

**UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS**

**GCE Advanced Subsidiary Level and GCE Advanced Level**

**MARK SCHEME for the May/June 2011 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 2011 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

<b>Page 2</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE AS/A LEVEL – May/June 2011</b>	<b>9700</b>	<b>34</b>

Mark scheme abbreviations:

<b>;</b>	separates marking points
<b>/</b>	alternative answers for the same point
<b>R</b>	reject
<b>A</b>	accept (for answers correctly cued by the question, or by extra guidance)
<b>AW</b>	alternative wording (where responses vary more than usual)
<b><u>underline</u></b>	actual word given must be used by candidate (grammatical variants excepted)
<b>max</b>	indicates the maximum number of marks that can be given
<b>ora</b>	or reverse argument
<b>mp</b>	marking point (with relevant number)
<b>ecf</b>	error carried forward
<b>I</b>	ignore
<b>ACE</b>	Analysis, Conclusions and Evaluation (skills)
<b>PDO</b>	Presentation of Data and Observations (skills)
<b>MMO</b>	Manipulations, Measurement and Observation (skills)

1 (a) (i) Use information in Table 1.1 to predict which substances you would expect to be present in each of the four plant extracts, complete Table 1.2. [2]

MMO decisions 2		<table border="1"> <thead> <tr> <th>source of plant extract</th> <th colspan="3">substances present in each of the plant extracts</th> </tr> <tr> <th></th> <th>starch</th> <th>sucrose</th> <th>glucose</th> </tr> </thead> <tbody> <tr> <td>root in winter/S2</td> <td>✓</td> <td>X or gap</td> <td>X or gap</td> </tr> <tr> <td>root in spring/S4</td> <td>✓</td> <td>(X or ✓ or gap)</td> <td>✓</td> </tr> <tr> <td>phloem sap in summer/S3</td> <td>X or gap</td> <td>✓</td> <td>X or gap</td> </tr> <tr> <td>phloem sap in winter/S1</td> <td>X</td> <td>X</td> <td>X</td> </tr> </tbody> </table>	source of plant extract	substances present in each of the plant extracts				starch	sucrose	glucose	root in winter/S2	✓	X or gap	X or gap	root in spring/S4	✓	(X or ✓ or gap)	✓	phloem sap in summer/S3	X or gap	✓	X or gap	phloem sap in winter/S1	X	X	X
	source of plant extract	substances present in each of the plant extracts																								
		starch	sucrose	glucose																						
	root in winter/S2	✓	X or gap	X or gap																						
	root in spring/S4	✓	(X or ✓ or gap)	✓																						
phloem sap in summer/S3	X or gap	✓	X or gap																							
phloem sap in winter/S1	X	X	X																							
[1]	4 ticks only in correct place for first three rows;																									
[1]	(phloem sap in winter) all crosses/all gaps if in whole table;																									
	<table border="1"> <tr> <td style="text-align: center;">Additional guidance</td> <td> <b>Do not give if</b> <ul style="list-style-type: none"> <li>• hybrid tick/cross</li> <li>• or mixture of gaps and crosses</li> </ul> </td> </tr> </table>	Additional guidance	<b>Do not give if</b> <ul style="list-style-type: none"> <li>• hybrid tick/cross</li> <li>• or mixture of gaps and crosses</li> </ul>																							
Additional guidance	<b>Do not give if</b> <ul style="list-style-type: none"> <li>• hybrid tick/cross</li> <li>• or mixture of gaps and crosses</li> </ul>																									

(ii) Describe the tests that show that sucrose is present in a plant extract. [2]  
Tick where mark awarded.

