MARK SCHEME for the May/June 2012 question paper

for the guidance of teachers

9700 BIOLOGY

9700/43

Paper 4 (A2 Structured Questions), maximum raw mark 100

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 May/June 2012 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 – May/June 2012 | 9700 | 43 |

Mark scheme abbreviations:

| • | separates | marking | nointe |
|---|-----------|---------|--------|
| , | 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)
- **<u>underline</u>** 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
- **AVP** Alternative valid point (examples given as guidance)

| | Page 3 | | 3 | Mark Scheme: Teachers' version | Syllabus | Paper |
|---|--------|--|-------|---|---------------------|--------------|
| | | 0 | | 9700 | 41 | |
| 1 | (a) | 1. | simil | ar, morphological / physiological / biochemical / behav | vioural, features ; | |
| | | 2. | inter | breed / reproduce, to produce fertile offspring ; | | |
| | | 3. | occu | ipy same niche ; | | |
| | | 4. | repro | oductively isolated ; | | [2 max] |
| | (b) | isolating mechanism – geographical / land barrier / AW or behavioural / AW ; | | | | [1] |
| | (c) | 1. | no, t | preeding / gene flow, between populations; | | |
| | | 2. | (gen | e) mutations occur ; | | |
| | | 3. | diffe | rent selection pressures / different (environmental) cor | nditions ; | |
| | | 4. | - | etic change; e.g. different alleles selected for / change ene pool / advantageous alleles passed on ; | e in allele frequer | ncy / change |
| | | 5. | diffe | rent chromosome numbers ; | | |
| | | 6. | gene | etic drift ; | | |
| | | 7. | do n | ot recognise song ; | | |
| | | 8. | there | efore cannot interbreed ; | | |

9. <u>allopatric</u> (speciation);

[5 max]

[Total: 8]

| | Page 4 | | | Mark Scheme: Teachers' version GCE AS/A LEVEL – May/June 2012 | Syllabus 9700 | Paper 41 |
|---|--------|-------|------|--|--------------------|-------------|
| 2 | (a) | (i) | 1. | ref. antigen presenting cells ; | | |
| | | | 2. | (antigen) A recognised as, non-self / AW ; | | |
| | | | 3. | by B lymphocytes; | | |
| | | | 4. | with appropriate, receptor / antibody / immunoglobulin | ; | |
| | | | 5. | ref. clonal selection ; | | |
| | | | 6. | (B lymphocytes) clonal expansion / mitosis / cell divisi | on ; | |
| | | | 7. | T-helper cells to stimulate B-cell (response) ; | | |
| | | | 8. | release cytokine; | | |
| | | | 9. | (B lymphocytes) mature into plasma cells ; | | |
| | | | 10. | (plasma cells) secrete (anti-A) antibody ; | | [4 max] |
| | | (ii) | plas | sma cell fused with, myeloma / cancerous / malignant, o | cell ; | [1] |
| | | (iii) | 1. | B cells / plasma cells, will not grow in culture / cannot | divide (AW) / sho | rt-lived ; |
| | | | 2. | cancerous / malignant / myeloma, cells divide, indefini or hybridoma divides (AW) indefinitely ; | tely / continuousl | У |
| | | | 3. | AVP ; e.g. to obtain, genetic material / genes / genome | es, from both cell | s [2 max] |
| | | (iv) | | e of marker described (attached to, antigen A / specific ibody); | mAB against mo | use [1] |
| | (b) | (i) | 1. | all infliximab treatments reduce percentage with increa | ased joint damage | э; |
| | | | 2. | (general trend) high dosage / more infliximab, percent damage lower or low dosage / less infliximab, percentage with increase | - | - |
| | | | 3. | both increasing dosage & decreasing time intervals ha | | giler, |
| | | | 4. | at high dosage increasing time interval shows, percen damage is similar / AW ; | | ed joint |
| | | | 5. | at low dosage increasing time interval shows, the perc damage is less / AW; | entage with incre | ased joint |
| | | | 6. | 30.5% with no infliximab to 0.5 – 1.0% with most inflix | mab / 30% decre | ase ; |
| | | | 7. | other comparative data ; | | [3 max] |
| | | | | | | |

| Page 5 | | Mark Scheme: Teachers' version | Syllabus | Paper |
|----------------|--------|--|----------|---------|
| | | GCE AS/A LEVEL – May/June 2012 | 9700 | 41 |
| (ii) | beca | ause small numbers involved / AW ; | | [1] |
| (c) N.B | . diag | gnosis not treatment | | |
| 1. | quicl | k diagnosis; | | |
| 2. | than | having to culture pathogen ; | | |
| 3. | (quic | cker diagnosis) so quicker treatment ; | | |
| 4. | less | labour intensive (than culturing) ; | | |
| 5. | not a | all pathogens can be cultured ; | | |
| 6. | micro | oscopic identification difficult ; | | |
| 7. | virus | ses difficult to identify ; | | |
| 8. | AVP | ; e.g. ref. specificity / ref. non-pathogenic diseases | | [3 max] |

