## MARK SCHEME for the October/November 2014 series

## 9700 BIOLOGY

9700/23

Paper 2 (AS Structured Questions), maximum raw mark 60

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.

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Page 2	Mark Scheme	Syllabus	Paper
	Cambridge International AS/A Level – October/November 2014	9700	23
Mark sche	eme abbreviations:		
;	separates marking points		
1	alternative answers for the same point		
R	reject		
Α	accept (for answers correctly cued by the question, or by extra guid	dance)	
AW	alternative wording (where responses vary more than usual)	,	
underline		s accepted)	
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		
1	ignore		
AVP	alternative valid point (examples given)		

Pa	age (	3		Syllabus	Paper
		(	Cambridge International AS/A Level – October/November 2014	9700	23
1	(a)	vac reg	l wall(s) ; cuoles ; ular shape of cells/fixed shape/description of shape/AW ; o centrioles', 'thicker' as in 'thicker cell walls'		[max 1]
	(b)	(i)	В;		[1]
		(ii)	C ;		[1]
	(c)	A c spir nuc nuc A r	omosomes/chromatin/chromatids, condense/coil up/thicken/AW; chromosomes/chromatids, become visible/shorten ndle formation/spindle fibres made/assembly of microtubles/AW; cleolus disappears; clear envelope, breaks down/disintegrates/disassembles/AW; nuclear membrane <i>f. to</i> centrioles and centromeres		[max 2]
	(d)	(i)	producing (more) cells ;		
			<u>genetically</u> identical/no <u>genetic</u> variation ; same, number/type, of chromosomes ; <b>A</b> 'remain diploid' I 'set of chromosomes' repair/replacement (of root tip/tissue) ; <b>R</b> 'repair of cells'		
			<i>idea that</i> mitosis makes cells for, different tissues/for differentiation e.g. use of examples, xylem/phloem/root hair/epidermis	;	
			I ref. to elongation		[max 2]
		(ii)	change in DNA, <u>nucleotide</u> / <u>base</u> , sequence ;		
			substitution, deletion, insertion, inversion, frameshift change in, DNA/(m)RNA, codons/triplets change in, amino acid sequence/primary structure, protein/polypep	otide;	[2]
	(e)		ceptable range for measuring line 14mm to 16mm ne answer is between 700 and 800 allow 2 marks		
			neasurement of 14–16mm is incorrectly converted allow one mark for asurement and correct formula – scale length divided by 20	<sup>-</sup> correct	
		15	000/20		
		750	);;		[2]

Ρ	age 4	1	Mark Scheme	Syllabus	Paper
	Ŭ		Cambridge International AS/A Level – October/November 2014	9700	23
2	(a)	con usir	duces/synthesises, (named) organic compounds from inorganic (na npounds <b>; A</b> substances/materials/molecules ng, light/chemical, energy <b>;</b> hotosynthesis/converts light energy to chemical energy/chemosyn		[2]
	(b)	pro con	nary consumer/feeds on diatoms ; vides, energy/food/nutrients/biomass, to, <u>secondary</u> sumers/pondskater/next (named) trophic level/next level in food c pondskater eats it'	hain ;	[2]
	(c)	ene any dec	a of less energy available to (population of) heron(s); ergy 'lost', between/at, each trophic level ; v example – respiration/excretion/egestion/movement/to composers/heat/not all organisms are eaten/AW; to sizes of individuals;		[max 2]
	(d)	1	<i>pond skater</i> can stand on water/use surface for habitat, because of surface ter <b>A</b> strong surface because of, hydrogen bonding/cohesion betweer molecules <i>I</i> adhesion		
		2	<i>ref. to</i> its food comprising animals that fall onto water ; <i>pike – to max 3</i>		
		3	solvent, provides (dissolved) oxygen ;		
		4	solvent for, carbon dioxide/excreta/ammonia;		
		5	water, has high density/is a medium that, provides support/buoya	ncy;	
		6	liquid so pike can move ;		
		7	transparent, so pike can see ;		
		8	high specific heat capacity (of water), provide stable temperature/environment ;		
		9	ice less dense than water/ice floats, so can survive (when water fr ${\bf A}$ idea of life beneath the ice/insulation	eezes);	
		10	AVP ; e.g. high latent heat of fusion, water does not freeze easily		[max 4]

