



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS  
General Certificate of Education Advanced Level

CANDIDATE  
NAME

CENTRE  
NUMBER

--	--	--	--	--

CANDIDATE  
NUMBER

--	--	--	--



**BIOLOGY**

**9700/51**

Paper 5 Planning, Analysis and Evaluation

**May/June 2010**

**1 hour 15 minutes**

Candidates answer on the Question Paper.

No Additional Materials are required.

**READ THESE INSTRUCTIONS FIRST**

Write your Centre number, candidate number and name on all the work you hand in.

Write in dark blue or black pen.

You may use a soft pencil for any diagrams, graphs or rough working.

Do not use staples, paper clips, highlighters, glue or correction fluid.

**DO NOT WRITE IN ANY BARCODES.**

Answer **both** questions.

At the end of the examination, fasten all your work securely together.

The number of marks is given in brackets [ ] at the end of each question or part question.

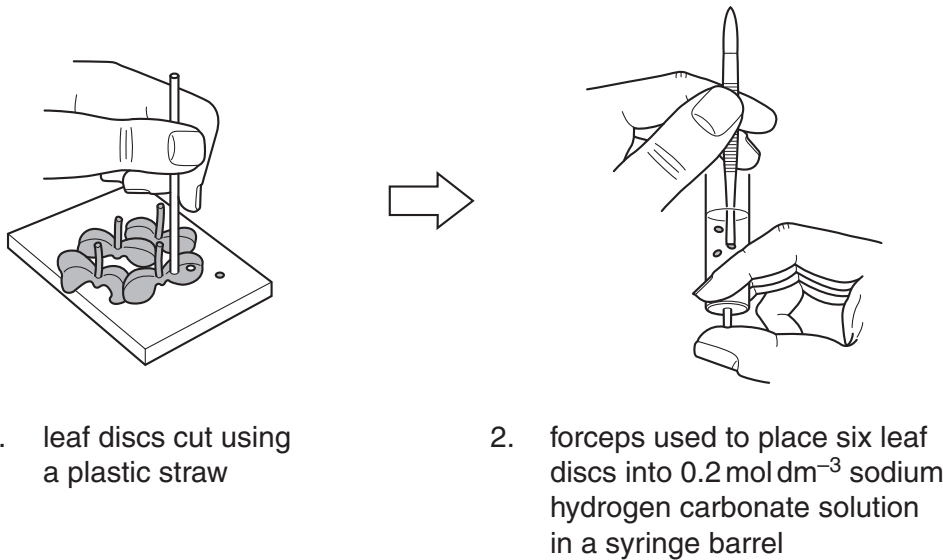
For Examiner's Use	
<b>1</b>	
<b>2</b>	
<b>Total</b>	

This document consists of **10** printed pages and **2** blank pages.



- 1 Many plants produce two types of leaves. One type is produced where the leaves develop in full sunlight and are called 'sun leaves'. The other type is produced where the leaves develop in the shade and are called 'shade leaves'.

A student investigated photosynthesis in both types of leaves using leaf discs. Fig. 1.1 shows the method used by the student to obtain the leaf discs.



**Fig. 1.1**

The student then carried out the following actions:

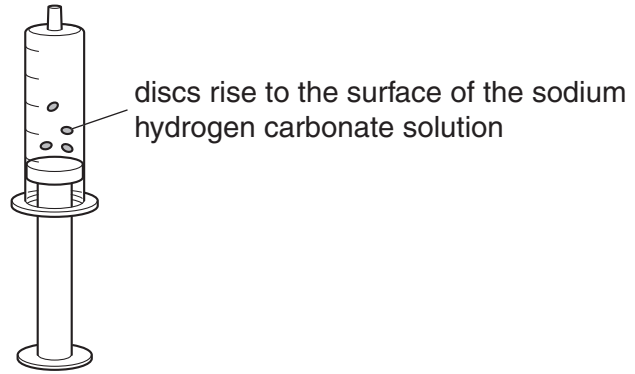
3. replaced the plunger into the syringe, turned the syringe upside down and pushed in the plunger to force out all the air
4. placed a finger over the open end of the syringe and pulled down the plunger to create a vacuum
5. tapped the side of the syringe to remove air bubbles
6. repeated actions 3–5 until the leaf discs sank to the bottom of the syringe.

