
BIOLOGY**9700/53**

Paper 5 Planning, Analysis and Evaluation

October/November 2016

MARK SCHEME

Maximum Mark: 30

Published

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Page 2	Mark Scheme	Syllabus	Paper
	Cambridge International AS/A Level – October/November 2016	9700	53

Question	Answer	Mark	Additional Guidance
1(a)(i)	<i>independent: <u>concentration</u> of calcium chloride / CaCl_2 ;</i> <i>dependent: number of stomata closed / open ;</i>	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)	<i>idea of the higher the concentration (of, calcium chloride / CaCl_2,) the greater the, number / percentage / proportion, of stomata that are closed / ora ;</i>	1	<i>hypothesis must be testable and not repeat information given in question</i> A <i>idea that</i> , 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

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Question	Answer	Mark	Additional Guidance
1(b)(ii)	<p><i>five from</i></p> <p>1 <i>ref. to putting (epidermal) strip(s) in the (different) solutions in appropriate containers ;</i></p> <p>2 <i>ref. to keeping in the light (for the investigation) ;</i></p> <p>3 <i>ref. to using a (light) microscope (to observe the stomata) ;</i></p> <p>4 <i>count/record, (the number of/how many), closed/open stomata ;</i></p> <p>5 <i>ref. to standardising the counting ;</i></p> <p>6 <i>ref. to making several counts on at least one epidermal strip and taking a mean/to identify anomalies ;</i></p> <p>7 <i>max 2 for control variables (mps 7–9)</i></p> <p>8 <i>ref. to using suitable equipment for cutting and measuring strips (to same size) ;</i></p> <p>9 <i>ref. to method achieving constant temperature ;</i></p> <p>10 <i>ref. to method of preventing evaporation ;</i></p> <p>11 <i>one of</i> <i>ref. to low risk ;</i> <i>allergy to leaves/plants and wearing gloves/goggles ;</i> <i>CaCl₂ irritant and avoid swallowing/wearing gloves/goggles ;</i> <i>care when cutting with scalpel and cut on tile and away from, hand/body ;</i></p>	5	<p>A named solutions A e.g. beakers, watch glasses, Petri dishes, test tubes, boiling tubes, measuring cylinders, (microscope) slide/cavity slide I <i>ref. to volume of solution</i> I <i>ref. to time</i> A in dark room with fixed light R electron/electronic microscope</p> <p>I calculate/observe</p> <p>if a number of counts is given it must be a minimum of 3 I average A mean average I repeat/replicate, the experiment <i>unqualified</i></p> <p>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</p> <p>R no risk I allergy to CaCl₂</p> <p>I scissors</p>

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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)	$0.75/7.5 \times 10^{-1} (\mu\text{m})$;	1	I $\frac{3}{4}$

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

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

Page 7	Mark Scheme	Syllabus	Paper
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Question	Answer	Mark	Additional Guidance
2(a)(i)	<p><i>four from either</i></p> <ol style="list-style-type: none"> 1 <i>idea of</i> 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 ; <p>or</p> <ol style="list-style-type: none"> 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 ; <p>then</p> <ol style="list-style-type: none"> 4 <i>ref. to</i> at least one standardised (environmental) condition ; 5 measure / record, length / (dry) mass, of barley roots ; 6 <i>idea of</i> compare / analyse statistically, the length / (dry) mass / growth, of the barley roots ; 	4	<p>I <i>where barley/couch grass is grown, e.g. field, green house, plot, pot, paper in petri dish etc.</i></p> <p>A extracts from separately sown couch grass or from couch grass from original experiment 2</p> <p>A experiment 4 acts as/is, a control</p> <p>A <i>idea of</i> repeating experiment 2 but removing couch grass before barley is planted</p> <p>A <i>idea of</i> growing barley where only the roots are left</p> <p>A experiment 4 acts as/is, a control</p> <p>A e.g. same watering/temperature/light/humidity/time/nutrients/minerals</p> <p>I growth <i>unqualified</i></p> <p>I measurement before investigation</p> <p>I compare growth of barley <i>unqualified</i></p> <p>I chi squared test</p> <p><i>must be clear that they have at least two treatments/values to compare</i></p>

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Question	Answer	Mark	Additional Guidance
2(a)(ii)	<p><i>one from</i></p> <ol style="list-style-type: none"> 1 <i>idea that</i> established/older couch grass, is (better) competitor than barley for stated resources (light/minerals/water/space) / ora ; 2 <i>idea that</i> by the time barley is grown couch grass has depleted stated soil resources (light/minerals/water/space) ora ; 3 <i>idea of</i> older couch spreads a, disease/herbivore, to barley ; 4 <i>idea of</i> older couch produces a substance that inhibits/slows the germination of barley ; 5 <i>idea of</i> older couch grass changes the pH of the soil ; 	1	<p>A nutrients I nutrition I resources <i>unqualified</i></p> <p>A nutrients I nutrition I resources <i>unqualified</i></p> <p>A something that eats barley lives, in/on, older couch grass</p>
2(a)(iii)	there is no significant difference between yield of barley grown with couch grass and, barley grown without couch grass ;	1	<p>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</p> <p>A no significant decrease/increase in yield when couch grass is present compared to when couch grass is not present</p>

Page 9	Mark Scheme	Syllabus	Paper
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Question	Answer	Mark	Additional Guidance										
2(b)(i)	<p>correct calculation for both ground beetles ;</p> <table border="1"> <tr> <td>ground beetles</td> <td>20</td> <td><u>0.181</u></td> <td>45</td> <td><u>0.012</u></td> </tr> </table> <p>correct addition of both columns in table 2 ;</p> <table border="1"> <tr> <td>total</td> <td>47</td> <td>0.300</td> <td>414</td> <td>0.188</td> </tr> </table> <p>correct values for both values of <i>D</i> with pesticides $D=0.700$ and without pesticides $D=\underline{0.812}$;</p>	ground beetles	20	<u>0.181</u>	45	<u>0.012</u>	total	47	0.300	414	0.188	3	<p><i>ecf for wrong values for ground beetles</i></p> <p>A 0.7/0.70 <i>ecf from wrong totals</i></p>
ground beetles	20	<u>0.181</u>	45	<u>0.012</u>									
total	47	0.300	414	0.188									

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2(b)(ii)	<p>two from</p> <p>1 the use of pesticides reduces the numbers of all, the organisms/individuals/plants and animals ;</p> <p>2 either the, biodiversity/species diversity, is reduced</p> <p>or idea that <i>D</i>/diversity index/biodiversity/species diversity, does not appear to be much affected/only changed by 0.112 ;</p> <p>3 either use of processed data to describe percentage decrease in any one group</p> <p>or idea of beetles are less affected/have a much lower percentage decrease ;</p> <p>4 bees (appear to have been) completely lost ;</p> <p>5 idea that data collected is grouped, so cannot tell if any specific species has been lost ;</p> <p>6 idea of reason for decline in, birds/small mammals , due to effect on food chain/non-specific nature of pesticides/herbicides ;</p>	2	<p><i>must be in terms of effect of pesticides causing the decrease</i></p> <p>A pesticides decrease the number of organisms</p> <p>I ora e.g. number of individuals in fields without pesticides is higher</p> <p>A species richness</p> <p>I diversity/<i>D</i>/, is reduced for either</p> <p>I diversity for or</p> <table border="1"> <thead> <tr> <th>organism</th> <th>percentage drop</th> </tr> </thead> <tbody> <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> </tbody> </table>	organism	percentage drop	dicot	95	monocot	88	beetles	56	butterflies and moths	89	bees	100	mammals	87	birds	94	total	89
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