.3 – Ecosystems												
6.3.1 Ecosystems					12, 20, 22	21	22	19	2			
6.3.2 Populations and sustainability					13	11	8, 14, 21	8, 22	2	3		2

A Level Biology

Unified Biology

Practi aper 3A

Name	

Time allowed
1 hour 30 minutes

Instructions
Answer **all** of the questions and use the space provided.
Use black ink. You may use an HB pencil for graphs and diagrams.

Information
The total number of marks available for this paper is **70**.
Quality of extended response questions are marked with a star (*).
Use of an electronic calculator is permitted.

1. Osteoarthritis is a condition that affects the bones, typically of elderly peop
by the breakdown of cartilage, a cushion-like lining at the end of bones wh
structural protein collagen, which stops the bone from rubbing against oth

a) Cartilage contains a single cell type, the chondrocyte. Cartilage does n
does not contain any blood vessels, restricting the ability for healing o

i) To which biological level of organisation is cartilage belong?

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De de ment, chondrocytes undergo multiple cell divisions in o
s . At skeletal maturity however, mitosis stops and cell division is

ii) Why is it important that the cell cycle is halted in cartilage?

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iii) Using the information above as well as your own knowledge, sugg
characteristics of collagen provide to cartilage.

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b) R vork has proposed the use of stem cells to treat the early stag
can be programmed to express the proteins required to repair the car
the disease.

i) Outline the benefits of using stem cells for this type of treatment.

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A researcher investigating the usefulness of stem cells for this treatmen
mice. The mice naturally develop osteoarthritis, and upon doing so, the
cells into the joints of the mice.

After four weeks, the mice are euthanised (killed) and the researcher d
to observe the cells. The knee joint of a mouse is approximately 2 mm

ii) Suggest a safety precaution the investigator should take in order to
pathogens.

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Using microscopic techniques, the stem cells could be visualised to trac

iii) Explain how the scientist likely prepared the sample to visualise the

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In a separate experiment, the DNA from the cells is isolated. A DNA sa
cells. The researcher uses a technique in which the DNA from the carti
cell DNA. Using this technique the pattern of DNA fragments could be vis

iv) What is the name given to this technique?

.....

The DNA sample from the joint is at a concentration of 25 ng μL^{-1}. The D
concentration of 125 ng μL^{-1}. For the technique identified in iv), an equiv
used.

v) Show how a 25 ng μL^{-1} solution of stem cell DNA can produced fro

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2. Agricultural systems tend to have a negative impact on biodiversity, but as t
more land is being converted to agricultural uses in order to feed more peo
increase biodiversity by increasing the number of habitats in agricultural lan

a) Other than habitat destruction, identify **two** ways in which agriculture

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A government initiative pays 10 large arable farms (A1–J1) in Illinois, USA, t
biodiversity by introducing new hedgerows, planting thicket of trees and c
group of 10 farms (A2–J2), each adjacent to one of the initiative farms, does

After 10 years, the government wants to assess whether the measures they
biodiversity. Each farm collects plant species counts from several randomly
farm, and uses an index of diversity called the Reciprocal Index (RI) to produ
for the farm.

Farm (Initiative)	Reciprocal Index	Farm (Control)
A1	1.92	**A2**
B1	1.61	**B2**
C1	2.43	**C2**
D1	1.95	**D2**
1	2.17	**E2**
F1	0.92	**F2**
G1	1.38	**G2**
H1	2.11	**H2**
I1	1.73	**I2**
J1	2.25	**J2**
Mean	1.847	**Mean**
Standard Deviation	0.45	**Standard Deviati**

b) A t-test can be used to determine whether mean biodiversity is significa
two groups. The null hypothesis suggests that there is no difference be

i) Using the formula given below, carry out a t-test to compare the t
of farms.

$$t = \frac{(\bar{x}_1 - \bar{x}_2)}{\sqrt{(\frac{s_1^2}{n_1}) + (\frac{s_2^2}{n_2})}}$$

t =

	p-value		
Degree of freedom	**0.10**	**0.05**	**0.01**
8	1.86	2.31	3.36
9	1.83	2.26	3.25
10	1.81	2.23	3.17
16	1.75	2.12	2.92
18	1.73	2.10	2.88
20	1.72	2.09	2.85

ii) Using the table of critical values, explain whether the governme
that there is a difference between the two groups.