MMO decisions 2	[1]	(with Benedict's/reducing sugar test) negative test or no result/reaction or no change or stays blue;	
	[1]	add (hydrochloric) acid and boil/heat	<b>AND</b> neutralise OR add sodium hydrogen (bi)carbonate sodium carbonate sodium/potassium hydroxide alkali
		Additional guidance	<b>AND</b> <u>Benedict's</u> :
		Additional guidance	<b>Do not give mark if</b> <ul style="list-style-type: none"> <li>• warm or just put in water-bath</li> </ul>

(iii) Prepare the space below and record your observations. <span style="float: right;">[4]</span>		
<i>Use vertical line of ticks</i>		
PDO recording 2	[1]	table with all cells drawn <b>AND</b> heading (top or left) sample(s) ;
		Additional guidance <b>Ignore</b> <ul style="list-style-type: none"> <li>• test-tube/additional columns</li> </ul> <b>Can have</b> <ul style="list-style-type: none"> <li>• no outer boundary</li> <li>• solution(s) or extract</li> </ul>
	[1]	(heading to show results of tests being recorded) colour or observations or description or result(s) AW;
		Additional guidance <b>Do not give mark if</b> <ul style="list-style-type: none"> <li>• heading for description of test or test only needs to be what is being recorded</li> <li>• additional columns/rows with volumes of reagents or temperatures</li> <li>• if 'result' heading is actually for conclusion/identification</li> </ul>
MMO collection 2	[1]	shows <b>only</b> tests for starch, reducing sugar and non-reducing sugar <b>AND</b> (for starch and reducing sugar) show have done the test for ALL four samples;
		Additional guidance <b>Do not give mark if</b> <ul style="list-style-type: none"> <li>• Biuret or protein test with results anywhere</li> </ul>
	[1]	(non-reducing sugar result for <b>S3</b> ) (reducing sugar Benedict's) blue or no change <b>AND</b> (after hydrolysis) any correct colour (green/yellow/orange/brown/red);
		Additional guidance <b>Can have</b> <ul style="list-style-type: none"> <li>• combination of colours greeny yellow</li> </ul> <b>Do not give mark if</b> <ul style="list-style-type: none"> <li>• just positive and negative or ticks and crosses</li> </ul>

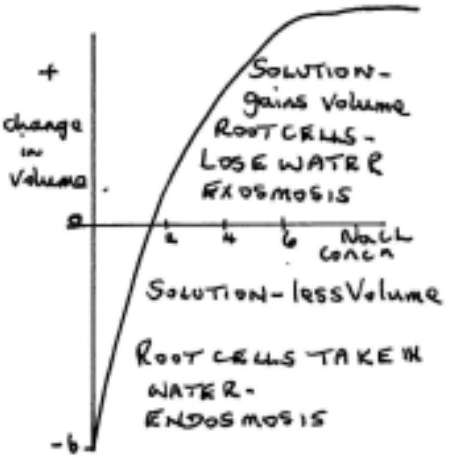
Page 5	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2011	9700	34

<b>(iv) Complete Table 1.4 to match the samples, S1, S2, S3 and S4, with each plant extract.</b>				<b>[1]</b>										
ACE interpretation 1	[1]	<table border="1" style="width: 100%;"> <thead> <tr> <th>Source of plant extract</th> <th>sample</th> </tr> </thead> <tbody> <tr> <td>root in winter</td> <td>(S)2</td> </tr> <tr> <td>root in spring</td> <td>(S)4</td> </tr> <tr> <td>phloem sap in summer</td> <td>(S)3</td> </tr> <tr> <td>phloem sap in winter</td> <td>(S)1;</td> </tr> </tbody> </table> <p>all correct only one per box;</p>	Source of plant extract	sample	root in winter	(S)2	root in spring	(S)4	phloem sap in summer	(S)3	phloem sap in winter	(S)1;		
Source of plant extract	sample													
root in winter	(S)2													
root in spring	(S)4													
phloem sap in summer	(S)3													
phloem sap in winter	(S)1;													
<b>(b) (i) State <i>three</i> variables which the student should keep the same in this investigation. Describe how the student would keep each of these variables the same.</b>														
MMO decision 1	[1]	three relevant variables selected from below												
ACE improvements <b>max 3</b>	max 3	<b>1.</b> size / dimensions / e.g. of dimensions / length OR (surface) area or /to volume OR mass / weight (of root tissue) OR <b>2.</b> root or plant	use (metre) ruler or Vernier callipers or describes use of knife / blade / scalpel / cork borer to cut discs / cylinders  OR use balance to keep mass the same;											
		<b>3.</b> volume of (sodium chloride) solution or example of volume (10 or more) with units ( <b>Ignore</b> amount)	uses syringe / measuring cylinder / graduated pipette or graduated test-tube or burette to keep same / example of volume;											
		<b>4.</b> evaporation (from solutions or test-tubes / beakers)	cover the containers / bungs into test-tubes;											
		<b>5.</b> temperature	use thermostatic(ally-controlled) water-bath or describes method; <b>Give mark for</b> incubator or temperature controlled room <b>Do not give mark if</b> air-conditioned room											
		<b>6.</b> example of time more than 20 mins;	(time only)use stop clock or stopwatch or clock or timer / chronograph / chronometer;											

