

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

**MARK SCHEME for the October/November 2010 question paper
for the guidance of teachers**

9700 BIOLOGY

9700/33

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.

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

CIE is publishing the mark schemes for the October/November 2010 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 A LEVEL – October/November 2010	9700	33

Question	Expected Answers	Additional guidance
1 (a) (i)	Decide on the concentrations of copper sulfate solution you will use in your investigation.	
		[3]
MMO decisions 3	[1] any 4 or more (volumes/concentrations);	
	[1] (highest concentration) 0.3 to 0.15;	
	[1] any three consecutive concentrations (including 0 if present) with two intervals <ul style="list-style-type: none"> • the same • or serial dilution by half • or serial dilution by ten; 	
(ii) State which variable you will need to control when preparing the plant tissue samples.		[1]
MMO decision 1	[1] length or surface area or size or dimensions or volume; Allow methylene blue	
(iii) Describe how you will control this variable and prepare the samples of plant tissue.		[2]
MMO decisions 2	[1] (control) measure cut (methylene) rinsing/washing	
	[1] (prepare samples) use of scalpel/knife or ruler; (methylene blue) water	
	the same any example of length 3 cm or less/size; excess	

Page 3	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE A LEVEL – October/November 2010	9700	33

(iv) Prepare the space below and record your observations.				[5]
PDO recording 2	[1]	Reject		
		<ul style="list-style-type: none"> if units for % in body of table other units e.g. mol dm⁻³ 		
	table with all cells drawn	AND heading (top or left) percentage conc(entration);		
	[1]	Reject		
		<ul style="list-style-type: none"> if headings/columns for method/volumes/time 5 mins or size/lengths 		
		(heading) colour or observations or description;		
MMO collection 2	[1]	(records clear separate observations/colours) after/during 5 min/before mixing	AND after mixing (after/at 5 min);	
	[1]	difference in the strength of colour between the first and last test-tube observations;		Key e.g. + = colour
MMO decision 1	[1]	5 or more concentrations or observation for water or replicate recorded;		
(v) Suggest how copper sulfate solution affects plant cell membranes.				[1]
ACE conclusion 1	[1]	In correct context of increasing or just copper sulfate Idea of damages or destroys	it or ((cell) membrane(s)) phospholipid(s) fluid mosaic (model/structure)	
		or makes more denatures	(fully) permeable protein	
		(increases copper sulfate) } increases (decreases copper sulfate) } decreases	fluidity permeability	
		(increases copper sulfate) } decreases (decreases copper sulfate) } increases	selective permeability;	

Page 4	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE A LEVEL – October/November 2010	9700	33

(vi) Identify three significant sources of error in your investigation.			[3]
ACE interpretation MAX 3	Reject temperature pH evaporation any errors which affect all test-tubes equally		
	Cause of error		Error
		(dependent)	
	[1]	qualitative;	
	[1]	colour/colour change/observations	difficult judging seeing; qualitative;
	[1]	mixing	more difficult to judge colour/colours the same;
	[1]	(standardised variables) potato or position in potato or age or storage	not same different/variety old;
	[1]	lengths/size/surface areas/volumes Allow mass	not same;
[1]	staining/washing/handling/forceps	not same loses stain damages potatoes ends not stained or middle more stain;	
[1]	potato/samples (into test-tubes)	time not same/delayed time/not at same time;	max 3

Page 5	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE A LEVEL – October/November 2010	9700	33

(vii) Suggest how you would make <i>three</i> improvements to this investigation.			[3]
ACE improvements MAX 3	[1]	same potato or position in same age or storage or fresh use micrometer/cork borer/vernier callipers/ruler with smaller divisions;	max 3
	[1]	leave in methylene blue longer/stronger concentration/more than 5 minutes idea of wash more;	
	[1]	more/wider/narrower/different/examples range of concentrations or use burette or graduated pipette or smaller syringe or with smaller divisions;	
	[1]	stagger start or do individually or use more stop clocks or use help;	
	[1]	colorimeter or datalogger with light sensor; Reject calorimeter	
	[1]	repeat or replicate;	
[Total: 18]			

Page 6	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE A LEVEL – October/November 2010	9700	33

2 (a) (i) Draw a large plan diagram of a quarter of the specimen as shown in Fig. 2.1. Label the endodermis and cortex. [5]			
PDO layout 1	[1]	Reject • if drawn over the print of question	
		Reject • thick lines-thin grid • feathery lines • 3 'tails' or overlaps or gaps	AND no shading
		clear, sharp, unbroken lines	AND uses most of space provided;
MMO collection 3	[1]	no additional cells drawn	AND (epidermis shows) only the correct quarter;
	[1]	epidermis drawn with two lines 3 mm or closer for most of length;	
	[1]	innermost line is wavy/undulating line;	
MMO decision 1	[1]	Reject • if any label is biologically incorrect e.g. regions belonging to other organs or animals. • label within drawn area	
		correct label with label lines to cortex and endodermis ;	

Page 7	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE A LEVEL – October/November 2010	9700	33