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iii) The government initiative aimed to increase biodiversity by paying
habitats in unfarmed land. Using both the information you have r
suggest why this experimental method may not have been an app
effectiveness of the government initiative.

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The go ent initiative is scrapped due to budgetary cuts. A new govern
awareness of the benefits of increased biodiversity. However, many farmer
margins and feel that they cannot afford to make the required changes to th

c) Propose an argument in favour of biodiversity which the government mig

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Farmers can increase crop yields without incr ng e size of their farms b
nitrogen fixation. Certain plants, inclu be s and clover, live in a symbi
fixing bacteria, which live in xtensions of the roots called root no
nitrogen from the at into a form the plant can use.

d) i) est the environmental conditions in which this relationship ev

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Figure 1 – Root nodules

ii)* You are given the following: soybean plants, plant pots, antibiotic s
different nitrate concentrations. Outline an experiment to confirm
nodules are responsible for nitrogen fixation.

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3. An athlete has been training in the Alps mountain range in order to increase h

A docto n to study how altitude training has affected the athlete's lung athlete is asked to breathe into an electronic spirometer, which is connected

Traditional float spirometers consist of a floating chamber which moves up a attached to a kymograph, which draws a trace onto a revolving drum to reco chamber. Electronic spirometers are used in modern physiology in place of t

a) Suggest one advantage of using an electronic spirometer and a data log spirometer attached to a kymograph.

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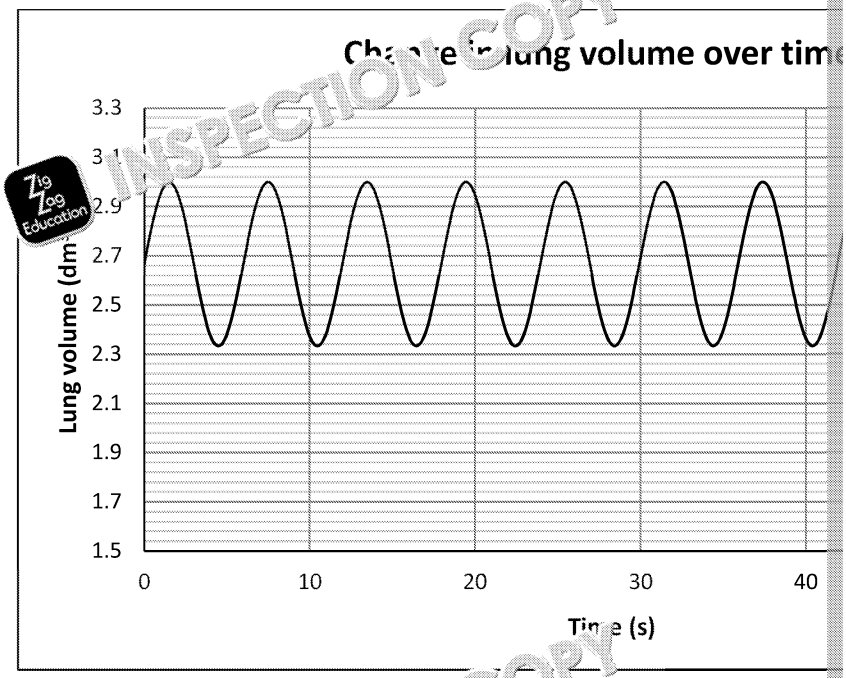

Figu – Lung volume data, athlete at re

Figure 2 s ys t the spirometer. The athlete's total lung volume is before ix months previously, before training, the athlete went throug into a sp eter and recording the results. Before training, the athlete was of 11 min^{-1} and a tidal volume of 0.55dm^3.

b) i) Calculate the percentage change in the athlete's ventilation rate o
show your working.

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ii) Suggest why the athlete has experienced a change in ventilation ra

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c) Describe the process of breathing in, in terms of the changes in the musc

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d) The doctor believes that altitude training may lead to an increase in ve
three changes which would be required to adapt the doctor's tests into
of altitude training on ventilation rate.