The student measured the rate of photosynthesis of discs from both types of leaves to test the hypothesis

For Examiner's Use

**Leaf discs from shade leaves will photosynthesise at a higher rate in low light intensity than leaf discs from sun leaves.**

Fig. 1.2 shows the appearance of the leaf discs in the syringe as they photosynthesise.



**Fig. 1.2**

**(a) (i)** Explain why the leaf discs rise to the surface in the light.

.....

..... [1]

**(ii)** Using this method, outline how the student could test the hypothesis.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

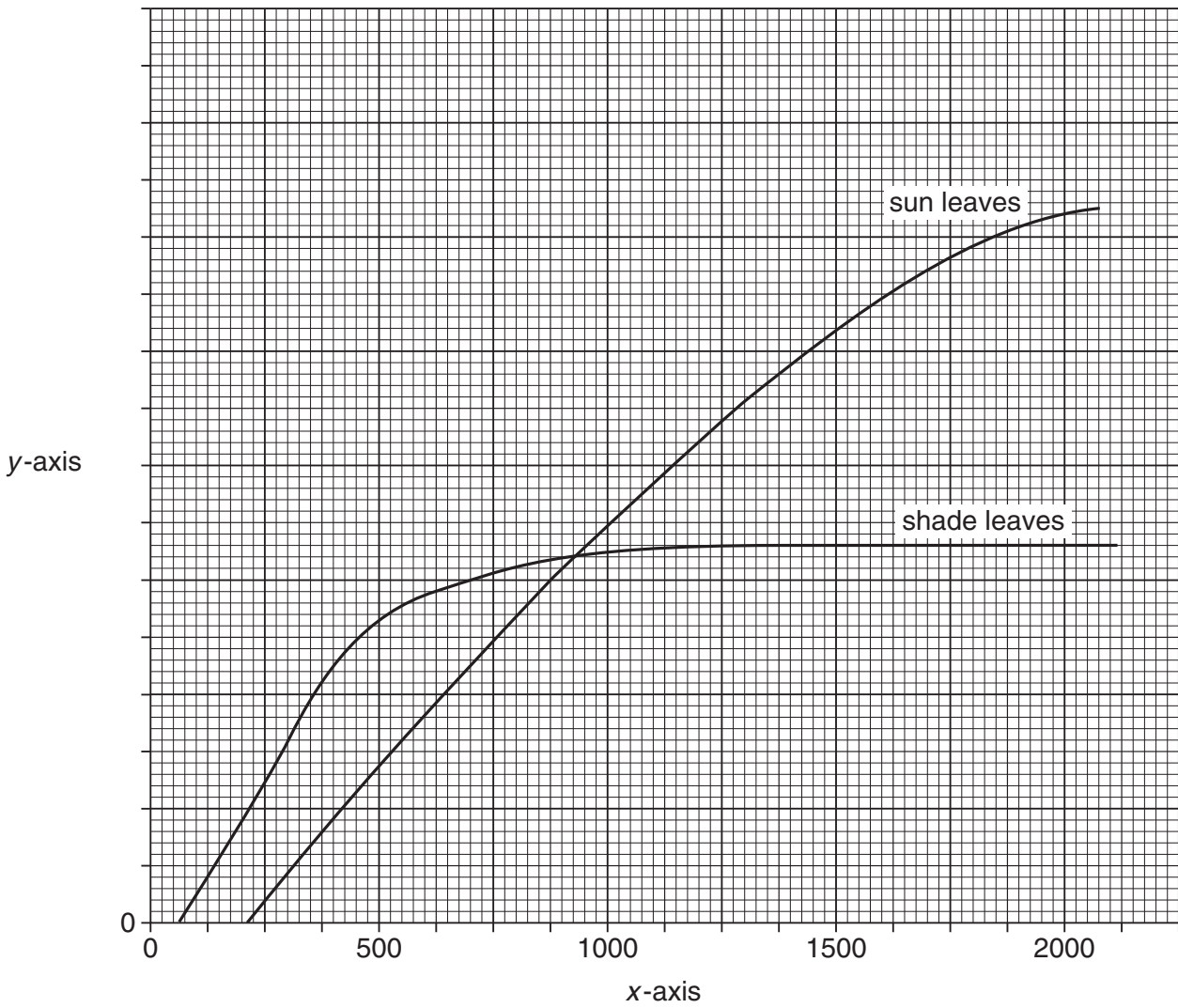
.....