<ul> <li>3 (a) 1 vaccine / attenuated virus, has antigen which stimulates immune response; A AW for stimulates A description of immune response</li> <li>2 macrophages, take up virus (by phagocytosis), and, present antigens/act as antigen presenting cells; A APCs A antigen presentation by B cells</li> <li>3 ref. to T, lymphocytes/cells; A helper T cells/killer T cells</li> <li>4 B/T, lymphocytes, bind to APC/are recognised/undergo clonal selection/have appropriate receptor;</li> <li>5 (lymphocytes) divide (repeatedly) by mitosis/undergo clonal expansion/clone rapidly/proliferate;</li> <li>6 ref. to specificity;</li> <li>7 memory cells formed;</li> <li>8 idea that booster used, to further stimulate memory cell formation / in case first dose did not work / to increase strength;</li> <li>9 on infection by virus, fast(er) response/higher levels of antibody formed/no symptoms;</li> </ul>	Page	e 5		Syllabus	Paper
<ul> <li>1 decomposers/saprotrophs/bacteria/fungi; I microorganisms/microbes</li> <li>2 protein broken down to amino acids; A <i>ref. to</i> proteases</li> <li>3 urea/amino acids/protein, converted to, ammonia/ammonium (ions)/NH,'NH,' A deamination produces ammonia/ammonification from urea etc.</li> <li>4 ammonia/ammonium ions, to, nitrite/NO<sub>2</sub><sup>-</sup>;</li> <li>5 nitrite/NO<sub>2</sub><sup>-</sup>, to, nitrate/NO<sub>3</sub><sup>-</sup>;</li> <li>6 oxidation/nitrification (in correct context)/nitrifying bacteria;</li> <li>7 <i>Nitrosomonas</i> and <i>Nitrobacter</i> in correct contexts; <i>if ammonia to nitrate or ammonia to nitrite and nitrate</i> = 1 mark <i>ammonia to nitrate or ammonia to nitrite and nitrate</i> = 1 mark <i>ammonia to nitrate or ammonia to nitrite and nitrate</i> = 1 mark <i>ammonia to nitrate or ammonia to nitrite and nitrate</i> = 1 mark <i>ammonia to nitrate or ammonia to nitrite and nitrate</i> = 1 mark <i>ammonia to nitrate or ammonia to nitrite and nitrate</i> = 1 mark <i>ammonia to nitrate or ammonia to nitrite and nitrate</i> = 1 mark <i>ammonia to nitrate or ammonia to nitrite and nitrate</i> = 1 mark <i>ammonia to nitrate or ammonia to nitrate</i> = 2 marks</li> <li>3 (a) 1 vaccine/attenuated virus, has antigen which stimulates immune response; A AW for stimulates A description of immune response</li> <li>2 macrophages, take up virus (by phagocytosis), and, present antigens/act as antigen presenting cells; A APCs A antigen presentation by B cells</li> <li>3 <i>ref. to</i> T, lymphocytes, bind to APC/are recognised/undergo clonal selection/have appropriate receptor;</li> <li>5 (lymphocytes) divide (repeatedly) by mitosis/undergo clonal expansion/clone rapidly/proliferate;</li> <li>6 <i>ref. to</i> specificity;</li> <li>7 memory cells formed;</li> <li>8 idea that booster used, to further stimulate memory cell formation / in case first dose did not work / to increase strength;</li> <li>9 on infection by virus, fast(er) response/higher levels of antibody formed/no symptoms;</li> </ul>			Cambridge International AS/A Level – October/November 2014	9700	23
<ul> <li>I microorganisms/microbes</li> <li>protein broken down to amino acids; A <i>ref.</i> to proteases</li> <li>urea/amino acids/protein, converted to, ammonia/ammonium (ions)/NH<sub>2</sub>/NH<sub>4</sub>"; A deamination produces ammonia/ammonification from urea etc.</li> <li>ammonia/ammonium ions, to, nitrite/NO<sub>2</sub><sup>-</sup>;</li> <li>nitrite/NO<sub>2</sub><sup>-</sup>, to, nitrate/NO<sub>3</sub><sup>-</sup>;</li> <li>oxidation/nitrification (in correct context)/nitrifying bacteria;</li> <li><i>Nitrosomonas</i> and <i>Nitrobacter</i> in correct contexts; <i>if ammonia to nitrite and then nitrate</i> = 1 mark <i>ammonia to nitrite on ammonia to nitrite and nitrate</i> = 1 mark <i>ammonia to nitrite on ammonia to nitrite and nitrate</i> = 1 mark <i>ammonia to nitrite</i> and <i>then nitrate</i> = 2 marks</li> <li>(a) 1 vaccine/attenuated virus, has antigen which stimulates immune response; A AW for stimulates A description of immune response</li> <li>macrophages, take up virus (by phagocytosis), and, present antigens/act as antigen presenting cells; A APCs A antigen presentation by B cells</li> <li><i>ref. to</i> T, lymphocytes/ cells ; A helper T cells/killer T cells</li> <li>B/T, lymphocytes, bind to APC/are recognised/undergo clonal selection/have appropriate receptor;</li> <li>(lymphocytes) divide (repeatedly) by mitosis/undergo clonal expansion/clone rapidly/proliferate;</li> <li><i>ref. to</i> specificity;</li> <li>memory cells formed;</li> <li>idea that booster used, to further stimulate memory cell formation / in case first dose did not work / to increase strength;</li> <li>on infection by virus, fast(er) response/higher levels of antibody formed/no symptoms;</li> </ul>	(e	e) ig	nore nitrogen fixation, formulae must be correct if names are not used		