(ii) Make a high-power drawing of one large xylem vessel and the single layer of cells touching a quarter of the vessel's circumference. Labels are not required. [5]			
PDO layout 1	[1]	Reject <ul style="list-style-type: none"> if drawn over the print of question 	
		Reject <ul style="list-style-type: none"> thick lines – than on grid feathery lines 4 'tails' or overlaps or gaps if double lines for all cells 1 if single line for any cell 	AND no shading
		clear, sharp, unbroken lines	AND uses most of space provided;
MMO collection 3	[1]	one xylem vessel drawn Ignore band inside	AND only single layer of surrounding cells ;
	[1]	Reject if layer of cells all round xylem vessel If xylem vessel not circular/polygonal (surrounding cells) (single layer) three to eight cells in a layer only; Allow not touching.	
	[1]	Reject any spaces if single line for cell walls. any gaps between cell walls – floating cells (all cells including xylem vessel) no enclosed spaces more than 1mm between adjacent double cell walls;	
	[1]	cell walls drawn as double lines with middle lamella between three adjacent cells from surrounding cells;	

Page 8	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE A LEVEL – October/November 2010	9700	33

(b) Prepare the space below so that it is suitable for you to record the observable differences between the specimens on K1 and that in Fig. 2.2. [4]

PDO recording	[1]	organise as a table/Venn diagram/ruled boxes	AND headed <u>K1</u> and <u>Fig 2.2</u>	AND first difference opposite each other;	<u>K1</u> <u>Fig 2.2</u>	
	ACE interpretation 3	[1]	feature	K1	Fig.2.2	Ignore <ul style="list-style-type: none"> • tick and cross without a key • ref. to non-observable features • 3D shapes
[1]		1	epidermis	hairs/trichomes Ignore root	no hairs/trichomes;	
[1]				thick(er) or more/2 layers	thin(ner) or few(er);	
[1]		2	cortex	yes/present/more	no(one)absent/less;	
[1]		3	endodermis	yes/present	no(one)/absent;	
[1]		4	pericycle	yes/present	no(one)/absent;	
[1]		5	vascular bundles } xylem	ring/centre/no(one)/absent/ fewer	scattered/AW/towards edge/yes/present/more;	
[1]		6	thickened cells/ sclerenchyma Allow collenchymas bundle sheath/AW	either way round for present/absent/under epidermis;		
[1]				no(one)/absent	yes/present;	
[1]		7	pith pith/centre cells	yes/present rounded	no(one)/absent; angular/pentagonal/AW;	
[1]		8	air spaces/lenticels stomata	yes/present no(one)/absent	no(one)/absent; yes/present;	
					max 3	

Page 9	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE A LEVEL – October/November 2010	9700	33

(c) (i) Plot a chart of the data shown in Table 2.1. [4] MAX 2 for O and S if line graph drawn			
PDO layout 4	O [1]	x-axis content(s)	AND y-axis conc(entrations in) phloem or sieve tube/element (/) $\mu\text{g cm}^{-3}$; Must have units
	S [1]	scale as even widths to 2 cm	Reject scale on y-axis any other than 20 to 2 cm. AND y-axis <u>20 to 2 cm</u> ;
	P [1]	Reject if y-axis scale is awkward if bars arranged differently from order of table if horizontal lines are too thick – 1mm/half square or not clear Allow bars if scale 20 to 2 cm. even if not 0 25 to 2 cm correct plotting of each bar;	horizontal top line must be clear, sharp and ruled to show plot line must be on horizontal line for sucrose line must be between two lines for all other contents
	L [1]	each bar separate if vertical lines only then must be at least 1 cm apart.	AND quality – vertical lines no thicker than on grid, not feathery for the complete line; bars – <ul style="list-style-type: none"> • <u>ruled lines</u> Reject irregular thickness • labelled clearly with contents – any clear labels e.g. chemical formulae NH_4, Ca, Mg, Na or mixture – underneath, must be directly below correct bar or inside bar or shaded with key. Reject solid shading If line shading outside a bar

Page 10	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE A LEVEL – October/November 2010	9700	33

(ii) Calculate the percentage difference between the concentration of calcium ions in the xylem vessels and the concentration of calcium ions in the phloem sieve tube elements. [2]			
PDO display 2	[1]	shows subtraction $(190 - 85)$ divided by 190 multiplied by 100; $(190/190 - 85/190) \times 100$ or $(1 - 85/190) \times 100$	
	[1]	Reject if no working Allow any answer less than 100 to no more than 3 significant figures 1 decimal place	AND percentage/%;
(d) Suggest why there is $120 \mu\text{g cm}^{-3}$ of sucrose in the phloem sieve tube elements. [2]			
ACE conclusions MAX 2	[1]	(phloem sieve tube elements) (sucrose) transported leaf(ves)/allow type of leaf cell/source to roots/other tissues/sink(s);	
	[1]	(detail) <u>load</u> (ed) (in source) or (transported by) mass flow/bulk transport/translocation (sucrose) too large to move out of phloem or sieve tubes or xylem walls impermeable;	
			[Total: 22]