.....



Fig. 1.3 shows the results that the student plotted from the investigation.

For  
Examiner's  
Use



**Fig. 1.3**

**(b) (i)** Suggest labels for the axes of this graph.

*x-axis* .....

.....

*y-axis* .....

..... [2]

**(ii)** State two ways in which the student's data support the hypothesis.

1. ....

.....

2. ....

..... [2]

In a further investigation using these two types of leaves, the student estimated the number of stomata per unit area. Epidermal strips from the lower surface of the leaf were mounted in water and observed under a microscope.

For  
Examiner's  
Use

The diameter of the field of view was measured using an eyepiece graticule. The actual field of view was calculated using a calibration value from a slide micrometer scale.

Diameter of field of view at  $\times 100$  magnification = 0.5 mm

(c) (i) Calculate the area of the field of view. Use the formula  $\pi r^2$ . ( $\pi = \frac{22}{7}$  or  $\pi = 3.14$ )

Give your answer to one significant figure.

..... [1]

(ii) Table 1.1 shows the results of the stomatal count investigation.

**Table 1.1**

	number of stomata visible at $\times 100$ magnification										mean number of stomata	number of stomata per $\text{mm}^2$
sun leaves	21	24	36	24	15	18	27	33	18	24	$24 \pm 6$	120
shade leaves	36	39	35	42	28	36	34	40	48	32	$37 \pm 6$	

Calculate the mean number of stomata per  $\text{mm}^2$  for the shade leaves. Show your working below and write your answer in Table 1.1.

[2]

(iii) State the null hypothesis for a statistical test to find out whether the difference in the number of stomata is significant.

.....  
..... [1]

(iv) Name a statistical test that could be used and give the reason for your answer.

.....  
..... [2]

(d) The results of the statistical test showed that the difference was significant.

Suggest **one** reason why there is a difference in the number of stomata of shade leaves and sun leaves.

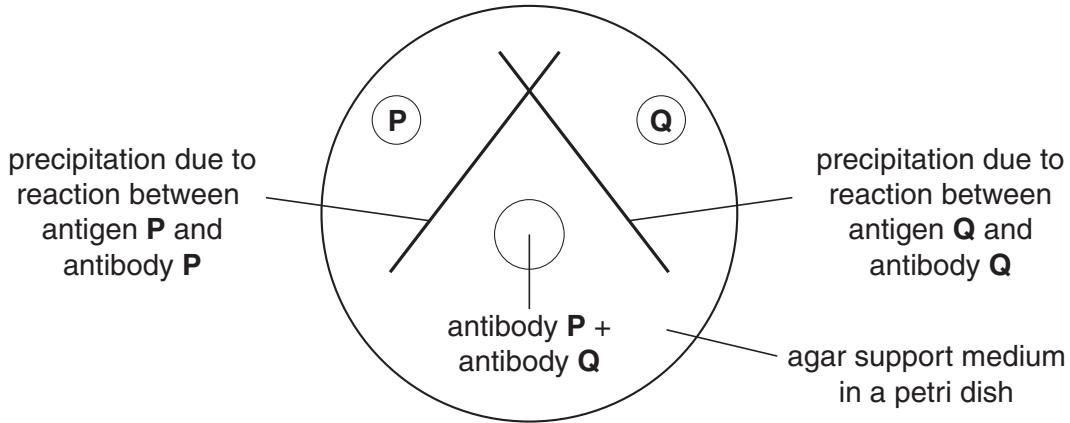
.....  
..... [1]

[Total: 19]

2 One technique used for studying antigen-antibody reactions is immunodiffusion.

Wells are cut into an agar support medium to contain antigens and antibodies. Antibodies and antigens diffuse out of the wells into the agar. If an antigen meets a complementary antibody a reaction occurs causing a band of precipitate to appear.

