

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
GCE Advanced Subsidiary Level and GCE Advanced Level

MARK SCHEME for the May/June 2012 question paper
for the guidance of teachers

9700 BIOLOGY

9700/35

Paper 31 (Advanced Practical Skills 1), maximum raw mark 40

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 must be read in conjunction with the question papers and the report on the examination.

- Cambridge will not enter into discussions or correspondence in connection with these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2012 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

Page 2	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2012	9700	35

Mark scheme abbreviations:

;	separates marking points
/	alternative answers for the same point
R	reject
A	accept (for answers correctly cued by the question, or by extra guidance)
AW	alternative wording (where responses vary more than usual)
<u>underline</u>	actual word given must be used by candidate (grammatical variants excepted)
max	indicates the maximum number of marks that can be given
ora	or reverse argument
mp	marking point (with relevant number)
ecf	error carried forward
I	ignore
AVP	Alternative valid point (examples given as guidance)

Page 3	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2012	9700	35

1 (a) (i)		[1]	
ACE interpretation 1	The sample of plant tissue soaked in the highest concentration of sodium chloride solution will have the most bend at the start and when placed in water the bend will change the most ;		
(a) (ii)		[1]	
MMO decision 1	length one of 50 or 55 or 60 or 65 or 70 or 75 or 80 or 85 or 90	AND units mm;	
(a) (iii)		[1]	
MMO decision 1	<i>Idea of use same pressure</i> or repeat readings or use more than one piece of plant material;		
(a) (iv)		[1]	
MMO decision 1	<i>evenly spaced whole minutes not less than 3 minutes until no further change in bend or until 10 minutes;</i>		
(b) (i)		[7]	
PDO recording 2	mp 1	table with all cells drawn	AND heading (top or left) sample or plant tissue(s) or solution or conc(entration) ;
	mp 2	(heading) <u>angle of bend degree(s) or °;</u>	
		Do not give mark if • units in cells of column below heading	
MMO collection 3	mp 3	<u>at 0 time</u> records angles for P1, P2, P3, P4 ;	
	mp 4	highest number in P1 at first time recorded;	
	mp 5	In P3 angles of bend decrease when comparing first time and last time;	

Page 4	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2012	9700	35

MMO decisions 2	mp 6	shows all angles to same precision i.e. whole or degrees;	
	mp 7	shows replicate;	
(b) (ii)			[2]
ACE interpretation 1	mp 1	<p>correct with their results for first time measurement (usually 0) for P1, P2, P3;</p>	
ACE conclusion 1	mp 2	(using first recorded result) P4 recorded in correct position (below 0.25 or as lowest angle of bend);	
		<p>Do not give mark if</p> <ul style="list-style-type: none"> if write a concentration for P4 	
(b) (iii)			[1]
ACE conclusion 1		higher or less negative <u>water potential</u> outside or <u>water potential</u> gradient steeper in 1 mol	AND water enters (quicker) by <u>osmosis</u> ;
(b) (iv)			[max 2]
ACE interpretation MAX 2		cause of error	WITH idea of error
	mp 1	(dependent variable) pressure	inaccurate / varies / not same;
	mp 2	material	difficult to hold and measure;
	mp 3	(standardised variables) lengths or widths or size or cross sectional area	different / varies / not same;

Page 5	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2012	9700	35

(b) (v)		[1]
ACE interpretation 1		<u>+/- 1 degree or °;</u>
(b) (vi) note: <i>reliable: to have results which are as repeatable as possible</i> [max 3] <i>accuracy: change method of measuring to obtain results as close as possible to the true value</i>		
ACE improvements MAX 3		control of any standardised variable s
	mp 1	same type or source of plant material or same part of root;
	mp 2	use cork borer or microtome/machine or Vernier calipers;
	mp 3	test each solution separately;
	mp 4	volume of water using measuring cylinder or syringe or graduated pipette;
	mp 5	ref. to improvement of protractor e.g. stabiliser or support for bottom of sample;
	mp 6	repeat or replicate or obtain average or mean;
		[Total 20]

