# MARK SCHEME for the May/June 2012 question paper for the guidance of teachers 

## 9700 BIOLOGY

9700/34
Paper 32 (Advanced Practical Skills 2), 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 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 | 34 |

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
AVP Alternative valid point (examples given as guidance)

| Page 3 | Mark Scheme: Teachers' version | Syllabus | Paper |
| :---: | :---: | :---: | :---: |
|  | GCE AS/A LEVEL - May/June 2012 | 9700 | 34 |

(a) (i)

| $\begin{aligned} & \infty \\ & 0 \\ & .0 \\ & .0 \\ & 0.0 \\ & 00 \\ & 0 \\ & \sum_{\sum}^{0} \end{aligned}$ | mp 1 | 100 | AND <br> - (simple dilution) next four concentrations (five concentrations in total) with four even intervals; <br> e.g. 100, 80, 60, 40, 20 <br> e.g. 100, 90, 80, 70, 60 <br> e.g. $100,75,50,25,0$ <br> - (serial dilution) <br> e.g. $100,50,25,12.5,6.25$ <br> e.g. $100,10,1,0.1$ and 0.01 |
| :---: | :---: | :---: | :---: |
|  |  | Do not give mark if <br> - rounds up or down e.g. 12 or 13 or 6.3 <br> - if no concentrations |  |
|  | mp 2 | for first four concentrations shows the use of $100 \%$ or plant extract / correctly <br> - plant extract / P / 100 into all simple dilution <br> - plant extract / P / 100 only for first one in a serial dilution | AND (P) $\mathrm{cm}^{3}$; |
|  |  |  | Do not give mark if <br> - if no concentrations |
|  | mp 3 | for first four concentrations total final volume 10 ; |  |


| Page 4 | Mark Scheme: Teachers' version | Syllabus | Paper |
| :---: | :---: | :---: | :---: |
|  | GCE AS/A LEVEL - May/June 2012 | 9700 | 34 |


| (a) (ii) |  |  |  |
| :---: | :---: | :---: | :---: |
| N0O0.000000 | mp 1 | table with all cells drawn | AND <br> heading (top or left of recorded data column) percentage concentration (of) plant extract or P; |
|  |  |  | Do not give mark if <br> - $\%$ in cells of headed column <br> - other units $\mathrm{mol} \mathrm{dm}^{-3}$ <br> - no units |
|  | mp 2 | (heading - column or row including mean) time (/)s or sec(onds); |  |
|  |  |  | Do not give mark if <br> - units in cells of this column / row <br> - min(utes) <br> - additional method information either headings for columns / rows variables or in cells e.g. volumes and concentration in same cells |
|  | mp 3 | (mark first column / row of recorded time taken) <br> for at least four concentrations <br> records whole seconds numbers less than 180 or '> or more than 180 '; |  |
|  |  | Must have <br> - whole numbers <br> - numbers 180 or less |  |
|  | mp 4 | (mark first column / row of recorded time taken) (records correct pattern) highest concentration recorded is shorter time than lowest concentration ; |  |
|  | mp 5 | at least two readings per concentration or six or more concentrations; |  |
|  | mp 6 | mean / average recorded or rate recorded for two or more concentrations; |  |


| Page 5 | Mark Scheme: Teachers' version | Syllabus | Paper |
| :---: | :---: | :---: | :---: |
|  | GCE AS/A LEVEL - May/June 2012 | 9700 | 34 |

(a) (iii)
[max 3]
Mark as incorrect idea that any errors which affect all tubes equally.

|  |  | cause of error | WITH idea of error |
| :---: | :---: | :---: | :---: |
|  | mp 1 | (independent variable - different concentrations of plant extract, catalase) plant extract (on paper) | not even or bubbles / foam on side; (do not give if gas bubbles/oxygen) |
|  | mp 2 | volume or amount or concentrations of extract time of dipping or soaking extract left on paper thickness of paper | idea of different (different pieces of paper) not the same not removed varies; |
|  | mp 3 | (dependent variable - different times for paper to rise in hydrogen peroxide solution) <br> timing | paper sinking to bottom variable time for paper to reach bottom paper rises flat or paper on edge or foam on paper; |
|  | mp 4 | hydrogen peroxide | not the same (concentration) for each square of paper <br> or lost <br> has P (from previous concentration) <br> idea of used up or not new / fresh; |
|  | mp 5 | paper | idea of sticking to sides; |
|  | mp 6 | temperature of hydrogen peroxide | rises; |


| Page 6 | Mark Scheme: Teachers' version | Syllabus | Paper |
| :---: | :---: | :---: | :---: |
|  | GCE AS/A LEVEL - May/June 2012 | 9700 | 34 |