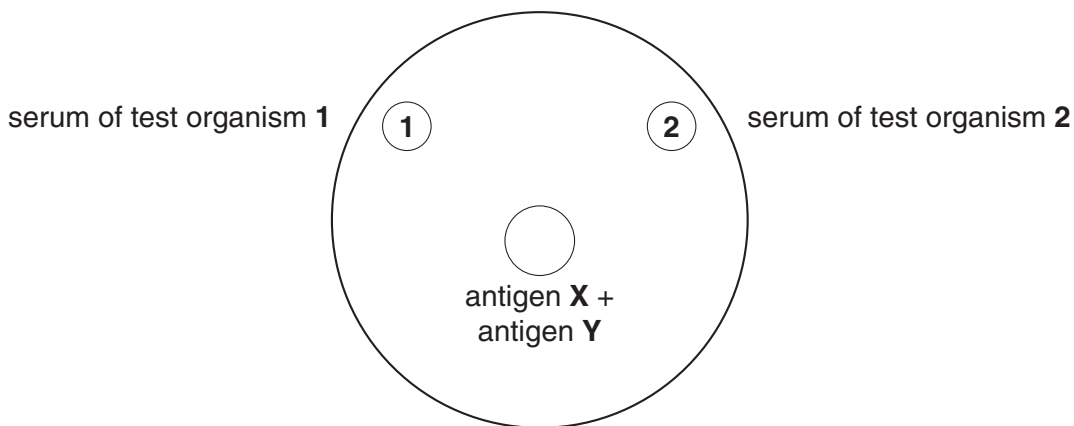
Fig. 2.1 shows the results of an immunodiffusion test with known antigens **P** and **Q** and the antibodies to these antigens.



**Fig. 2.1**

In an investigation, the serum from two test organisms was tested for the presence of antibodies to specific antigens. Both organisms had been previously exposed to both antigens. The serum was placed in wells at the edge of the petri dish and the antigens in a central well.

Fig. 2.2 shows the test set-up.



**Fig. 2.2**



(a) (i) Suggest **one** variable that must be controlled in this procedure.

..... [1]

(ii) State the independent variable in this investigation.

..... [1]

(iii) Both test organisms had antibodies against antigen **X**, but only organism **2** had antibodies against antigen **Y**.

**On Fig. 2.2** draw lines to represent where precipitation might have occurred for both organisms. [2]

(b) Suggest two disadvantages of immunodiffusion for detecting antigens.

1. ....

.....

2. ....

..... [2]

- (c) A naturally occurring mutant of *Plasmodium* sp. has been tested for use as a 'whole organism' vaccination against malaria. The mutant organism develops normally in mosquito vectors and infects the salivary glands in the same way as non-mutant wild type *Plasmodium* sp. In mice, the mutant infects liver cells but does not multiply and cannot enter red blood cells.

Trials using mice were carried out and the effectiveness of the mutant organism as a vaccine tested by injecting non-mutant wild type *Plasmodium* sp. into vaccinated and non-vaccinated mice.

Table 2.1 shows the results of investigations in mice using the mutant *Plasmodium* sp.

**Table 2.1**

test group	number of mutant <i>Plasmodium</i> cells given to the mice			percentage of mice not infected by wild type <i>Plasmodium</i> sp.
	first inoculation	first booster inoculation	second booster inoculation	
1	0	0	0	0
2	50 000	25 000	25 000	100
3	10 000	10 000	10 000	100
4	10 000	10 000	0	70

- (i) Suggest the purpose of including each of the following test groups.

group 1 .....

.....

groups 2 and 3 .....

.....

group 4 .....

..... [3]

- (ii) Using the information in the question, outline a procedure that might be used to obtain mutant *Plasmodium* sp. to use in the vaccination trials.

.....

.....

.....

..... [2]

[Total: 11]



**BLANK PAGE**

---

*Copyright Acknowledgements:*

Figure 1.2 © Appearance of leaf discs in a syringe; <http://www.saps.plantsci.cam.ac.uk/worksheets/scotland/sunshade.htm>

Figure 2.1 © W R Clark; *The Experimental Foundations of Modern Immunology*, 4th Ed; Wiley & Sons Inc; 1991.

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

University of Cambridge International Examinations is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.