

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

**MARK SCHEME for the October/November 2009 question paper  
for the guidance of teachers**

**9700 BIOLOGY**

**9700/51**

Paper 51 (Practical 2), maximum raw mark 30

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.

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

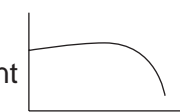
CIE is publishing the mark schemes for the October/November 2009 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

<b>Page 2</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE A/AS LEVEL – October/November 2009</b>	<b>9700</b>	<b>51</b>

Mark schemes abbreviations:

- ; separates marking points
- / alternative answers for the same point
- **R** reject
- **A** accept (for answers correctly cued by the question, or guidance for examiners)
- **AW** alternative wording (where responses vary more than usual)
- **underline** actual word given must be used by candidate (grammatical variants excepted)
- **max** indicates the maximum number of marks that can be given

Page 3	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE A/AS LEVEL – October/November 2009	9700	51

Question	Expected answer	Extra guidance	Mark	AO
1 (a) (i)	<p>2 of; axes correctly oriented and labelled; appropriate values and curve shown;</p> <p>1/time or Rate of light dependent reaction</p>  <p>temperature °C</p>	<p>Allow as minimum: rate on y axis and temp on x axis. Allow <math>\text{time}^{-1}</math> and °C.</p> <p>Do not allow rate of photosynthesis.</p>	[2]	P
(ii)	<p><i>For each factor, allow both marks anywhere in the answer. If two factors given in one answer, mark the first unless there is nothing written in no.2</i> <i>For 1 and 2 – ignore amount/quantity for the variable, but not for the method of control.</i></p> <p>2 × 2 of:</p> <ol style="list-style-type: none"> <li>1. light <u>intensity</u>; use light of (same wattage) at same distance;</li> <li>2. light <u>wave length</u>; use a known filter / coloured filter / coloured light bulb;</li> <li>3. (quantity o)f chloroplasts; chloroplasts - using same mass / volume of chloroplast; suspension;</li> <li>4. (quantity) of indicator / (electron) acceptor; indicator – same concentration/volume of indicator / (electron) acceptor;</li> </ol>	<p>Ignore carbon dioxide concentration and pH.</p> <p>Allow a light in a dark room.</p> <p>Do not allow from the same plant.</p>	[2] [2]	P M
(iii)	<p><i>Take care that the question is not being repeated for 'expose to light'.</i> idea of: keeping covered / not adding acceptor (until ready to measure), (using stop watch) find time for colour to disappear/ change from blue to colourless; divide 1 / time to find rate;</p>	<p>Allow any idea that the light is not switched on until measuring is carried out. Allow a formula.</p>	[1] [1]	M D

Page 4	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE A/AS LEVEL – October/November 2009	9700	51

Question	Expected answer	Extra guidance	Mark	AO
(b)	idea of: (ADP and inorganic phosphate) will increase the rate (of the light dependent reaction);	Ignore photosynthesis.	[1]	P
		<b>Total:</b>	<b>[9]</b>	P5 M3 D1
2 (a)	(distilled) water; idea of: to show that the hormone / solution Y causes extra population growth / to show how much population growth occurs without hormone;	Allow if the answer implies that any effect on population / cells is due to solution Y / hormone.	[2]	M
(ii)	2 of: 1. ref. to adding sample to slide; 2. ref. to idea the sample is uniform; 3. ref. counting cells; 4. ref. to any detail of counting e.g. exclusions / number of squares; 2 of: 5. ref. to grid volume $0.2 \text{ mm} \times 0.2 \text{ mm} \times 0.1 \text{ mm} = 0.004 \text{ mm}^3$ ; 6. ref. to factor $\times 250$ to estimate number of cells per $\text{mm}^3$ / dividing by the grid volume ( $0.004 \text{ mm}^3$ ); 7. ref. to counting min.3 areas / slides and taking mean;	3. Allow reference to number of cells. 4. Allow any recognised systematic method of measuring. 5. Allow any other sizes identified from diagram e.g. $0.1 \times 0.1 \times 0.1$ . 6. Allow marks from a formula.	[2]	M
(c) (i)	mean = <u>6.2</u> ;		[1]	D
(ii)	$\frac{(6.2 - 3.0)}{3} \times 100 = 107(\%)$ ;	Do not allow fraction / decimal answers. Allow 106 if calculation shows 6.18 being used to find the percentage. Allow ecf for wrong mean in (c) (i).	[1]	D