Page 6	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2011	9700	34

(ii) Plot a graph of the data shown in Table 1.1. If CHART then max 2 for O and S			[4]
PDO layout 4	[1]	x-axis conc(entr)ation of sodium chloride/ NaCl (/) mol dm <sup>-3</sup> or mol/dm <sup>3</sup>	AND y-axis change in/Δ volume (of solution) (/) cm <sup>3</sup> ; <b>Do not give mark if V</b>
		Additional guidance <b>Must have</b>	
		<ul style="list-style-type: none"> <li>units on x-axis and y-axis</li> </ul>	
	[1]	scale as x-axis <u>0.20 to 2 cm</u> <b>Must</b> label each 2 cm	AND y-axis <u>2.0 to 2 cm</u> ; <b>Must</b> label each 2 cm
	Additional guidance <b>Do not give mark if</b>		
	<ul style="list-style-type: none"> <li>awkward scale e.g. 0.25 to 2 cm x-axis</li> <li>scale not written on each 2 cm</li> <li>if numbers to right of y-axis</li> </ul> <b>Must have</b> <ul style="list-style-type: none"> <li>negative below 0 <b>and</b> positive above 0</li> </ul>		
[1]	correct plotting of each point;		
	Additional guidance <b>Can have</b>		
	<ul style="list-style-type: none"> <li>small cross or dot in circle or cross in circle</li> <li>ecf if x-axis not 0 if scale 20 to 2 cm. even</li> </ul>		
	<b>Do not give mark if</b>		
	<ul style="list-style-type: none"> <li>awkward y-axis scale</li> <li>blobs or dots alone</li> <li>cross too large with any part of line touching 4 mm by 4 mm square –</li> <li>an <b>additional plotted point at 0.0</b> volume same as other plotted points</li> </ul>		
[1]	lines point to point or smooth curve through all points and horizontal line between last two points	AND	
	<ul style="list-style-type: none"> <li>ruled, clear sharp –</li> <li>quality – ruled lines thinner than half square;</li> </ul>		

		<p>Additional guidance</p> <p><b>Do not give mark if</b></p> <ul style="list-style-type: none"> <li>• less than 5 plots</li> <li>• line of best fit</li> <li>• any feathery line</li> <li>• irregular thickness</li> <li>• no extrapolation or meets axes 2 mm or more</li> </ul>
<p><b>(iii) Show on graph the sodium chloride concentration where there is no change in volume of solution. Use to estimate the sodium chloride concentration.</b></p>		<p><b>[1]</b></p> <p><b>[1]</b></p>
ACE interpretation 2	[1]	clearly shows with line(s) or point on line shown at 0 change in volume;
	[1]	<p>estimate correct from graph at 0 change in volume;</p> <p>Additional guidance</p> <p><b>Must have</b></p> <ul style="list-style-type: none"> <li>• rounding down to two decimal places e.g. 0.2<u>0</u> or with (0.025 scale) e.g. <math>8.5 \times 0.025 = 0.2125</math> so must be 0.21</li> </ul> <p><b>Do not give mark if</b></p> <ul style="list-style-type: none"> <li>• any estimate if <u>shown on graph</u> if between 0.8 and 1.0</li> <li>• estimate any scale precision is to half square e.g. 0.2 to 2 cm therefore 2 mm = 0.02 and half square is 0.01 so answers can only be to 2 decimal places. So on the awkward scale of 0.25 to 2 cm therefore 2 mm = 0.025 and half square is 0.0125 therefore can only read to half square values, not in between.</li> </ul>
<p><b>(iv) Use your graph to explain the effect of the different concentrations of sodium chloride solution on root cells.</b></p>		<p><b>[3]</b></p>
ACE conclusions max 3	max 3	<p><b>1. (water)</b> moves from high/less negative to low/more negative water potential OR from higher/less negative water potential OR to lower/more negative water potential OR down a water potential gradient;</p>

