Cambridge International AS & A Level

Cambridge International Examinations
Cambridge International Advanced Subsidiary and Advanced Level

BIOLOGY **9700/53**

Paper 5 Planning, Analysis and Evaluation **October/November 2016**

MARK SCHEME

Maximum Mark: 30

Published

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 should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2016 series for most Cambridge IGCSE®, Cambridge International A and AS Level components and some Cambridge O Level components.

® IGCSE is the registered trademark of Cambridge International Examinations.

© UCLES 2016

https://xtremepape.rs/

https://xtremepape.rs/

Question	Answer	Mark	Additional Guidance
1(a)(i)	*independent:* <u>concentration</u> of calcium chloride / $CaCl_2$; *dependent:* number of stomata closed / open ;	2	**A** closing / opening *for closed / open* **I** percentage
1(a)(ii)	serial dilution ;	1	**A** description **I** simple / standard dilution, or description of **I** proportional dilution
1(b)(i)	*idea of* the higher the concentration (of, calcium chloride / $CaCl_2$,) the greater the, number / percentage / proportion, of stomata that are closed / **ora** ;	1	*hypothesis must be testable and not repeat information given in question* **A** *idea that,* the number / proportion / percentage of closed stomata is (directly) proportional to the conc. of $CaCl_2$ **A** as $CaCl_2$ concentration increases more stomata close **ora** **A** a null hypothesis: different / changing concentrations of $CaCl_2$ have no (significant) effect on the number / proportion / percentage of, closed / open, stomata

© UCLES 2016

https://xtremepape.rs/

Question	Answer	Mark	Additional Guidance
1(b)(ii)	*five from* 1 *ref. to* putting (epidermal) strip(s) in the (different) solutions in appropriate containers **;** 2 *ref. to* keeping in the light (for the investigation) **;** 3 *ref. to* using a (light) microscope (to observe the stomata) **;** 4 count / record, (the number of / how many), closed / open stomata **;** 5 *ref. to* standardising the counting **;** 6 *ref. to* making **several** counts on **at least one** epidermal strip **and** taking a mean / to identify anomalies **;** 7 *max 2 for control variables (mps 7 – 9)* 8 *ref. to* using suitable equipment for cutting **and** measuring strips (to same size) ; 9 *ref. to* method achieving constant temperature **;** 10 *ref. to* method of preventing evaporation **;** 11 *one of* *ref. to* low risk **;** allergy to leaves / plants **and** wearing gloves / goggles **;** $CaCl_2$ irritant **and** avoid swallowing / wearing gloves / goggles **;** care when cutting with scalpel **and** cut on tile and away from, hand / body **;**	**5**	**A** named solutions **A** e.g. beakers, watch glasses, Petri dishes, test tubes, boiling tubes, measuring cylinders, (microscope) slide / cavity slide **I** *ref. to* volume of solution **I** *ref. to* time **A** in dark room with fixed light **R** electron / electronic microscope **I** calculate / observe if a number of counts is given it must be a minimum of 3 **I** average **A** mean average **I** repeat / replicate, the experiment *unqualified* e.g. scalpel or scissors **and** ruler / calipers **I** metre ruler e.g. incubator, temperature controlled room, water bath to keep temperature constant e.g. lid / film / coverslip (if slide) AW **R** no risk **I** allergy to $CaCl_2$ **I** scissors

© UCLES 2016

https://xtremepape.rs/

Question	Answer	Mark	Additional Guidance
1(c)(i)	*two (for 1 mark) from* (same calibrated eyepiece) graticule used ; (same) microscope ; (same) magnification ;	1	**A** same calibration for measuring **I** stage micrometer **I** same apparatus / method of measuring **I** random selection of stomata
1(c)(ii)	$0.75 / 7.5 \times 10^{-1}$ (μm) ;	1	**I** ¾

