

#### **Cambridge International Examinations**

Cambridge International Advanced Subsidiary and Advanced Level

BIOLOGY 9700/42

Paper 4 A Level Structured Questions

March 2017

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 will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the March 2017 series for most Cambridge IGCSE<sup>®</sup>, Cambridge International A and AS Level components and some Cambridge O Level components.

® IGCSE is a registered trademark.



## Cambridge International AS/A Level – Mark Scheme **PUBLISHED**

| Question | Answer  | Marks |
|----------|---|-------|
| 1(a)(i)  | the longer the loop of Henle the lower the water potential of the urine;  | 1     |
| 1(a)(ii) | 1 dry environment/AW; 2 need to conserve water/AW;  | 2     |
| 1(b)     | <pre>microvilli: 1 large(r) surface area; 2 for absorption of, Na<sup>+</sup>/glucose/amino acids;  many mitochondria: 3 provide, energy/ATP; R produce energy  4 for, Na<sup>+</sup>/K<sup>+</sup>, pumps; OR for active transport of, Na<sup>+</sup>/K<sup>+</sup>;  tight junctions between cells: 5 hold adjacent cells together; 6 fluid cannot pass between cells/substances must pass through cells;</pre> | 6     |

© UCLES 2017 Page 2 of 16

## Cambridge International AS/A Level – Mark Scheme **PUBLISHED**

| Question | Answer  | Marks |
|----------|---|-------|
| 2(a)(i)  | 4 correct = 2 marks<br>2/3 correct = 1 mark                                     | 2     |
|          | glycolysis: 1 cytoplasm/cytosol/sarcoplasm;                                     |       |
|          | link reaction: 2 mitochondrial matrix;  |       |
|          | Krebs cycle: 3 mitochondrial matrix;  |       |
|          | oxidative phosphorylation: 4 inner (mitochondrial) membrane / cristae;          |       |
| 2(a)(ii) | two from: 1 too big to pass through (membrane/glucose's protein channel);       | 2 max |
|          | 2 polar/AW;   |       |
|          | 3 no specific, transport/carrier/channel, protein (for phosphorylated glucose); |       |

© UCLES 2017 Page 3 of 16

# Cambridge International AS/A Level – Mark Scheme **PUBLISHED**

| Question | Answer  | Marks |
|----------|---|-------|
| 2(b)     | five from: in anaerobic conditions: 1 only, glycolysis/conversion of glucose into pyruvate, occurs; 2 (only) produces 2 molecules of ATP (net); 3 (only) substrate-linked phosphorylation (occurs); 4 pyruvate converted to lactate; 5 lactate is energy-rich/AW; 6 oxygen not available as final electron acceptor; 7 electron transport chain/chemiosmosis/oxidative phosphorylation, does not occur; | 5 max |
| 2(c)     | 8 most ATP is produced (in aerobic conditions) in, electron transport chain/chemiosmosis/oxidative phosphorylation;  three from:  | 3 max |
| _(0)     | 1 reference oxygen debt; 2 converts lactate to, pyruvate/glucose; 3 in liver (cells); 4 re-oxygenate, haemoglobin/myoglobin; 5 meet demands of continued increased metabolic rate/AW;   | Jiiax |

| Question | Answer              | Marks |
|----------|---------------------|-------|
| 3(a)(i)  | A – aleurone layer; | 3     |
|          | B – endosperm ;     |       |
|          | C – embryo ;        |       |

© UCLES 2017 Page 4 of 16

## Cambridge International AS/A Level – Mark Scheme **PUBLISHED**

| Question | Answer  | Marks |
|----------|---|-------|
| 3(a)(ii) | six from: 1 embryo/ <b>C</b> , produces/releases, gibberellin;    | 6 max |
|          | 2 (arrow 1) gibberellin moves into, aleurone layer/A;             |       |
|          | 3 gibberellin stimulates production of amylase;                   |       |
|          | 4 (arrow 2) amylase moves into, endosperm/B                       |       |
|          | 5 hydrolyses/breakdown, starch to maltose;                        |       |
|          | 6 (arrow 3) maltose/glucose, moves into, embryo/C;                |       |
|          | 7 for respiration/to release energy/for ATP production;           |       |
|          | 8 for, germination/growth;  |       |
| 3(b)(i)  | 3.6;  | 2     |
|          | μm min <sup>-1</sup> OR μm/min ;                                  |       |
| 3(b)(ii) | two from: 1 auxin binds with receptor (on cell surface membrane); | 2 max |
|          | 2 proton pumps activated ;  |       |
|          | 3 H <sup>+</sup> pumped into cell wall ;                          |       |