<ul> <li>3 urea/amino acids/protein, converted to, ammonia/ammonium (ions)//NH<sub>3</sub>/NH<sub>4</sub>*; A deamination produces ammonia/ammonification from urea etc.</li> <li>4 ammonia/ammonium ions, to, nitrite/NO<sub>2</sub><sup>-</sup>;</li> <li>5 nitrite/NO<sub>2</sub><sup>-</sup>, to, nitrate/NO<sub>3</sub><sup>-</sup>;</li> <li>6 oxidation/nitrification (in correct context)/nitrifying bacteria;</li> <li>7 <i>Nitrosomonas</i> and <i>Nitrobacter</i> in correct contexts; <i>if ammonia to nitrate</i> or <i>ammonia to nitrite and nitrate</i> = 1 mark <i>ammonia to nitrate</i> or <i>ammonia to nitrite and nitrate</i> = 1 mark <i>ammonia to nitrate</i> or ammonia to nitrite and nitrate = 1 mark <i>ammonia to nitrite and then nitrate</i> = 2 marks</li> <li>3 (a) 1 vaccine/attenuated virus, has antigen which stimulates immune response; A AW for stimulates A description of immune response</li> <li>2 macrophages, take up virus (by phagocytosis), and, present antigens/act as antigen presenting cells; A APCs A antigen presentation by B cells</li> <li>3 <i>ref. to</i> T, lymphocytes, cells; A helper T cells/killer T cells</li> <li>4 B/T, lymphocytes, bind to APC/are recognised/undergo clonal selection/have appropriate receptor;</li> <li>5 (lymphocytes) divide (repeatedly) by mitosis/undergo clonal expansion/clone rapidly/proliferate;</li> <li>6 <i>ref. to</i> specificity;</li> <li>7 memory cells formed;</li> <li>8 idea that booster used, to further stimulate memory cell formation / in case first dose did not work / to increase strength;</li> <li>9 on infection by virus, fast(er) response/higher levels of antibody formed/no symptoms;</li> </ul>		1			
<ul> <li>(ions)/NH<sub>3</sub>/NH<sub>4</sub>*;</li> <li>A deamination produces ammonia/ammonification from urea etc.</li> <li>ammonia/ammonium ions, to, nitrite/NO<sub>2</sub><sup>-</sup>;</li> <li>nitrite/NO<sub>2</sub><sup>-</sup>, to, nitrate/NO<sub>3</sub><sup>-</sup>;</li> <li>oxidation/nitrification (in correct context)/nitrifying bacteria;</li> <li><i>Nitrosomonas</i> and <i>Nitrobacter</i> in correct contexts;</li> <li><i>if ammonia to nitrate or ammonia to nitrite and nitrate</i> = 1 mark</li> <li><i>ammonia to nitrate or ammonia to nitrite and nitrate</i> = 1 mark</li> <li><i>ammonia to nitrite and then nitrate</i> = 2 marks</li> <li>(a) 1 vaccine/attenuated virus, has antigen which stimulates immune response;</li> <li>A AW for stimulates A description of immune response</li> <li>macrophages, take up virus (by phagocytosis), and, present antigens/act as antigen presenting cells; A APCs</li> <li>A antigen presenting cells; A APCs</li> <li>A antigen presentation by B cells</li> <li><i>ref. to</i> T, lymphocytes/cells; A helper T cells/killer T cells</li> <li>B/T, lymphocytes, bind to APC/are recognised/undergo clonal selection/have appropriate receptor;</li> <li>(lymphocytes) divide (repeatedly) by mitosis/undergo clonal expansion/clone rapidly/proliferate;</li> <li><i>ref. to</i> specificity;</li> <li>memory cells formed;</li> <li>idea that booster used, to further stimulate memory cell formation / in case first dose did not work / to increase strength;</li> <li>on infection by virus, fast(er) response/higher levels of antibody formed/no symptoms;</li> </ul>		2	protein broken down to amino acids ; A ref. to proteases		
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<ul> <li>expansion / clone rapidly / proliferate;</li> <li><i>ref. to</i> specificity;</li> <li>memory cells formed;</li> <li>idea that booster used, to further stimulate memory cell formation / in case first dose did not work / to increase strength;</li> <li>on infection by virus, fast(er) response / higher levels of antibody formed / no symptoms;</li> </ul>		4			
<ul> <li>7 memory cells formed ;</li> <li>8 idea that booster used, to further stimulate memory cell formation / in case first dose did not work / to increase strength ;</li> <li>9 on infection by virus, fast(er) response / higher levels of antibody formed / no symptoms ;</li> </ul>		5			
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<ul> <li>first dose did not work / to increase strength ;</li> <li>9 on infection by virus, fast(er) response / higher levels of antibody formed / no symptoms ;</li> </ul>		7	memory cells formed;		
symptoms;		8		n case	
		9	<b>,</b> , , , , , , , , , , , , , , , , , ,	med/no	[max 5]