© UCLES 2016

https://xtremepape.rs/

Question	Answer	Mark	Additional Guidance
1(d)(i)	*one from* 1 up to / at, 0.001 μmol dm^{-3} ABA / initially / at first, upper epidermis mean has increased / not changed , lower epidermis has decreased **;** 2 lower epidermis responds at 0.001 μmol dm^{-3}, ABA upper epidermis responds at 0.01 μmol dm^{-3} ABA **;** 3 confidence intervals / error bars, do not overlap (until 1.00 μmol dm^{-3} ABA) **;** 4 stomata on upper epidermis have wider aperture at, all / increasing, concentrations of ABA (until 1.00 μmol dm^{-3} ABA) **;**	**1**	*idea that* upper epidermis at 0.001 μmol dm^{-3} has not decreased while lower epidermis has decreased lower epidermis (starts to) responds at lower concentrations of ABA ; **I** standard deviation / standard error **I** *ref. to* one stated ABA concentration **I** *ref. to* one stated ABA concentration **I** longer / shorter / higher, aperture / stomata **A** longer / shorter, diameter / width
1(d)(ii)	*one from* *definition*: e.g. the confidence limits are, the range / interval, in which the true value of the mean lies, with 95% probability / chance **;** *idea of* the true / AW, mean, lies within, ±, $2 \times S_M$ / SE, with 95% probability / chance **;** *idea of* the (calculated) mean is close to the true / actual mean **;** shows the reliability of the (calculated) mean **;** (the confidence intervals are small) so data is reliable **;** (the confidence limits do not overlap) so data is reliable **;**	**1**	*this must be a clear statement* **A** 95% confident / sure / certain, that the true / actual / population mean lies within this range **I ora** for 5% **I** 95% reliable

© UCLES 2016

https://xtremepape.rs/

Question	Answer	Mark	Additional Guidance
1(d)(iii)	*t*–test **;** data has a normal distribution / comparing the <u>means</u> of two samples **;**	**2**	*if test not correct allow reason if correct for stated test **and** t–test e.g. Pearson's linear correlation because gave normal distribution* **A** comparing two means / comparing a pair of means / to see if two means are different **A** data is continuous / not discrete **I** continuous variation
1(e)	*four from*: 1 large number of stomata / 50 stomata (from each epidermal surface) (for each ABA concentration) **;** 2 (left for) the same time / left for <u>2 hours</u> ; 3 same age of leaf / young leaves used **;** 4 describe how one (stated) environmental condition <u>is</u> controlled **;** 5 *ref. to* how one stated method of measurement has been standardised **;** 6 random selection of stomata (to avoid bias) **;**	**4**	**I** *ref. to* confidence intervals **I** large sample size unqualified **A** 10 stomata from each (epidermal) strip **I** time unqualified **A** seedling leaf / leaves just expanded **either** carbon dioxide-free air **or** pH by buffer **I** 'ensure no carbon dioxide in environment' calibrated, eye piece / graticule **or** same microscope **or** same magnification
	Total:	**19**	

© UCLES 2016

https://xtremepapers

Question	Answer	Mark	Additional Guidance
2(a)(i)	*four from* **either** 1 *idea of* making extracts of couch grass roots, of different ages / grown for different times / 14 days old / old(er) root(s) **;** 2 grow barley (grains / young plants), supplied with (water containing) extract / has extract added **;** 3 grow (another) set of barley (grains / young plants), (supplied with water) without extract **;** **or** 1 grow couch grass for different times / to different ages / to 14 days / until older, **and** remove couch grass / cut off grass shoots **;** 2 grow barley (grains / young plants) where couch grass has been previously grown and removed / where couch grass shoots had been cut off leaving roots **;** 3 grow (another) set of barley (grains / young plants) on its own / where couch grass has not been grown **;** **then** 4 *ref. to* at least one standardised (environmental) condition **;** 5 measure / record, length / (dry) mass, of barley roots **;** 6 *idea of* compare / analyse statistically, the length / (dry) mass / growth, of the barley roots **;**	**4**	**I** *where barley / couch grass is grown, e.g. field, green house, plot, pot, paper in petri dish etc.* **A** extracts from separately sown couch grass **or** from couch grass from original experiment 2 **A** experiment 4 acts as / is, a control **A** *idea of* repeating experiment 2 but removing couch grass before barley is planted **A** *idea of* growing barley where only the roots are left **A e**xperiment 4 acts as / is, a control **A** e.g. same watering / temperature / light / humidity / time / nutrients / minerals **I** growth *unqualified* **I** measurement before investigation **I** compare growth of barley *unqualified* **I** chi squared test *must be clear that they have at least two treatments / values to compare*