Page 5	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE A/AS LEVEL – October/November 2009	9700	51

Question	Expected answer	Extra guidance	Mark	AO
(d)	<p><i>Must have at least one answer in each section and any 2 others support:</i></p> <ol style="list-style-type: none"> <li>1. mean value of experimental cell culture is higher (than control);</li> <li>2. percentage increase in greater in experimental culture;</li> <li>3. bottom of range higher / top of range higher, in experimental cell culture (than control) / AW;</li> </ol> <p><i>does not support</i></p> <ol style="list-style-type: none"> <li>4. range overlaps / ref. to specific examples of control and experimental samples which are the same ; e.g. control 6 and experimental 8 which are both 6.5 / some control samples have same value as experimental mean</li> </ol> <p><i>allow any refs. to limitations of procedure:</i></p> <ol style="list-style-type: none"> <li>5. ref. to insufficient replication (for such variable data);</li> <li>6. no statistical test of difference carried out / do not know if the difference is significant / no chi squared test / no t-test / no standard error calculated;</li> <li>7. only one concentration tested / ref. limited range / AW;</li> </ol>	<p>Do not allow isolated examples of comparisons between specific samples any where in the answer.</p> <ol style="list-style-type: none"> <li>3. Idea that the figures at the lower end of the range are all higher in the experimental culture / ora OR the figures at the top end of the range are all higher for the experimental culture / ora.</li> </ol>	[4]	E
		<b>Total:</b>	<b>[12]</b>	M4 D4 E4
3 (a) (i)	<p>3 of:</p> <p>ref. to weighing / finding mass of the fish;</p> <p>ref. to suitable method of measuring testis e.g. mass / volume / length;</p> <p>ref to suitable units for chosen method e.g. g / kg / cm<sup>3</sup> / cm;</p> <p>ref. to a sample of 3 or more and taking a mean;</p> <p>ref. to proportion calculated by, mass / volume / length testis divided by mass of body;</p>	<p>Allow measurement of volume or length.</p> <p>Allow several / many / a number. Allow as a formula. Allow ecf from a fish mass without testis. Do not allow ref. 'find the ratio' unqualified.</p>	[3]	M

Page 6	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE A/AS LEVEL – October/November 2009	9700	51

Question	Expected answer	Extra guidance	Mark	AO
(ii)	t-test; data is a continuous / shows a normal distribution / comparing differences in means;	Allow ref. to lack of overlap of error bars.	[2]	D
(iii)	1 of: fewer seminiferous tubules / fewer spermatogonia / less sperm produced; fewer endocrine / Leydig cells / less hormones (so fail to mature);		[1]	C
(b)	1.ref. to values between 60–120 (ng per g lipid )show greatest increase in damage / fragmentation; 2. ref. to values above 120–180 (ng per g lipid) show that increase in (CB-153) concentration has little effect ; 3. ref. to no overlap in error bars between values at 60 and 120 (ng per g lipid) indicates the difference (in damage) is likely to be significant; 4. ref. to above 120–180 (ng per g lipid) error bars have a lot of overlap so (increase in damage) not likely to be significant;	1. Allow higher concentration (of CB-153) causes more( DNA) damage. 2. Allow ref. to non-linear relationship / seems to be threshold / shows a plateau.	[3]	C
		<b>Total:</b>	<b>[9]</b>	3 M 3 D 3 C