© UCLES 2017 Page 5 of 16

## Cambridge International AS/A Level – Mark Scheme **PUBLISHED**

| Question  | Answer  |  |
|-----------|---|--|
| 3(b)(iii) | three from: 1 expansins activated/AW; <b>A</b> optimum pH for expansins |  |
|           | 2 loosens bonds in cellulose microfibrils;                              |  |
|           | 3 K <sup>+</sup> ions enter cells (lower water potential);              |  |
|           | 4 (so) cells take in water by osmosis/AW;                               |  |
|           | 5 (increase in turgor causes) cell walls to stretch;                    |  |

| Question | Answer   | Marks |
|----------|--|-------|
| 4(a)(i)  | three from: 1 reference to limiting factors;   | 2 max |
|          | 2 (limiting factor) not carbon dioxide;  |       |
|          | 3 (limiting factor possibly) light intensity/temperature;  |       |
| 4(a)(ii) | three from: sugar cane: ORA barley  1 (rate of photosynthesis) higher rate, at lower concentrations of CO <sub>2</sub> /initially;                                 | 3 max |
|          | <ul> <li>levels off/becomes constant, at lower rate of photosynthesis;</li> <li>levels off/becomes constant, at a lower carbon dioxide concentration;</li> </ul>   |       |
|          | 4 data quote to support mp2 or mp3;<br>e.g. mp2 – sugar cane at 7–7.5 au <b>and</b> barley at 14 au<br>OR mp3 – sugar cane at 60–70 au <b>and</b> barley at 500 au |       |

© UCLES 2017 Page 6 of 16

## Cambridge International AS/A Level – Mark Scheme **PUBLISHED**

|           | PUBLISHED   |       |
|-----------|---|-------|
| Question  | Answer  | Marks |
| 4(a)(iii) | four from: 1 sugar cane/C4 plants, can reduce photorespiration;   | 4 max |
|           | correct ref. to adaptation to reduce photorespiration;     e.g. RuBP and rubisco, in bundle sheath cells/kept away from air     OR tightly packed mesophyll cells |       |
|           | 3 enzymes in, sugar cane/C4 plants, have high(er) optimum temperature;  |       |
|           | 4 carbon dioxide absorbed by mesophyll cells;   |       |
|           | 5 carbon dioxide, fixed by PEP carboxylase/combines with PEP;   |       |
|           | 6 PEP carboxylase has higher affinity for carbon dioxide than rubisco;  |       |
| 4(b)      | conditions (max two):   | 4 max |
|           | 1 low light intensity; <b>A</b> at night/in the dark  |       |
|           | 2 dry conditions ;  |       |
|           | 3 high temperatures;  |       |
|           | 4 high light intensity;   |       |
|           | 5 high wind speed/AW;   |       |
|           | benefits (max two):   |       |
|           | 6 reduce transpiration (rate);  |       |
|           | 7 (so) conserves water;   |       |
|           | 8 retains turgidity of cells;   |       |
|           | 9 (physical) support of plant/prevents wilting;   |       |

© UCLES 2017 Page 7 of 16

## Cambridge International AS/A Level – Mark Scheme **PUBLISHED**

| Ν/ | $\sim$ | rch | ູ | വ | 7   |
|----|--------|-----|---|---|-----|
| ΙV | ıa     | ıu  | _ | v | · / |