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4. Agronomists carrying out agricultural research on plants have several advan
animal subjects. It is quite easy to control environmental conditions and nu
doing so does not raise any ethical issues. Plants also have totipotent meris
become any other type of cell – this makes plants easy to clone, and easy to

Figure 3.1 – Cell undergoing mitosis **Figure 3.2 – Cell**

a) Figure 3.1 and Figure 3.2 show meristem cells in different stages of mit

i) Identify the stage of mitosis observed in each figure, by writing 'Fig
each in the table below.

Mitotic stage	Figu
Prophase	
Metaphase	
Anaphase	
Telophase	

Homeobox genes are highly active in meristem tissue, particularly at th

ii) Briefly describe the role of homeobox genes in complex organisms.

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iii) ...y have homeobox genes been used to study relationships betw

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A non-governmental organisation (NGO) focusing on agricultural and econo
the growth of a variety of crop plants.

The organisation plans to create several genetically identical daughter plants t
they can study rates of photosynthesis and growth under different conditions
cut into small pieces called explants, and any bacteria present are killed using

b) Describe how the explants are developed int[illegible]ple adult plants.

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The rate of photosynthesis affects the rate at which a plant produces and tr
sugar is transported can be an indicator of the rate of photosynthesis.

c)* Discuss how sugars are transported in higher plants, with reference to
membranes and through vascular tissue.

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5. An investigation is taking place in a school classroom. The students are mea
sample of bacteria.

a) They grew bacteria from beneath the fingernails of one of the students
culture of bacteria. The broth contained nutrients and respiratory subs

After one day of growing the bacteria in the br he broth was trans
in **Figure 4**.

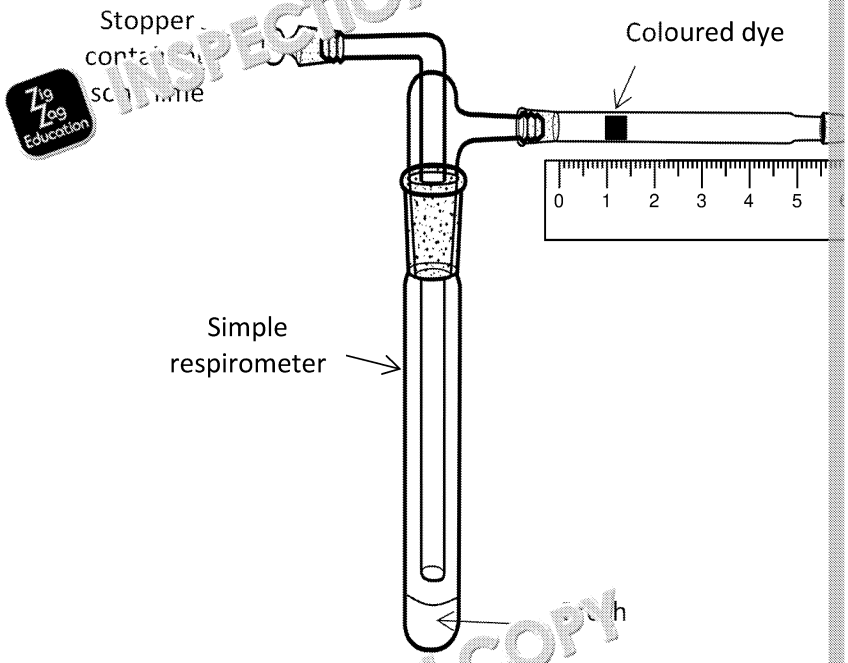

Figure 4

i) at the function of the dye and of the soda lime in this respiro

Dye: .....

.....

Soda lime: .....

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The students ensured that temperature was maintained throughout th
that temperature could affect the respiratory rate of the bacteria being
control the pH of the broth. Specific broths are used for particular cult

ii) Suggest how the pH could be contr ed in the experiment.