| | Page 6 | | | Mark Scheme: Teachers' version | Syllabus | Paper | |
|---|--------|--|------------------------------------|---|----------------------|------------|--|
| | | | | GCE AS/A LEVEL – May/June 2012 | 9700 | 41 | |
| 3 | (a) | a) 1. VNTRs with more repeats are, longer / greater mass ; ora | | | | | |
| | | 2. | phos | sphate groups (of DNA) give negative charge ; | | | |
| | | 3. | fragr | ments / DNA, attracted to, anode / positive electrode ; | | | |
| | | 4. | Sho | rter / lower mass / fewer repeat, pieces move, faster / f | urther in unit time; | ora | |
| | | 5. | ref. i | mpedance of gel / AW ; | | [3 max] | |
| | (b) | | | <i>wer on Fig 3.2</i> I in exactly same place as given band; <i>may be drawi</i> | n thinner | | |
| | | sec | ond b | pand above the first ; | | [2] | |
| | (c) | <i>to i</i> 1. | <i>dentif_. a ca</i> | y rrier / heterozygote, before marriage ; | | | |
| | | 2. | a ca | rrier / heterozygote, before conceiving child ; | | | |
| | | 3. | HbS | HbS child in utero re: termination ; | | | |
| | | 4. | HbS | HbS child at birth re: treatment ; | | | |
| | | 5. | ref. ç | genetic counselling ; | | [3 max] | |
| | | | | | | [Total: 8] | |

| | Page 7 | | , | Mark Scheme: Teachers' version GCE AS/A LEVEL – May/June 2012 | Syllabus 9700 | Paper 41 |
|---|--------|-------------|------|---|--------------------|----------------|
| 4 | (a) | 1. | anth | ners, outside flower / exposed, to allow wind to carry po | ollen away ; | |
| | | 2. | long | / flexible, filaments to allow wind to dislodge pollen ; | A versatile anthe | ers |
| | | 3. | no / | small, petals to allow, anthers/ pollen, to be exposed to | o the wind ; | |
| | | 4. | anth | ners large to produce large quantities of pollen ; | | [2 max] |
| | (b) | 1. | (ger | netic) mutation / random changes (in corn borer) ; | | |
| | | 2. | | erpillars / corn borers, with mutation, more likely to surv antage ; | ive / have selecti | ve |
| | | 3. | (adı | ults with this mutation) likely to breed ; | | |
| | | 4. | mut | ated gene / resistance <u>alleles</u> , passed on to next gener | ration ; | |
| | | 5. | incı | rease in frequency of <u>allele</u> for resistance ; | | [3 max] |
| | (c) | <u>rr</u> ; | | | | [1] |
| | (d) | 1. | | en (non resistant) borers from outside breed with resist be resistant ; | ant borers, many | offspring will |
| | | 2. | beca | ause (many) offspring will be, Rr / heterozygous ; | | |
| | | 3. | deta | ail, e.g. results of rr x RR and rr x Rr ; | | [2 max] |
| | (e) | (i) | 1. | much mixing ; | | |
| | | | 2. | more marked females recaptured than marked males, males; ora | showing more m | ixing of |
| | | | 3. | high percentage of recaptured borers were unmarked | • ን | |
| | | | 4. | unmarked borers come from different fields ; | | |
| | | | 5. | ref. considerable variation between results for differen | t trials ; | |
| | | | 6. | use of data from shaded columns ; | | [3 max] |
| | | (ii) | 1. | (HDR strategy needs) mating between borers from Bt | fields with borers | from outside ; |
| | | | 2. | (results show) marked females had mated with marked females had mated with unmarked males ; | d males / only so | me marked |
| | | | 3. | use of figures relating to above point ; | | |
| | | | 4. | (this means that) many females mated with males from | n the same field ; | |

5. (so) many females from a *Bt* field would mate with males from *Bt* field;