| Question |                                   |              |                               | Answer                        |                        |                               |   | Marks |
|----------|-----------------------------------|--------------|-------------------------------|-------------------------------|------------------------|-------------------------------|---|-------|
| 5(a)     | having identical alleles (of a ge | ne) ;        |                               |                               |                        |                               |   | 1     |
| 5(b)     | MmDd ;                            |              |                               |                               |                        |                               |   | 1     |
| 5(c)     |                                   |              |                               |                               |                        |                               | 1 | 6     |
|          |                                   | gametes      | MD                            | Md                            | mD                     | md                            |   |       |
|          |                                   | MD           | <b>MMDD</b><br>dark<br>purple | <b>MMDd</b><br>dark<br>purple | MmDD<br>dark<br>purple | <b>MmDd</b><br>dark<br>purple |   |       |
|          |                                   | Md           | <b>MMDd</b><br>dark<br>purple | <b>MMdd</b><br>purple         | MmDd<br>dark<br>purple | <b>Mmdd</b><br>purple         |   |       |
|          |                                   | mD           | MmDD<br>dark<br>purple        | MmDd<br>dark<br>purple        | mmDD<br>white          | mmDd<br>white                 |   |       |
|          |                                   | md           | MmDd<br>dark<br>purple        | <b>Mmdd</b><br>purple         | mmDd<br>white          | mmdd<br>white                 |   |       |
|          | order D/d followed by M/m, or I   | M/m followe  | d by D/d are                  | e both accep                  | otable                 |                               |   |       |
|          | one mark for gametes;             |              |                               |                               |                        |                               |   |       |
|          | two marks for genotypes;;         |              |                               |                               |                        |                               |   |       |
|          | two marks for phenotypes linke    | ed to genoty | pes;;                         |                               |                        |                               |   |       |
|          | ratio = 9 dark purple : 3 purple  | : 4 white ;  |                               |                               |                        |                               |   |       |

© UCLES 2017 Page 8 of 16

## Cambridge International AS/A Level – Mark Scheme **PUBLISHED**

| Question | Answer   | Marks |
|----------|--|-------|
| 6(a)     | 46.5 – 47 ;;;  | 3     |
|          | if answer incorrect allow marks for working $q^2 = 0.4$ ;          |       |
|          | p = 0.368  OR  p = 0.37;   |       |
| 6(b)     | four from: 1 mutation;   | 4 max |
|          | 2 migration (into, or out of, the population);                     |       |
|          | 3 non-random mating occurs ;                                       |       |
|          | 4 the population is small;   |       |
|          | 5 selective pressure occurs against one of the, alleles/genotypes; |       |
|          | 6 reproduction is asexual;   |       |
|          | 7 organism is haploid;   |       |

© UCLES 2017 Page 9 of 16

## Cambridge International AS/A Level – Mark Scheme **PUBLISHED**

| Question | Answer  | Marks |
|----------|---|-------|
| 7(a)     | sensory neurone – receives, input/impulses, from receptor;                      | 3     |
|          | relay/intermediate/internuncial, neurone – passes impulses on to motor neurone; |       |
|          | motor neurone – sends impulses/output, to the effector;                         |       |
| 7(b)     | six from:   | 6 max |
|          | A: 1 Na <sup>+</sup> cannot enter post-synaptic neurone;                        |       |
|          | 2 no, depolarisation/action potential, (in post-synaptic neurone);              |       |
|          | B 3 Ca <sup>2+</sup> cannot enter pre-synaptic neurone;                         |       |
|          | 4 vesicles cannot, move towards/fuse with, pre-synaptic membrane;               |       |
|          | C 5 ACh cannot be released;   |       |
|          | 6 into synaptic cleft;  |       |
|          | D 7 ACh not broken down;  |       |
|          | 8 continuous depolarisation/action potential, of post-synaptic neurone;         |       |

© UCLES 2017 Page 10 of 16

## Cambridge International AS/A Level – Mark Scheme **PUBLISHED**

| Question | Answer  | Marks |
|----------|---|-------|
| 8(a)     | 6;  | 2     |
|          | 18;   |       |
| 8(b)(i)  | three from: 1 inbreeding depression/lack of hybrid vigour;                        | 3 max |
|          | 2 more chance that harmful recessive alleles may be expressed;                    |       |
|          | 3 decrease in heterozygosity/increase in homozygosity;                            |       |
|          | 4 less genetic variation ;  |       |
| 8(b)(ii) | three from:  1 use sustainable palm oil plantations;                              | 3 max |
|          | 2 create/leave, corridors between family groups in different parts of the forest; |       |
|          | 3 ban hunting;  |       |
|          | 4 create national parks;  |       |
|          | 5 educate local people;   |       |
|          | 6 re-locate orangutans;   |       |
|          | 7 reforestation;  |       |