© UCLES 2016

https://xtremepape.rs/

Question	Answer	Mark	Additional Guidance
2(a)(ii)	*one from* 1 *idea that* established / older couch grass, is (better) competitor than barley for stated resources (light / minerals / water / space) / **ora ;** 2 *idea that* by the time barley is grown couch grass has depleted stated soil resources (light / minerals / water / space) **ora ;** 3 *idea of* older couch spreads a, disease / herbivore, to barley **;** 4 *idea of* older couch produces a substance that inhibits / slows the germination of barley **;** 5 *idea of* older couch grass changes the pH of the soil **;**	**1**	**A** nutrients **I** nutrition **I** resources *unqualified* **A** nutrients **I** nutrition **I** resources *unqualified* **A** something that eats barley lives, in / on, older couch grass
2(a)(iii)	there is no significant difference between yield of barley grown with couch grass and, barley grown without couch grass **;**	**1**	**A** there is no significant difference between yield of, barley grown with couch grass / experiment(s) 1 / 2 / 3, and, (the yield of) the control / experiment 4 **A** no significant decrease / increase in yield when couch grass is present compared to when couch grass is not present

© UCLES 2016

https://xtremepape.rs/

Question	Answer	Mark	Additional Guidance
2(b)(i)	correct calculation for **both** ground beetles **;** ground beetles | 20 | <u>0.181</u> | 45 | <u>0.012</u> correct addition of **both** columns in table 2 **;** total | 47 | 0.300 | 414 | 0.188 *correct values for both values of D* with pesticides $D = 0.700$ **and** without pesticides $D = \underline{0.812}$ **;**	**3**	**ecf** *for wrong values for ground beetles* **A** 0.7 / 0.70 **ecf** *from wrong totals*

© UCLES 2016

https://xtremepape.rs/

<table>
<tr><th>Question</th><th>Answer</th><th>Mark</th><th>Additional Guidance</th></tr>
<tr><td>2(b)(ii)</td><td>two from
1 the use of pesticides reduces the numbers of all, the organisms / individuals / plants and animals ;

2 either the, biodiversity / species diversity, is reduced

or idea that D / diversity index / biodiversity / species diversity, does not appear to be much affected / only changed by 0.112 ;

3 either use of processed data to describe percentage decrease in any one group

or idea of beetles are less affected / have a much lower percentage decrease ;

4 bees (appear to have been) completely lost ;
5 idea that data collected is grouped, so cannot tell if any specific species has been lost ;
6 idea of reason for decline in, birds / small mammals , due to effect on food chain / non-specific nature of pesticides / herbicides ;</td><td>2</td><td>must be in terms of effect of pesticides causing the decrease
A pesticides decrease the number of organisms
I ora e.g. number of individuals in fields without pesticides is higher
A species richness
I diversity / D /, is reduced for either
I diversity for or

<table><tr><th>organism</th><th>percentage drop</th></tr><tr><td>dicot</td><td>95</td></tr><tr><td>monocot</td><td>88</td></tr><tr><td>beetles</td><td>56</td></tr><tr><td>butterflies and moths</td><td>89</td></tr><tr><td>bees</td><td>100</td></tr><tr><td>mammals</td><td>87</td></tr><tr><td>birds</td><td>94</td></tr><tr><td>total</td><td>89</td></tr></table></td></tr>
<tr><td></td><td>Total:</td><td>11</td><td></td></tr>
</table>

© UCLES 2016