Page 6	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2012	9700	35

2 (a)				[6]
PDO layout 1	mp 1	no shading	AND largest cell larger than 30 mm	AND clear, sharp, unbroken lines for any outer boundary lines drawn; Do not give mark if <ul style="list-style-type: none"> • less than two outer walls • any ruled lines • any line 1 mm or thicker • any feathery or broken / dashed or gap in line • any 'tail' or overlap with an enclosed area • drawn over the print of question
MMO collection 3	mp 2	only 4 cells drawn		AND shows two from each slide;
	mp 3	(detail of observable feature) starch grains uneven sizes or drawn as irregular area inside cell;		
	mp 4	cell walls drawn as double lines with middle lamella between each pair of cells;		
PDO recording 1	mp 5	annotation with label line or outside drawn area for difference; S1 starch grains AND (iodine) black vs S2 (methylene blue) clear / white or S1 starch grains visible / see more vs S2 starch grains not visible / see few or (iodine) single mass vs (methylene blue) separate grains		
MMO decision 1	mp 6	labels with a ruled label line one starch grain only;		

Page 7	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2012	9700	35

(b) (i)				[6]
PDO layout 1	mp 1	no shading	AND larger than 60 mm across widest point	AND clear, sharp, unbroken lines for outermost two lines only ; Do not give mark if <ul style="list-style-type: none"> • less than four hand drawn enclosed areas (not cells) • any line 1mm or thicker • any ruled lines • any feathery or broken / dashed or gap in line • any 'tails' or overlaps • drawn over the print of question
MMO collection 2	mp 2	no cells drawn		AND whole section;
	mp 3	triangular region shown for thickened cells;		
PDO recording 1	mp 4	(outer ring) drawn with two continuous lines	AND drawn enclosed area in centre space ;	
MMO decision 2	mp 5	(except outer layer and centre space) at least three additional enclosed areas;		
	mp 6	correct label, with label line to <u>enclosed</u> area, xylem;		
				Do not give mark if <ul style="list-style-type: none"> • any label within drawn area

Page 8	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2012	9700	35

(b) (ii)			[2]
PDO display 2	mp 1	shows addition of at least three lengths and widths measurements	AND shows division by number of measurements for both length and width;
	mp 2	shows larger whole number to smaller whole number;	
			Do not give mark if <ul style="list-style-type: none"> • units in ratio • if not to smallest common denominator
(c) (i)			[4]
PDO layout 4	mp 1	x-axis <u>time (t) hours or hr(s)</u>	AND y-axis <u>concentration of sugars (l) mmol;</u>
	mp 2	scale as x-axis <u>5 to 2 cm labelled each 2 cm</u> except origin 25	AND y-axis <u>0.10 to 2 cm labelled each 2 cm;</u>
	mp 3	correct plotting;	
	mp 4	<u>two lines with five plots</u> with <u>ruled</u> lines point to point	AND (quality) <u>smooth line less than 1 mm thick;</u>
			Do not give mark if any extrapolation

Page 9	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2012	9700	35

(c) (ii)		[2]									
ACE interpretation 1	mp 1	Idea of concentration of sugars decreases for 8 hrs or in dark and then increases;									
ACE conclusion 1	mp 2	(explains decrease and increase)									
		<table border="1"> <tr> <td><i>in context of decrease or in dark / no light / night</i></td> <td><i>in context of increase or in light / sun / day</i></td> <td></td> </tr> <tr> <td><i>sugars used up</i></td> <td><i>sugars made</i></td> <td></td> </tr> <tr> <td><i>only respiration or no photosynthesis</i></td> <td><i>photosynthesis</i></td> <td>;</td> </tr> </table>	<i>in context of decrease or in dark / no light / night</i>	<i>in context of increase or in light / sun / day</i>		<i>sugars used up</i>	<i>sugars made</i>		<i>only respiration or no photosynthesis</i>	<i>photosynthesis</i>	;
		<i>in context of decrease or in dark / no light / night</i>	<i>in context of increase or in light / sun / day</i>								
		<i>sugars used up</i>	<i>sugars made</i>								
<i>only respiration or no photosynthesis</i>	<i>photosynthesis</i>	;									
		[Total: 20]									