Page 6		Syllabus	Paper
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(b)	accept use of data to make these 5 points		
	1980 – 1990 percentage vaccinated increased ; number of cases decreased (steeply) ;		
	1990 – 2002 percentage vaccinated, levels off/remains constant ; number of cases decreases (less steeply than earlier) <b>and</b> levels off ;		
	<i>in either section</i> number of cases/percentage vaccinated, fluctuates with an example ; e.g. number of cases in year 1981 e.g. number cases in year 2000 increases from 1999 e.g. percentage vaccinated decreases, after 2000/in 2001		[max 4]
(c)	1 CD-46 is a receptor ;		
	<b>2</b> tertiary structures/(3D) shapes, of MV–8 and CD–46 (may be impl (shapes are) <u>complementary</u> ;	ied);	
	<ul> <li><i>ref. to</i> interaction of, R-groups/amino acid side chains ;</li> <li>A formation of hydrogen bonds/ionic bonds R disulfide/peptide</li> </ul>		
	I 'active site'		
	'shape of MV-8 is complementary to shape of CD-46' = mp2 and mp3		[max 2]

P	age 7	7		Syllabus	Paper
			Cambridge International AS/A Level – October/November 2014	9700	23
4	(a)	1	glucose/substrate, is not complementary/is partially complementar active site ;	ry, to	
		2	enzyme/active site, changes shape/moulds around/fits around, wh substrate, enters/binds <b>; R</b> if substrate/glucose changes	hen	
		3	stronger binding of substrate to active site ;		
		4	further detail ; e.g. becomes complementary to/fits more tightly to, glucose/substrate interaction of, functional groups/R–groups/side-chains formation of (named) bond but not disulfide <i>or</i> peptide bond		[max 3]
	(b)	1	(competitive) inhibitor has, same/similar, <u>shape</u> to substrate ;		
		2	inhibitor does not induce the same change in, 3D shape/tertiary structure/active site (as the substrate) ;		
		3	(so inhibitor) less likely to bind (successfully) in active site;		
		4	<i>idea that</i> because it does not have same functional groups (in same positions)/AW ;	e	
		5	in lock and key the inhibitor, fits directly into/is complementary to/b active site ;	pinds to,	[max 2]
	(c)	al	nzymes/hexokinase, denatured ; I enzymes molecules are partially denatured/some enzyme molecules enatured ;	sare	
		Α	nanges/disrupts/loss of (specific shape/structure) active site ; no longer complementary to, glucose/substrate eakage of, ionic/hydrogen, bonds <b>; R</b> disulfide/peptide bonds		
			ea that loss of structure makes E–S complex formation more difficult/f -S complexes are formed/substrate does not fit into active site ;	fewer	[max 3]

