# MARK SCHEME for the October/November 2011 question paper for the guidance of teachers 

## 9700 BIOLOGY

9700/31 Paper 3 (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 October/November 2011 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 - October/November 2011 | 9700 | 31 |

Mark scheme abbreviations:
; separates marking points
I 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)
underline 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
ACE Analysis, Conclusions and Evaluation (skills)
MMO Manipulations, Measurement and Observation (skills)
PDO Presentation of Data and Observations (skills)

| Page 3 | Mark Scheme: Teachers' version | Syllabus | Paper |
| :---: | :---: | :---: | :---: |
|  | GCE AS/A LEVEL - October/November 2011 | 9700 | 31 |



| Page 4 | Mark Scheme: Teachers' version | Syllabus | Paper |
| :---: | :---: | :---: | :---: |
|  | GCE AS/A LEVEL - October/November 2011 | 9700 | 31 |

$\max \operatorname{OR}$ (simple dilution for mp 1 and mp 3 )
1

| $0.1 \%(\mathbf{S})$ | 2.5 AND | AND | 1.25 AND | AND | 0.625 AND |
| :--- | :--- | :---: | :--- | :---: | :--- |
| $\mathbf{w}$ | 7.5 |  | 8.75 |  | 9.375 |

OR

| $0.1 \% ~(\mathbf{S})$ | 5.0 AND | AND | 2.5 AND | AND | 1.25 AND |
| :--- | :--- | :--- | :--- | :--- | :--- |
| $\mathbf{W}$ | 15.0 |  | 17.5 |  | 18.75 |

Additional guidance Must have $\mathrm{cm}^{3}$ once and 10 (\%) for each beaker with \% once or arrow from first beaker to each one ecf if mp1 not given
R if

- round volumes up or down
- just S

| Page 5 | Mark Scheme: Teachers' version | Syllabus | Paper |
| :---: | :---: | :---: | :---: |
|  | GCE AS/A LEVEL - October/November 2011 | 9700 | 31 |


| (ii) |  |  | [5] |
| :---: | :---: | :---: | :---: |
|  | [1] | table with all cells drawn AND heading (top or left) percent(age) conc(entration) ; |  |
|  |  | Additional guidance A no outer boundary <br> A \% <br> R if \% in body of table Ignore test-tube/additional columns |  |
|  | [1] | (heading below or to right) time sec(onds)/s; $\mathbf{R}$ T or t |  |
|  |  | Additional guidance $\mathbf{R}$ if units in body of table |  |
|  | [1] | records times for at least four concentrations; |  |
|  |  | Additional guidance A any times as long as with clear units. Must have $\mathrm{cm}^{3}$ once ecf if mp1 not given for slip and/or if mp2 not given |  |
|  | [1] | any times as whole seconds (numbers) 'less than 601' ; |  |
|  |  | Additional guidance A minimum of four recorded times including 'more than 600'. |  |
|  | [1] | records correct pattern: highest concentration recorded is shorter time than next concentration; |  |
|  |  | Additional guidance A any values, e.g. seconds with tenths or min:sec <br> A minimum two recorded times including 'more than 600' once |  |


| (iii) |  |  |  | [1] |
| :---: | :---: | :---: | :---: | :---: |
| Mark first variable. |  |  |  |  |
| $\ulcorner$ | [1] | temperature AND thermostatically controlled water-bath/AW; |  |  |
|  |  | Additional guidance | R pH <br> A digital or electronic <br> A description of use of heating and cooling with Bunsen or hot and cold water |  |


| Page 6 | Mark Scheme: Teachers' version | Syllabus | Paper |
| :---: | :---: | :---: | :---: |
|  | GCE AS/A LEVEL - October/November 2011 | 9700 | 31 |


| (iv) |  |  |  | [max 2] |
| :---: | :---: | :---: | :---: | :---: |
| Mark the first three ideas for two correct. |  |  |  |  |
|  | $\begin{array}{\|c} \max 2 \\ \mathrm{mp} 1 \end{array}$ | (independent variable) more/different/vary/wider range concentrations/solutions; |  |  |
|  | mp2 | two examples of different concentrations; |  |  |
|  |  | Additional guidance Amp1 and 2 if list at least two more concentrations between correct values or examples of smaller intervals or implies all differences e.g. 0.5\% <br> R 'serial dilution' |  |  |
|  | mp3 | use a colorimeter or use a pH meter or indicator paper or use a colour standard; |  |  |
|  | mp4 | (dependent variable) (repeat/replicate) more than once/many/more times/twice/thrice; |  |  |
|  | Additional guidance A doing repeats/replicates/repetitions |  |  |  |


| Page 7 | Mark Scheme: Teachers' version | Syllabus | Paper |
| :---: | :---: | :---: | :---: |
|  | GCE AS/A LEVEL - October/November 2011 | 9700 | 31 |



| Page 8 | Mark Scheme: Teachers' version | Syllabus | Paper |
| :---: | :---: | :---: | :---: |
|  | GCE AS/A LEVEL - October/November 2011 | 9700 | 31 |


| (ii) |  |  | [1] |
| :---: | :---: | :---: | :---: |
|  | [1] | reading is shown at 100 AND correct concentration of inhibitor; |  |
| (iii) |  |  | [2] |
|  | [1] | as concentration increases the inhibition (area) increases; |  |
|  |  | Additional guidance Ignore (inversely/directly) proportional |  |
|  | [1] | inhibition slows down; |  |
|  |  | $\begin{array}{ll}\text { Additional guidance } & \begin{array}{l}\mathbf{A} \text { levelling off or plateau or decreasing rate } \\ \mathbf{R} \text { stops going up/increasing }\end{array}\end{array}$ |  |