<p>Additional guidance</p> 	<p><b>Can have</b></p> <ul style="list-style-type: none"> <li>• even if direction is incorrect from roots to solution</li> </ul> <p><b>Ignore</b></p> <ul style="list-style-type: none"> <li>• refs. to hypertonic and hypotonic even if incorrect</li> </ul>
<p>2. (in context of water ) by (endo) / (ex) <u>osmosis</u>;</p>	
<p>Additional guidance</p>	<p><b>Can have</b></p> <ul style="list-style-type: none"> <li>• even if direction is incorrect from roots to solution</li> </ul>
<p>3. (in correct context of) describes correct direction of movement of water; e.g. (when volume decreases –6 from 0.0 to where it crosses line 0.2+ NaCl) idea of water moving into cells or correct use of endosmosis (into cells) OR (when volume increases all + values from 0.2+ to 1.00 NaCl) idea of water moving out of cells or correct use of exosmosis (out of cells)</p>	
<p>4. (in context of zero change in volume <b>ECF</b> from graph) ref. to idea of no net movement of water;</p>	
<p><b>[Total: 22]</b></p>	



<b>2 (a) Draw a large plan diagram of the specimen shown in Fig. 2.1. Label the epidermis.</b>				<b>[6]</b>
PDO layout 1	[1]	clear, sharp, unbroken lines	<b>AND</b> no shading	<b>AND</b> larger than <b>50</b> mm across bottom of arc to top;
		Additional guidance	<b>Must have minimum of</b> <ul style="list-style-type: none"> <li>three or more hand-drawn lines and at least two enclosed area/vascular bundles in a semicircle or less</li> </ul> <b>Do not give mark if</b> <ul style="list-style-type: none"> <li>drawn over the print of question</li> <li>any line thicker – 1 mm or more</li> <li>any feathery line or broken or overlaps in the lines</li> </ul>	
MMO collection 2	[1]	no cells drawn	<b>AND</b> section drawn with <b>four/five</b> complete vascular bundles;	
	[1]	(inner layer) drawn irregular (not smooth);		
PDO recording 1	[1]	(stoma) drawn as gap or feature	<b>AND</b> at lowest point of epidermis;	
MMO decision 2	[1]	<i>(vascular bundles</i> observed and drawn the (incomplete) vascular bundle at left hand side;		
	[1]	correct label with label line or adjacent to correct layer to <u>epidermis</u> ;		
		Additional guidance	<b>Do not give mark if</b> <ul style="list-style-type: none"> <li>lower or upper or cells</li> <li>labelled top irregular line epidermis</li> <li>no top or bottom line drawn (no context)</li> <li>any label which is biologically incorrect e.g. from incorrect organ or animal</li> <li>any label within drawn area</li> </ul>	

(b) (i) Prepare the space below so that it is suitable for you to record the observable differences between the specimens on Fig. 2.1 and that in Fig. 2.2. [4]

Mark first *four* differences only for THREE marks.

PDO recording 1	[1]	organise as a table/Venn diagram/ruled boxes	AND headed Fig. 2.1 and Fig. 2.2	AND first difference opposite each other;	
		Additional guidance	(Fig.) 2.1	(Fig.) 2.2	(Fig.) 2.2
ACE interpretation max 3	max 3		feature	Fig. 2.1.	Fig. 2.2
		1.	vascular tissue/xylem/phloem	bundles/more/separate near middle/pith/edge	(no) bundle/one/less; middle/centre;
		3.	hollow centre/pith	present/has/yes	absent/none/no
		4.	OR stele OR endodermis/bundle sheath/Casparian strip/suberised/pericycle	absent/none/no absent/none/no	present/has/yes present/has/yes;
		5.	air spaces OR chains of cells shape of cells	small(er)/not large/less  absent/none/no round/circular	large(r)/more  present/has/yes long;
		6.	thickened cell layer/collenchyma or epidermis(layers)	absent/none/no thin(ner) or 2/few layers thick(er) or 2	present/has/yes thick(er) or 3/more layers thin(ner) or 1
		7.	epidermis or cuticle cuticle	regular/smooth absent/none/no	irregular/rough (do not give damaged) present/has/yes;
		8.	gap/stomata/guard cells	present/has/yes/one	absent/none/no;
		9.	cortex/cells	present/has/yes/ more	absent/none/no few(er);
		10.	one ref. to size of any of features above but not air spaces or specimens	small(er)	large(r);