© UCLES 2017 Page 11 of 16

## Cambridge International AS/A Level – Mark Scheme **PUBLISHED**

| Question  | Answer                               | Marks |
|-----------|--------------------------------------|-------|
| 8(b)(iii) | three from: 1 captive breeding;      | 3 max |
|           | 2 detail e.g. IVF/ICSI/sperm banks ; |       |
|           | 3 education;                         |       |
|           | 4 release back into the wild;        |       |
|           | 5 research;                          |       |
|           | 6 health monitoring;                 |       |

© UCLES 2017 Page 12 of 16

## Cambridge International AS/A Level – Mark Scheme **PUBLISHED**

| Question | Answer   | Marks |
|----------|--|-------|
| 9(a)     | seven from: ecosystem: 1 self-sustaining unit;   | 7 max |
|          | <ul><li>2 self-contained/defined, area;</li><li>3 community of organisms;</li></ul>                        |       |
|          | 4 living and non-living/biotic and abiotic;  |       |
|          | <ul><li>reference to, interactions/interdependence;</li><li>reference to, energy flow/food webs;</li></ul> |       |
|          | niche: 7 role of organism/how it fits in, (in an ecosystem);   |       |
|          | 8 (including) where it lives;  |       |
|          | 9 how it obtains its energy/reference trophic level;   |       |

© UCLES 2017 Page 13 of 16

## Cambridge International AS/A Level – Mark Scheme **PUBLISHED**

| Question | Answer   | Marks |
|----------|--|-------|
| 9(b)     | eight from: 1 random (sampling);   | 8 max |
|          | 2 (frame) quadrat;   |       |
|          | 3 use cover scale;   |       |
|          | 4 estimate % cover ;   |       |
|          | 5 species frequency;   |       |
|          | 6 systematic sampling;   |       |
|          | 7 line/belt, transect;   |       |
|          | 8 sample at set distances;   |       |
|          | 9 mark – release – recapture ;   |       |
|          | 10 method of, capture/marking;   |       |
|          | 11 returned to habitat and left;   |       |
|          | 12 population estimate = $\frac{\text{no of individuals in first sample} \times \text{no of individuals in second sample}}{\text{no of individuals marked in second sample}};$ |       |
|          | 13 appropriate mathematical/statistical technique;   |       |

© UCLES 2017 Page 14 of 16

## Cambridge International AS/A Level – Mark Scheme **PUBLISHED**

| Question | Answer   | Marks |
|----------|--|-------|
| 10(a)    | nine from: 1 production of a large number of copies of a length of DNA/amplification of DNA; | 9 max |
|          | 2 rapid;   |       |
|          | 3 only small sample of DNA needed;   |       |
|          | 4 DNA, denatured/separated into two strands, by heat/at 95 °C;                               |       |
|          | 5 primer (DNA) added;  |       |
|          | 6 reference to annealing at, 60–65, °C;  |       |
|          | 7 reference complementary base pairing;  |       |
|          | 8 DNA/Taq, polymerase;   |       |
|          | 9 replicates (template) strand at, 70–75, °C;  |       |
|          | 10 heated again to separate strands/process repeated;  |       |
|          | 11 Taq polymerase, is heat stable/has high optimum temperature;                              |       |
|          | 12 does not need replacing each cycle;   |       |
|          | 13 efficient process;  |       |

© UCLES 2017 Page 15 of 16

## Cambridge International AS/A Level – Mark Scheme **PUBLISHED**

| Question | Answer  | Marks |
|----------|---|-------|
| 10(b)    | six from: 1 small/circular, piece of (double-stranded) DNA;           | 6 max |
|          | 2 replicate independently/multiple origins of replication;            |       |
|          | 3 high copy number;   |       |
|          | 4 easy to extract from bacteria;                                      |       |
|          | 5 can be cut using restriction, enzyme/endonuclease;                  |       |
|          | 6 gene/DNA, can be inserted;  |       |
|          | 7 can be taken up by bacteria ;                                       |       |
|          | 8 may contain genes for antibiotic resistance/can carry marker genes; |       |
|          | 9 helps in identifying transformed bacteria;                          |       |
|          | 10 acts as a vector;  |       |
|          | 11 may carry promoter;  |       |

© UCLES 2017 Page 16 of 16