Ра	ge 8		Mark Scheme	Syllabus	Paper
			Cambridge International AS/A Level – October/November 2014	9700	23
	(d)		<pre>accept ora active transport requires, ATP/energy (whereas facilitated diffusion not); active transport moves substances against the concentration gradied (whereas facilitated diffusion moves substances down the concentr gradient); active transport uses only carrier proteins (whereas facilitated diffusion both carrier and channel proteins); A active transport can involve cotransport but facilitated diffusion do too large/too big; R 'it is a big molecule' unqualified polar/charged, so cannot pass through hydrophobic region of mem A fatty acid tails for hydrophobic no, specific/AW, protein, in membrane/carrier/channel;</pre>	ent ation sion uses bes not	[max 2]
			e.g. AW = no protein for G–6–P AVP ; e.g. gated channels are closed		[max 2]
5	(a)	(i)	alveoli ; A alveolus/aveoli		[1]
		(ii)	emphysema ; A emphasema etc.		[1]
	(b)	got mu bac I m bac inci AV	mage/paralyse/destroy/inhibit, cilia/ciliated epithelium ; blet cells, enlarge/produce more mucus ; cus, accumulates/not swept away (by cilia) ; cteria/pathogens, can multiply in mucus/AW ; <b>A</b> grow in mucus itosis cteria/pathogens, not removed ; reased time available to infect cells ; P ; e.g. increased permeability of alveolar walls to pathogens depres igen-presenting ability of lung macrophages	sed	[max 3]
	(c)	A fo I ca bin	e, binds to/combines with/joins with, haemoglobin <b>;</b> orms <u>carboxyhaemoglobin</u> arbaminohaemoglobin ding is irreversible/carboxyhaemoglobin is stable/AW <b>;</b>		
		hae oxy	arbaminohaemoglobin is stable emoglobin, cannot become fully saturated with oxygen/has a lower a /gen/carries less oxygen/AW <b>; A ora</b> carries no oxygen'	iffinity for	[max 2]

Pa	age S		Syllabus	Paper
		Cambridge International AS/A Level – October/November 2014	9700	23
6	(a)	(xylem row 1) no/dead cells + (xylem row 2) water and, (named) minerals/ions/salts ; I nutrients		
		(phloem row 3) bidirectional/in both (or any) directions/in one direction/described/source to sink ; <b>R</b> sink to source		
		(phloem row 4) yes/(freely/fully) permeable ; R partially/semi/differentially, permeable		
		(xylem row 5) cellulose <b>and</b> lignin (phloem row 5) cellulose ;		[4]
	(b)	(synthesis of) <u>chlorophyll</u> ; light, absorption/capture (for photosynthesis); prevents chlorosis;		
		enzyme, cofactor/activator/decribed ; required, for enzyme catalysis/DNA polymerase ; stabilises, cell wall/proteins/nucleic acid/membranes ; important in, energy transfers/ATP synthesis ; <b>A</b> <i>ref. to</i> ATP synthase binds to ATP ; DNA, synthesis/replication ;		
		involved in translation/joining large and small ribosome subunits/as paribosome ; AVP ;	irt of	[max 1]