| | Page 8 | | 6 | Mark Scheme: Teachers' version | Syllabus | Paper |
|---|--------|------|-------|--|------------------|---------------------|
| | | | | GCE AS/A LEVEL – May/June 2012 | 9700 | 41 |
| | | | 6. | their offspring would all be, resistant / rr ; | | |
| | | | 7. | ref. this reduces the effectiveness of the HDR strategy | / fewer heterozy | /gotes ; [4 max] |
| | | | | | | [Total: 15] |
| 5 | (a) | 1. | (mo | stly) secreted, during the second half of the cycle / fror | n day 14 onward | s ; |
| | | 2. | mai | ntains, lining of the uterus / endometrium ; | | |
| | | 3. | in p | reparation for implantation ; | | |
| | | 4. | inhil | bits, GnRH / development of new follicle; A FSH / LH | | [3 max] |
| | (b) | (i) | 32.6 | 6 - 32.8 <u>days</u> ; | | [1] |
| | | (ii) | 1. | high fat diet causes decrease in age of puberty ; | | |
| | | | 2. | change in either mother or her offspring has an effect | • ? | |
| | | | 3. | (from 40% +) greater effect by changing mother's diet; | | |
| | | | 4. | use of comparative figures ; | | |
| | | | 5. | cannot assume that effect on humans would be the sa | me as on rats ; | |
| | | | 6. | no data provided on change in diet in European girls ; | | |
| | | | 7. | does not take into account other possible changes ; | | |
| | | | 8. | AVP ; e.g. for mp 7 | | [4 max] |
| | | | | | | [Total: 8] |

| Page 9 | Mark Scheme: Teachers' version | Syllabus | Paper | |
|--------|--------------------------------|----------|-------|--|
| | GCE AS/A LEVEL – May/June 2012 | 9700 | 41 | |

- 6 (a) 1 large, so easy to detect ;
 - 2 taken by collectors ;
 - 3 destroyed due to smell;
 - 4 habitat destruction / named example ; e.g. effect of grazing / building / agriculture
 - 5 AVP ; e.g. not easily pollinated / detail of *Rafflesia* / flowers infrequently [3 max]
 - (b) (i) diversity of ecosystems in a region ;

the number of different species in each ecosystem ;

the genetic diversity within populations of each species ; [1 max]

- (ii) 1. (some, species / plants / animals may have) uses in the future ;
 - 2. medical uses / example ;
 - 3. resource material ; e.g. wood for building / fibres for clothes / food (for humans) / agriculture ;
 - 4. ecotourism;
 - 5. maintain, gene pool / genetic diversity ;
 - 6. prevention of natural disasters ;
 - 7. aesthetic reasons;
 - 8. to maintain stability in, ecosystems / food chains ; [4 max]

[Total: 8]

| | Page | 10 | Mar | k Schem | e: Teach | ners' ve | rsion | | Syllabus | Paper | , |
|---|---------------|---------------|---------------------|--|---------------------------------|-------------------------------|-------------------------|------------------|-----------------|-------|-------|
| | | | GCE | AS/A LE | VEL – M | lay/Jun | e 2012 | | 9700 | 41 | |
| 7 | (a) co | orrect s | ymbols ; e.g. | $\mathbf{X}^{\mathbf{A}} = (a)$ $\mathbf{X}^{\mathbf{a}} = (a)$ | | | e | | | | |
| | ра | arental | genotypes | X | ^A X ^a and | X ^a Y; | | | | | |
| | ga | ametes | ; | X ^A | Xª | Xa | Y ; | | | | |
| | of | ffspring | genotypes | X ^A X ^a | X ^A Y | X ^a X ^a | Х^аҮ ; | | | | |
| | of | ffspring | phenotypes | red-eyed female | red-eye male | | | white-ey male | | | [5] |
| | (b) (i) |) pass | ses Y chromo | some onto | o son / p | asses X | C chron | nosome c | onto daughter ; | | [1] |
| | (ii) |) <u>hete</u> | erozygous; | | | | | | | | [1] |
| | (iii) |) gene | e / allele, muta | ation ; | | | | | | | [1] |
| | | | | | | | | | | [Tota | l: 8] |

| | Page 11 | | 1 | Mark Scheme: Teachers' version | Syllabus | Paper | |
|---|---------|------|-----|--|--------------------|---------|--|
| | | | | GCE AS/A LEVEL – May/June 2012 9700 4 | | | |
| 8 | (a) | (i) | 1. | 26 °C optimum temperature for, rubisco / enzyme of C | alvin cycle ; | | |
| | | | 2. | (at just over 40 °C) enzymes / rubisco, denatured ; | | | |
| | | | 3. | so less carbon dioxide fixed ; | | | |
| | | | 4. | reduction in Calvin cycle / AW ; | | | |
| | | | 5. | increased rate of transpiration / AW ; | | | |
| | | | 6. | so stomata close ; | | | |
| | | | 7. | less carbon dioxide uptake ; | | | |
| | | | 8. | oxygen more likely to combine with rubisco; | | | |
| | | | 9. | so increased photorespiration ; | | [5 max] | |
| | | (ii) | cur | ve of C4 drawn with optimum to the right of existing cu | rve; 1 mark | | |
| | | | 1. | C4 / sorghum, enzymes, have higher optimum temper | rature (than C3) ; | | |
| | | | 2. | has leaf structural features to avoid photorespiration ; | | | |
| | | | 3. | adapted to hot climate ; 2 / | max | [3 max] | |