(a) (iv)

|  | mp 1 | (concentration of extract) idea of using more concentrations or serial dilution or <br> repeat; |  |
| :---: | :---: | :---: | :---: |
|  |  | Ignore mean or average |  |
|  | mp 2 | (standardised variables) use same piece / source of paper same time for soaking or dipping into plant extract; |  |
|  | mp 3 | pH | use buffers to keep constant; |
|  | mp 4 | hydrogen peroxide | use fresh hydrogen peroxide / renew for each square (so 'not used up'); |
|  | mp 5 | container or squares | use deeper / wider container so squares do not touch sides smaller or as circles; |

(b) (i)

|  | mp 1 | $x$-axis <br> percentage concentration hydrogen peroxide or $\mathrm{H}_{2} \underline{\mathrm{O}}_{2}$ |  | AND $y$-axis time (/) s or sec(onds) to collect oxygen or $\underline{\mathrm{O}}_{2}$; |
| :---: | :---: | :---: | :---: | :---: |
|  | mp 2 | scale as $x$-axis <br> 5 to 2 cm labelled each 2 cm |  | AND $y$-axis 10 to 2 cm labelled each 2 cm ; |
|  | mp 3 | correct plotting of <br> - five points only <br> - as small cross (does not go outside square on grid) or dot (in circle) or cross in circle to within half a square; |  |  |
|  | mp 4 | five plots with ruled lines exactly point to point or curve through five points | AND (quality) smooth line less than line thickness on grid; |  |
|  |  | Do not give mark if <br> - any extrapolation |  |  |


| Page 7 | Mark Scheme: Teachers' version | Syllabus | Paper |
| :---: | :---: | :---: | :---: |
|  | GCE AS/A LEVEL - May/June 2012 | 9700 | 34 |


| (ii) |  |  |  |
| :---: | :---: | :---: | :---: |
|  | mp 1 | either <br> ref. to increase or more hydrogen peroxide or substrate reacts with or binds to enzyme or catalase; <br> or <br> low hydrogen peroxide or substrate so does not react with or bind to enzyme or catalase; |  |
|  | mp 2 | correct ref. to use of active site(s) or ESC(s) or enzyme-substrate complexes; |  |
|  | mp 3 | (at high hydrogen peroxide) <br> Idea of <br> - limiting factor (or hydrogen peroxide not limiting factor) <br> - too few active sites / ESCs or active sites full / allow 'enzyme saturated' <br> - temperature or pH ; |  |
|  |  |  | Do not give mark if <br> - ref. to idea of reaction slows or slowing down or decreases |

[Total: 22]

| Page 8 | Mark Scheme: Teachers' version | Syllabus | Paper |
| :---: | :---: | :---: | :---: |
|  | GCE AS/A LEVEL - May/June 2012 | 9700 | 34 |


| Que | on 2 | Expected Answers |  |  |
| :---: | :---: | :---: | :---: | :---: |
| (a) (i) [5] |  |  |  |  |
|  | mp 1 | not drawn over the print of question AND no shading | AND <br> largest blood vessel larger than 50 mm | AND <br> clear, sharp, unbroken lines for all outermost enclosed areas ; <br> Do not give mark if <br> - less than two outermost enclosed areas or if any outermost line has <br> - any ruled or compass lines <br> - any line more than 1 mm <br> - feathery or broken or dashed or gap <br> - any 'tail' or overlap |
|  | mp 2 | no cells | AND drawn at least two complete vessels; |  |
|  | mp 3 | drawn different vessels must be only two complete vessels |  | AND different shapes; |
|  | mp 4 | (at least one complete vessel drawn with at least two layers (minimum three lines) |  | AND in this vessel inner lining crinkled or corrugated all round; |
|  | mp 5 | correct label muscle or tunica media with label line to layer touching endothelium (inner line) of complete vessel with thickest wall; <br> Must have minimum of three enclosed areas, line must touch middle line or be between the middle and inner line |  |  |
|  |  | If label both vessels with muscle or tunica media then both must be correct |  | Do not give mark if <br> - any label which is biologically incorrect e.g. from incorrect organ or plant e.g. epidermis <br> - any label within drawn area |


| Page 9 | Mark Scheme: Teachers' version | Syllabus | Paper |
| :---: | :---: | :---: | :---: |
|  | GCE AS/A LEVEL - May/June 2012 | 9700 | 34 |