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iii) Lipids may be used as a respiratory substrate in place of glucose. E
proportion of lipids in the broth might change the results of the exp

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A new experiment is performed, based on the experiment above, with the f

- A fresh culture of the fingernail bacteria and the broth is produced.
- The fresh culture is covered with a layer of sunflower oil to limit aerobi
- An identical experiment is performed alongside without sunflower oil.
- The stopper is replaced with a gas analyser that can quantify carbon di
- Carbon dioxide release over the first four hours of the experiment is an
- At the end of the experiment, the students autoclave all of the equipm

b) The results of the data are shown in the graph, in **Figure 5** below.

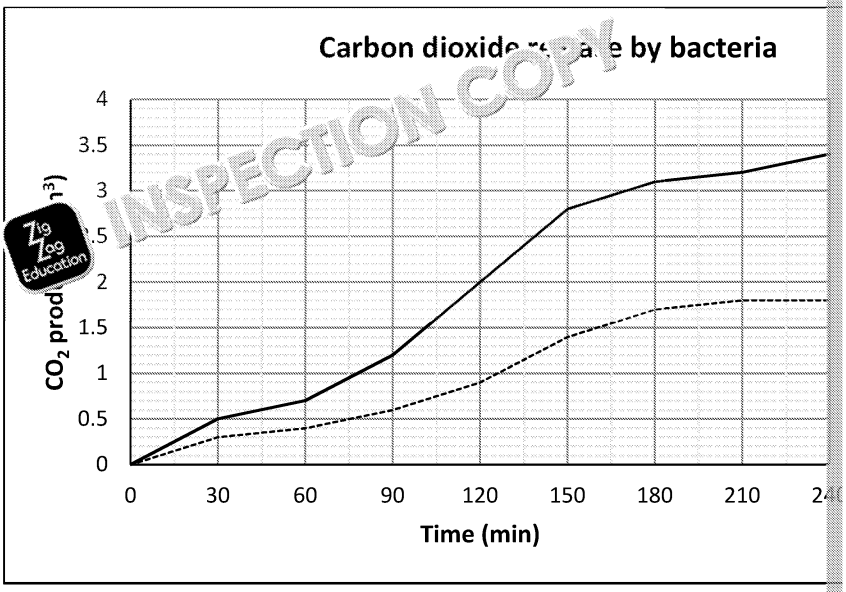

Figure 5

i) Calculate the average rate of respiration o aerobic experimen

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ii) Give an example of a microorganism that is used in biotechnology a
both in the presence and absence of oxygen.

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iii) Suggest a reason for the differences between the data produced by
experiments.

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The student suggests that the amount of heat produced by the anaerob
produced by the aerobic tube. The heat is a consequence of ATP produ

iv) State why the student's assumption is not correct.

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v) Explain why the equipment is autoclaved, despite the bacteria bei
hand.

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Practice Paper 3B

Question			Answer
1	a)	i)	(Influenza) virus ✓
		ii)	**Any THREE from:** **ADVANTAGES** Can provide herd im[illegible] without vaccinating all people ✓ Can target [illegible] such as infants / older people / those with weak immune [illegible] ✓ **[illegible]NTAGES** Virus mutates quickly, therefore, vaccine will become ineffective ✓ Cannot design vaccine until virus has already spread to [illegible] Expensive to develop/distribute ✓ Time-consuming; allows virus to spread [illegible] time ✓
	b)	i)	2.5^n = x, where *n* = [illegible] cycles and *x* is total number infected. [illegible] = 3 [illegible]625 = 16 birds
		ii)	Actual number would be lower – as more birds are infected, chance of coming into contact with uninfected bird is lower
	c)	i)	Scanning Electron Microscope / SEM ✓ Magnification is at least 5,000× [illegible] for light microscope / Light microscope resolution not high enough to produce clear image at this magnification ✓ Three dimensional image is produced – characteristic of SEM but not TEM ✓
		ii)	[illegible]*la* bacteria are able to spread to both host daughter cells ✓
2	a)	i)	**Any TWO from:** Development of medicines/drugs ✓ Understanding of disease processes ✓ Understanding of complex biological processes ✓ *Any other suitable answer*