(b) (i)

| light intensity /lux | total CO₂ uptake / µmol | rate of photosynthesis /µmol s ^{−1} |
|-------------------------|----------------------------|--|
| 5 | 36 | 1.8 |
| 10 | 84 | 4.2 |
| 13 | 104 | 5.2 |
| 15 | 120 | 6.0 |

all 3 correct = 1 mark

 (ii) axes correct ; units ; correct plotting ; suitable curve ; between 5 and 15 lux

accept ecf from table

[1]

[3 max]

| | Paper |
|-------------------------------------|-------|
| GCE AS/A LEVEL – May/June 2012 9700 | 41 |

(iii) when a process is affected by more than one factor / AW ;

the rate of photosynthesis is, restricted by / AW, the factor that is nearest its lowest value ; [2]

| (iv) lig | ht intensity; |
|-----------------|---------------|
|-----------------|---------------|

[1]

| Page 13 | Mark Scheme: Teachers' version | Syllabus | Paper |
|---------|--------------------------------|----------|-------|
| | GCE AS/A LEVEL – May/June 2012 | 9700 | 41 |

- **9** (a) 1. reduced, NAD / FAD ;
 - 2. passed to ETC ;
 - 3. inner membrane / cristae ;
 - 4. hydrogen released (from reduced, NAD / FAD); R H₂
 - 5. split into electrons and protons ;
 - 6. electrons pass along, carriers / cytochromes ;
 - 7. ref. energy gradient ;
 - 8. energy released pumps protons into intermembrane space ;
 - 9. proton gradient ;
 - 10. protons pass through (protein) channels ;
 - 11. ATP synthase / stalked particles ;
 - 12. (ATP produced from) ADP and inorganic phosphate ;
 - 13. electron transferred to oxygen ;
 - 14. addition of proton (to oxygen) to form water / (oxygen) reduced to water ; [8 max]
 - (b) 15. organisms need energy, to stay alive / for metabolism / AW ;
 - 16. ATP as, (universal) energy currency / described ;
 - 17. light energy for photosynthesis; A light dependent stage
 - 18. light-dependent stage detail ;
 - 19. light-independent stage detail ;
 - 20. chemical energy;
 - 21. for anabolic reactions;
 - 22. named reaction; e.g. protein synthesis / starch formation
 - 23. activation of glucose in glycolysis / described ;
 - 24. active transport;
 - 25. detail; e.g. sodium potassium pump /movement against a concentration gradient
 - 26. mechanical energy / movement ;
 - 27. detail ; e.g. muscle contraction / spindle

| Page 14 | Mark Scheme: Teachers' version | Syllabus | Paper |
|---------|--------------------------------|----------|-------|
| | GCE AS/A LEVEL – May/June 2012 | 9700 | 41 |
| | | | |

28. temperature regulation ;

29. AVP ; e.g. bioluminescence / electrical discharge

[7 max]

| Page 15 | Mark Scheme: Teachers' version | Syllabus | Paper |
|---------|--------------------------------|----------|-------|
| | GCE AS/A LEVEL – May/June 2012 | 9700 | 41 |

- **10 (a)** many of these mps can be given from a labelled diagram
 - 1. (outer) cortex ;
 - 2. medulla;
 - 3. pelvis;
 - 4. renal artery ;
 - 5. renal vein;
 - 6. nephron / (kidney) tubule ;
 - renal capsule / proximal convoluted tubule (pct) / distal convoluted tubule (dct), in cortex
 - 8. loop of Henle / collecting duct (cd), in medulla ;
 - 9. glomerulus;
 - 10. afferent & efferent arterioles;
 - 11. capillary network, surrounds tubule / in medulla ; [6 max]

(b) mechanisms

- 12. active transport ; A actively pumped / uses ATP
- 13. Na⁺, out of pct cells / into blood ;
- 14. (sets up) Na⁺ ion gradient ;
- 15. facilitated diffusion ;
- 16. using protein carrier ; A transport protein
- 17. <u>cotransport (from lumen to pct cell);</u>
- 18. of, glucose / amino acids / ions;
- 19. osmosis;
- 20. down water potential gradient ;
- 21. diffusion (in correct context);
- 22. down a concentration gradient ;

adaptations

- 23. microvilli; A brush border
- 24. many mitochondria;

max 7

| Page 16 | Mark Scheme: Teachers' version | Syllabus | Paper |
|---------|--------------------------------|----------|-------|
| | GCE AS/A LEVEL – May/June 2012 | 9700 | 41 |

- 25. tight junctions ;
- 26. folded, basal membrane / described ;
- 27. many, transport proteins / cotransporters / pumps;
- 28. AVP ; e.g. many aquaporins

[9 max]