Page 11	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2011	9700	34

	Additional guidance	<b>Ignore</b> <ul style="list-style-type: none"> <li>• tick and cross without a key</li> <li>• diagrams</li> <li>• 3-D descriptions such as spherical</li> <li>• colours/staining</li> </ul>
<b>(ii) Actual length of line Y is 495 <math>\mu\text{m}</math>. Use this to calculate the magnification of Fig.2.2.</b>		<b>[4]</b>
MMO collection 1	[1]	measures line Y in mm; 80 or 80.5 or 81 or 81.5 or 82 <u>mm</u>
	Additional guidance	<b>Must have</b> <ul style="list-style-type: none"> <li>• units somewhere that is clear</li> <li>• Check <b>Fig.</b> For measurement</li> </ul>
MMO decision 1	[1]	(converts to same units) (mm to $\mu\text{m}$ ) X 1000 Or 80 000 or 80 500 or 81 000 or 81 500 or 82 000;
		OR (converts $\mu\text{m}$ to mm) 495/1000 or 0.495;
	Additional guidance	<b>Do not give mark if</b> <ul style="list-style-type: none"> <li>• metres anywhere or conversion to metres</li> </ul> <b>Can have</b> <ul style="list-style-type: none"> <li>• even if <b>no units</b> mm or cm anywhere</li> <li>• if incorrect measurement</li> </ul>
PDO display 2	[1]	shows division of converted measurement in $\mu\text{m}$ by 495 OR division of actual measurement in mm/0.495;
	Additional guidance	<b>Can have</b> <ul style="list-style-type: none"> <li>• if no units or incorrect measurement or no or incorrect conversion e.g. metres.</li> </ul>
	[1]	answer as whole number <u>only</u> ; 162 or 163 or 164 or 165 or 166

Page 12	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2011	9700	34

		Additional guidance	<p>Mark final answer as given on the line provided. If no answer on the line then accept the final number shown BOD.</p> <p><b>Do not give mark if</b></p> <ul style="list-style-type: none"> <li>two or more answers</li> <li>any units given</li> <li>more significant figs e.g. 0</li> </ul>
<p>(iii) Make large drawings of two different patterns of thickening in the walls of the xylem vessels. Label the part of the vessel where lignin is found. <span style="float: right;">[4]</span></p>			
PDO layout 1	[1]	no shading anywhere everything drawn	<p><b>AND</b> any line longer length is 50 mm or more</p> <p><b>AND</b> (clear, sharp, unbroken lines)</p> <p><b>Do not give mark if</b></p> <ul style="list-style-type: none"> <li>any ruled lines</li> <li>any line too thick (thinner than 1 mm)</li> <li>drawn over the print of question</li> </ul>
MMO collection 3	[1]	<p><b>EITHER</b> only xylem vessels with thickening (same or two types) <b>OR</b> only two different bandings (on any number of vessels);</p>	
		Additional guidance	<p><b>Can have</b></p> <ul style="list-style-type: none"> <li>differences in pattern e.g. rings to spiral or in spacing</li> <li>bandings circular, spirals or reticulate or shows as pits/circles or walls showing clear extra thickening as in section of bands</li> </ul> <p><b>Do not give mark if</b></p> <ul style="list-style-type: none"> <li>any cell(s) or bundles of lines drawn</li> </ul>
	[1]	drawn any <b>one</b> set of bandings as two lines or shaded bands or if no bands then allow circles for pits;	
	[1]	correct label with label line to lignin which can be the wall or band;	
		Additional guidance	<p><b>Do not give mark if any label</b></p> <ul style="list-style-type: none"> <li>to a middle of a pit</li> <li>any label which is biologically incorrect e.g. from incorrect organ or animal</li> <li>label within drawn area</li> </ul> <p><b>Must have</b></p> <ul style="list-style-type: none"> <li>line to touch wall or band</li> </ul>
<b>[Total: 18]</b>			