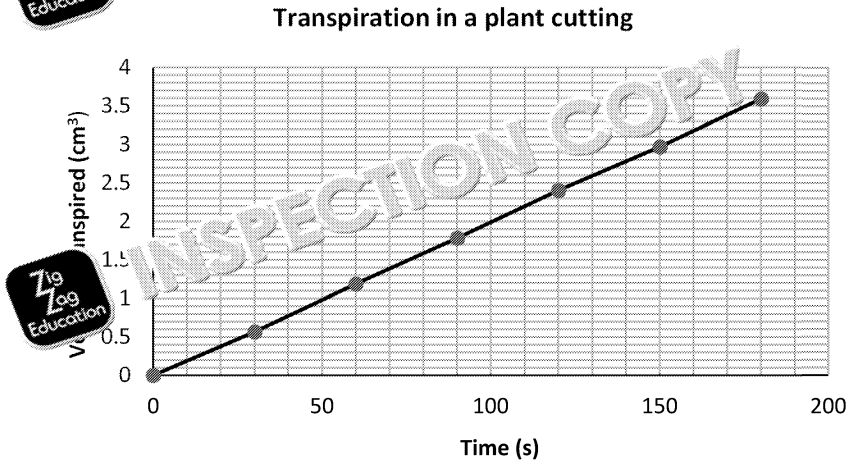
Question			Answer
		ii)	**Any TWO from:** Large amount of data is required to make predictions about [illegible]niology ✓ Unethical to infect people in order to model disea[illegible] Model complex interactions under spe[illegible]lit[illegible]without influence from other systems ✓ Allows long-term pr[illegible]e made about disease patterns ✓
		iii)	[illegible] ✓
	b)	i)	[illegible]ct ✓ By vaccinating (a large number of the) population, transmission is reduced, protecting those not vaccinated ✓
		ii)	**Any TWO from:** Lack of trust in science ✓ Concern over side effect[illegible] Concern over p[illegible] [illegible]s op[illegible]sition ✓ [illegible]on programme is expensive ✓ (Belief that) Money better spent elsewhere ✓ (Belief that) vaccination causes disease ✓
3	a)		Transpiration is passive; does not use energy [illegible]on ATP As evaporation occurs from stomata[illegible]te[illegible]wn up stem due to capillarity/cohesion ✓ Water uptake i[illegible]ac[illegible]transport; ATP is used to transport ions into the [illegible]/xy[illegible]water follows by osmosis ✓

Question			Answer	M
	b)	i)	Must first calculate capillary tube cross-sectional area (csa) csa = πr^2 d = 0.6 cm, so r = 0.3 cm csa = π $(0.3)^2$ = 0.28 cm^2 ✓ V = πr^2 × bubble movement	

Time (s)	Bubble movement (cm)	Volume of water transpired (cm^3)
0	0	0
30	2.0	0.56
60	4.2	1.18
90	6.3	1.76
120	8.5	2.38
150	10.5	2.94
180	12.7	3.56

✓

ii)



iii)

Rate of transpiration = $\frac{\Delta \text{ volume}}{\Delta \text{ time}}$

Rate = $\frac{3.56 \text{ cm}^3}{3 \text{ min}}$ = 1.19 cm^3 min^{-1} ✓

Question			Answer	Ma
	c)	i)	Reduced leaf size: Reduce surface area for water loss ✓ Thick waxy cuticle: Reduces water loss from the upper surface of the leaf by trapping it inside ✓	
		ii)	Continuous variation – leaf size can take on any value within a range ✓	
	d)	i)	Globular proteins: enzymes are globular proteins, with a 3D-shape active site (this is soluble in water) (fibrous proteins) ✓	
		ii)	Fixes carbon by combining CO_2 with ribulose bisphosphate ✓ Produces (unstable 6C compound which breaks down to form) two glycerate-3-phosphate molecules ✓	
		iii)	Expose plants to bright light for sufficient time (so that excess reduced NADP and ATP are produced) ✓ Move plants to dark chambers of specific temperatures, e.g. 15, 20, 25 °C; (this stops light-dependent reaction) ✓ Remove leaves after fixed amount of time AND measure triose phosphate / glucose concentration (using a quantitative reagent) ✓ Plants at higher temperatures should produce more sugars, AND, therefore, have faster rate of light-independent reaction ✓	
	e)	i)	<table><tr><th>Project</th><th>Type of conservation</th></tr><tr><td>Jaú National Park</td><td>in situ</td></tr><tr><td>Eden Project</td><td>ex situ</td></tr><tr><td>Millennium Seed Bank</td><td>ex situ</td></tr><tr><td>Nakuru Natural Reserve</td><td>in situ</td></tr></table>	
		ii)	Conservation is protection of an ecosystem by working with people who live or work on the land to manage/limit land use ✓ Preservation is protection of a fragile ecosystem by severely restricting/banning human land use / allowing land use for research purposes only ✓ Example of conservation (e.g. named national park / nature reserve / marine conservation zone.) **AND** Example of preservation (e.g. protected cave systems, Antarctica) ✓	