(a) (ii)

|  | mp 1 | not drawn over the print of question AND no shading | AND <br> larger than 50 mm across widest point of inner enclosed area on any alveolus | AND <br> clear, sharp, unbroken lines for all inner enclosed areas; <br> Do not give mark if <br> - less than two hand drawn inner enclosed areas any of the inner enclosed areas has <br> - any ruled lines <br> - any line more than 1 mm <br> - any feathery line or broken or dashed or gap in line <br> - any 'tails' or overlaps or gaps |
| :---: | :---: | :---: | :---: | :---: |
|  | mp 2 | only two inner <br> enclosed <br> areas <br> Ignore <br> double lines | AND with shared adjacent wall | AND with outer line partly drawn to show each end of the shared wall; |
|  | mp 3 | at least 2 complete alveoli of different shapes; |  |  |
|  | mp 4 | drawn all shared walls with all other alveoli (all round both alveoli) |  | AND (walls with) at least three nuclei drawn enclosed in the alveolar wall; Do not give mark if draw cells |
|  | mp 5 | only correct label gas exchange membrane with label line(s) which <br> - touches the line or between two lines; |  |  |
|  |  |  |  | Do not give mark if <br> - any label is biologically incorrect e.g. from incorrect organ or plant e.g. epidermis or non-observable structures e.g. cilia <br> - label within drawn area |


| Page 10 | Mark Scheme: Teachers' version | Syllabus | Paper |
| :---: | :---: | :---: | :---: |
|  | GCE AS/A LEVEL - May/June 2012 | 9700 | 34 |


| (a) (iit |  | [3] |  |
| :---: | :---: | :---: | :---: |
|  | mp 1 | shows at least one value for each of $\mathbf{C}, \mathbf{D}, \mathbf{E}, \mathbf{F}$, and $\mathbf{G}$ AND correct unit mm anywhere which match values; <br> Ignore <br> use of metres or mm |  |
|  | mp 2 | shows addition of five values | AND shows division by 5; |
|  |  |  | not give mark for <br> - $\quad$ ex/n unless $x$ and $n$ have key |
|  | mp 3 | shows at least one conversion of mm to mm by showing <br> - multiplication by $\times 1000$ or $10^{3}$; or conversion from cm to mm <br> - $\times 10000$ or $10^{4}$ | AND shows figure divided by / or $\div 95$ or $\qquad$ |
|  |  |  | Do not give mark if <br> - metres anywhere <br> - no mm or cm anywhere |


| Page 11 | Mark Scheme: Teachers' version | Syllabus | Paper |
| :---: | :---: | :---: | :---: |
|  | GCE AS/A LEVEL - May/June 2012 | 9700 | 34 |

(b)

|  | mp 1 | organise as a table with only three columns or rows separated by lines (no cells needed) <br> Ignore number column |  | D headings in any order <br> 2.2 / healthy and <br> 2.3 / unhealthy | AND <br> third column or row contains features; |
| :---: | :---: | :---: | :---: | :---: | :---: |
| - <br> $\overline{0}$ <br> $\frac{0}{0}$ <br> 0 <br> 0 <br> 0 | mp 2 | only observable differences (at least two) recorded; |  |  |  |
|  |  | Do not give mark if <br> - any similarities recorded <br> - any function e.g. 'for gas exchange' or not observable tar <br> - surface area to volume ratio <br> - healthy and unhealthy / bursting / damaged |  |  |  |
|  |  |  feature <br> mp 1 size <br> (of air space / lumen / <br> diameter) <br> surface area / gas <br> exchange membrane <br> alveolar wall |  | Fig. 2.2 healthy lung | Fig. 2.3 unhealthy lung |
|  |  |  |  | Small / small(er) <br> larg(er) <br> more | Large / larg(er); <br> small(er) <br> few(er) or less |
|  |  | mp 2 | number | many | few(er); |
|  |  | mp 3 | shape of alveolus or wall | wavy / irregular / more folded | smooth / even / less folded; |
|  |  | mp 4 | thickness | thin(ner) | thick(er); |
|  |  | mp 5 | number of nuclei | many / more | few(er) / less; |
|  |  | mp 6 | black particles ignore tar | absent or no(one) or has not or some | present or yes or has or more; |

## Ignore

- functions
- ref. to colour
- shape of cell or nucleus
- 3-D descriptions such as spherical, biconcave, ball, disc
- tick and cross without a key
- diagrams


## Do not give ACE marks if

- for each feature the difference is not opposite each other unless comparative statement e.g. more or -er
Fig. 2.2 difference i difference ii
Fig. 2.3 difference i difference ii