| (iv) |  |  | [2] |
| :---: | :---: | :---: | :---: |
| $\begin{aligned} & \text { N } \\ & \stackrel{0}{0} \\ & \text { N } \\ & \hline 0 \\ & 0 \\ & 0 \\ & 0 \\ & \hline 0 \end{aligned}$ | [1] | (rate of) hydrolysis or breakdown or digestion would slow down; |  |
|  |  | Additional guidance $\mathbf{A}$ (enzyme) bonds broken or denatures |  |
|  | [1] | Idea of (at higher concentrations) more active sites inhibited/describe or shape of active site/enzyme changed or fewer ES complexes (formed); |  |


| Page 9 | Mark Scheme: Teachers' version | Syllabus | Paper |
| :---: | :---: | :---: | :---: |
|  | GCE AS/A LEVEL - October/November 2011 | 9700 | 31 |


| 2 (a) |  | [5] |
| :---: | :---: | :---: |
|  | [1] | no shading AND longer than 60 mm in any direction AND (clear, sharp, unbroken lines) <br> Must have four or more hand drawn lines and/or enclosed areas <br> $R$ if <br> - drawn over the print of question <br> - any line 1 mm or thicker <br> - any feathery line <br> - three 'tails' or overlaps or gaps <br> - any ruled or dashed line |
|  | [1] | no cells drawn AND whole quarter drawn AND at least one enclosed area; |
|  | [1] | (epidermis) drawn with two lines closer than 4 mm at widest point AND four and nine complete air spaces; |
|  | [1] | shows two/three distinct regions from centre; |
|  | [1] | correct label with one label line to epidermis; |
|  |  | Additional guidance $\mathbf{R}$ if <br> - any label which is biologically incorrect e.g. from incorrect organ e.g. spongy mesophyll or animal e.g. epithelium or cell structures <br> - any label within drawn area |


| Page 10 | Mark Scheme: Teachers' version | Syllabus | Paper |
| :---: | :---: | :---: | :---: |
|  | GCE AS/A LEVEL - October/November 2011 | 9700 | 31 |


| (ii) |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
|  | [1] | no shading AND largest dimension of one cell larger more than 40 mm in any direction AND (clear, sharp, unbroken lines for outer cell line only); <br> Must have three or more hand drawn enclosed areas <br> R if <br> - drawn over the print of question <br> - any line thicker 1 mm or thicker <br> - any feathery or broken/dashed line <br> - any 'tails' or overlaps or gaps if two lines for cell walls <br> - any ruled lines |  |  |
| 0 <br> 0 <br> 0 <br> 0 <br> 0 <br> 0 <br> 0 <br> 0 | [1] | drawn three cells touching and forming a single chain; |  |  |
|  |  | Additional guidance $\mathbf{R}$ if any ruled lines |  |  |
|  | [1] | one cell tapers to join one adjacent cell AND this cell is the largest; |  |  |
|  |  | $\begin{array}{ll}\text { Additional guidance } & \mathbf{R} \text { if any extra line (basal line) } \\ & \mathbf{R} \text { if incorrect cell organelles such as golgi, mitochondria etc. }\end{array}$ |  |  |
|  | [1] | cells walls as double lines with middle lamella between each pair of adjacent walls; |  |  |
|  | [1] | correct label with one label line to a cell wall; |  |  |
|  |  | Additional guidance | $\mathbf{R}$ if any label other than cell wall $\mathbf{R}$ any label within drawn area |  |


| (iii) |  |  | [1] |
| :---: | :---: | :---: | :---: |
| Mark first feature. |  |  |  |
|  | [1] | (air) spaces for floating/buoyancy/support/flexibility OR <br> chains of cells for support/gas exchange/AW; |  |


| Page 11 | Mark Scheme: Teachers' version | Syllabus | Paper |
| :---: | :---: | :---: | :---: |
|  | GCE AS/A LEVEL - October/November 2011 | 9700 | 31 |


| (b) (i) |  |  | [4] |
| :---: | :---: | :---: | :---: |
|  | [1] | five (measurements) all between 10 and 40 |  |
|  |  | Additional guidance A 1 to 4 <br> A to 0.5 mm only and to 0.05 cm only |  |
|  | [1] | (10 to 40) mm OR (1 to 4) cm; |  |
| $\begin{aligned} & N \\ & \text { N } \\ & \frac{\mathrm{O}}{2} \\ & \stackrel{.0}{\mathrm{D}} \\ & 0 \\ & 0 \\ & 0 \end{aligned}$ | [1] | shows addition step AND shows division by no. of measurements shown; |  |
|  | [1] | shows multiplication by 1000/10 for mm or 10000/10 for cm AND shows division by $\underline{\text { 30; }}$ |  |
|  |  | Additional guidance ecf for incorrect measurements $\mathbf{R}$ any ref. to metres |  |


| (ii) |  |  |  |  | [5] |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | [1] | organise as a table/Venn diagram/ruled boxes | AND headed J1 and Fig 2.2 | AND first difference opposite each other; |  |
|  | [1] | only one observable similarity recorded AND on | two differences; |  |  |


| Page 12 | Mark Scheme: Teachers' version | Syllabus | Paper |
| :---: | :---: | :---: | :---: |
|  | GCE AS/A LEVEL - October/November 2011 | 9700 | 31 |