Question			Answer	M
4	a)		No markings on U-tube to measure the movement of the fluid ✓	
	b)		Use a flexible rule / string to measure distance of movement **OR** Measure volume of red fluid in U-tube after experiment ✓	
	c)		Mitochondria for ATP production for muscle contraction ✓ Tracheoles provide oxygen for respiration ✓	
	d)		β glucose ✓ polysaccharide **AND** 1–4 linkage between monomers / units / glucose ✓	
	e)		**Level 3 (5–6 marks)** A clear, thorough explanation of carbon movement in digestion and respiration, showing attention to detail. Well-constructed explanation with relevant and correct information. Terminology is consistent and correct. **Level 2 (3–4 marks)** A partial explanation of carbon movement in digestion and respiration, including the breakdown of cellulose and respiration of glucose. Information given is mostly relevant and correct. The answer is in a logical order, but points may not be linked and sometimes lack detail. Terminology is mostly consistent and correct. **Level 1 (1–2 marks)** An attempt at explaining carbon movement in respiration, with general information provided but answer lacking detail. The explanation is limited and incomplete, and may include some errors. Some relevant information is presented, but structure is lacking. Terminology is inconsistent or incorrect. **0 marks** No response or no correct points in response.	
	f)		3.00 g = 0.003 kg 92.00 × 0.003 = 0.276 ✓ 0.276 × 3.00 = 0.828 ✓ 0.828 × 1000 = 828 mg ✓	

Question			Answer	
	g)		**Any THREE of:** Ethically questionable to starve locust AND use strict ethical control of animal ✓ Still not quantitative / only semi-quantitative AND make qualitative with ruler / measuring tube ✓ Only a single locust so cannot be statistically representative AND use more locusts ✓ Only a single replicate may increase uncertainty / risk of error AND perform more repeats of experiment ✓ Locusts may move around rapidly for short bursts, using variable amounts of energy, which could skew results AND use slow-moving animal ✓ Leaks on tubes may cause air to escape, introducing error AND seal all tubes to stop air escaping ✓ Temperature not controlled, and temperature can affect respiration rate AND allow temperature to stabilise / use waterbath ✓	
5	a)	i)	Heartbeat = 1.45 s Beats per minute = $\frac{60}{1.45}$ = 41.3 ✓ Bradycardia ✓	
		ii)	Cardiac output = stroke volume × heart rate Stroke volume = $\frac{\text{cardiac output}}{\text{heart rate}}$ Stroke volume = $\frac{3.3 dm^3 \, min^{-1}}{41.3 \, min^{-1}}$ = 0.08 dm^3 ✓	
		iii)	Scatter graph ✓	

Question			Answer	M
	b)		**Level 3 (5–6 marks)** A detailed, well-constructed description of how adrenaline interacts with the nervous system and how heart action is coordinated. Topics are clearly linked together to provide a holistic explanation. Terminology is consistent and correct. **Level 2 (3–4 marks)** A substantial description of how adrenaline interacts with the nervous system and how heart action is coordinated. Several concepts or stages are explained but are not linked together. Terminology is mostly consistent and correct. **Level 1 (1–2 marks)** A limited and incomplete effort which partly explains either how adrenaline affects the heart or how heart action is coordinated. Terminology is inconsistent or incorrect. **Level 0 (0 marks)** No response or one worthy of mark.	