

Cambridge International AS & A Level

BIOLOGY

9700/51

Paper 5 Planning, Analysis and Evaluation

May/June 2024

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 International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2024 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

This document consists of **11** printed pages.

PUBLISHED**Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptions for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

PUBLISHED**GENERIC MARKING PRINCIPLE 5:**

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Mark scheme abbreviations

;	separates marking points
/	alternative answers for the same point
A	accept (for answers correctly cued by the question, or by extra guidance)
R	reject
I	ignore
()	the word / phrase in brackets is not required, but sets the context
AW	alternative wording (where responses vary more than usual)
underline	actual word given must be used by candidate (grammatical variants accepted)
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
AVP	alternative valid point

Question	Answer	Marks												
1(a)(i)	wind speed ;	1												
1(a)(ii)	<p><i>any six from:</i></p> <p>1 method to use fan(s), to obtain a minimum of five different wind speeds ;</p> <p>2 <i>ref. to</i> standardised variable for using the fan ;</p> <p>3 use a method to maintain, same / stated, temperature ;</p> <p>4 use a method to maintain, same / stated, light intensity ;</p> <p>5 at each wind speed, measure / note / record / AW, the initial mass <u>and</u> final mass, in a fixed time ;</p> <p>6 <i>idea of</i> equilibration / acclimatisation, of, plant / Japanese spiraea / apparatus ;</p> <p>7 use at least three measurements for each wind speed <u>and</u> calculate a mean ;</p> <p>8 safety comment with hazard <u>and</u> precaution ;</p> <table border="1" data-bbox="338 890 1767 1222"> <thead> <tr> <th data-bbox="338 890 730 956">hazard</th> <th data-bbox="730 890 1249 956">risk</th> <th data-bbox="1249 890 1767 956">precaution</th> </tr> </thead> <tbody> <tr> <td data-bbox="338 956 730 1021">Japanese spiraea / plant</td> <td data-bbox="730 956 1249 1021">irritant / allergy</td> <td data-bbox="1249 956 1767 1021">gloves / mask / PPE</td> </tr> <tr> <td data-bbox="338 1021 730 1121">soil</td> <td data-bbox="730 1021 1249 1121">biohazard / pathogens / allergy irritant</td> <td data-bbox="1249 1021 1767 1121">gloves / mask / PPE</td> </tr> <tr> <td data-bbox="338 1121 730 1222">fan</td> <td data-bbox="730 1121 1249 1222">hair / clothing / AW, trapped in fan</td> <td data-bbox="1249 1121 1767 1222">method to, control loose, hair / clothing / AW</td> </tr> </tbody> </table> <p>9 method for measuring wind speed ;</p> <p>10 <i>idea of</i> replacing water lost from plant (before each new measurement) ;</p>	hazard	risk	precaution	Japanese spiraea / plant	irritant / allergy	gloves / mask / PPE	soil	biohazard / pathogens / allergy irritant	gloves / mask / PPE	fan	hair / clothing / AW, trapped in fan	method to, control loose, hair / clothing / AW	6
hazard	risk	precaution												
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soil	biohazard / pathogens / allergy irritant	gloves / mask / PPE												
fan	hair / clothing / AW, trapped in fan	method to, control loose, hair / clothing / AW												

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Question	Answer	Marks
1(a)(iii)	as wind speed, increases: rate of transpiration - increases or decrease in mass, in fixed / stated time - increases or rate of decrease in mass - increases or time taken, for a fixed decrease in mass - decreases ; ora	1
1(b)(i)	263 ;	1
1(b)(ii)	<i>any one from:</i> 1 use, same / stated, size of (blue) cobalt chloride paper ; 2 <i>idea of</i> use a (pink) colour standard (to determine end point) ; 3 <i>idea of</i> measure different positions on (lower) surface of leaf ; 4 <i>idea of</i> unbiased selection of, leaves / leaf position ;	1

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Question	Answer	Marks
2(a)	<p>any three from:</p> <ol style="list-style-type: none"> 1 light intensity ; 2 duration / hours / AW, of light ; 3 volume, of water (added to soil) ; 4 type / pH, of soil ; 5 mineral (ion), concentration (in soil) ; 6 humidity ; 7 carbon dioxide concentration ; 	3
2(b)	(high mean temperature leads to) lower / AW (mean stomatal conductance), in both isohydric <u>and</u> anisohydric (species) ; ora	1

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Question	Answer	Marks
2(c)	<p>any four from:</p> <p><i>conclusion:</i> 1 (water stress leads to) lower / AW, (mean stomatal) conductance in isohydric <u>and</u> anisohydric (species) ; ora</p> <p><i>explanation:</i> 2 <i>idea that</i> (lower stomatal conductance when exposed to water stress indicates that) water loss (by transpiration) is reduced ;</p> <p><i>conclusion:</i> 3 isohydric (species exposed to water stress and a high temperature) increase (mean stomatal) conductance or increased (mean stomatal) conductance for isohydric (species exposed to water stress and a high temperature) is (statistically) significant ;</p> <p><i>explanation:</i> 4 <i>idea that</i> (increased mean stomatal conductance in isohydric species exposed to water stress and a high temperature) has a cooling effect ;</p> <p><i>conclusion:</i> 5 anisohydric (species exposed to water stress and a high temperature) do not change (mean stomatal) conductance or change / difference / decrease / AW, in (mean stomatal) conductance for anisohydric (species exposed to water stress and a high temperature) is not (statistically) significant ;</p> <p><i>explanation:</i> 6 <i>idea that</i> (unchanged mean stomatal conductance in anisohydric species when exposed to water stress and a high temperature) to allow carbon dioxide uptake (for photosynthesis) ;</p> <p><i>conclusion:</i> 7 paired data quote to support conclusion ;</p>	4

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Question	Answer	Marks
2(d)(i)	<i>idea that</i> there is no difference between the (mean) <u>percentage</u> of leaves that were dead on (young trees from) isohydric species and (young trees from) anisohydric species ;	1
2(d)(ii)	1883 ; $t = (190 - 35) / 8231$;	2
2(d)(iii)	1 calculated value of, $t / 1883$, is less than, 2011 / critical value (at $p = 0.05$) or calculated value of, $t / 1883$, is less than, 2682 / critical value (at $p = 0.01$) ; ora 2 <u>null</u> hypothesis is accepted (at $p = 0.05 / p = 0.01$) ; 3 there is no <u>significant difference</u> (at $p = 0.05 / p = 0.01$) ;	3

Question	Answer	Marks
3(a)(i)	(human volunteer / person and) no (mosquito) repellent / spray or (human volunteer / person and) water (spray) ; or (human volunteer / person and) solvent (from repellent / spray) ;	1

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Question	Answer	Marks								
3(a)(ii)	<p>named risk <u>and</u> matching precaution ;</p> <table border="1" data-bbox="338 284 1673 715"> <thead> <tr> <th data-bbox="338 284 1005 349">risk</th> <th data-bbox="1005 284 1673 349">precaution</th> </tr> </thead> <tbody> <tr> <td data-bbox="338 349 1005 483">mosquitoes take blood meal (from scientist) or mosquitoes bite (scientist)</td> <td data-bbox="1005 349 1673 483">protective clothing / gloves / masks / PPE</td> </tr> <tr> <td data-bbox="338 483 1005 617">mosquitoes transmit, disease / pathogen / yellow fever / AW</td> <td data-bbox="1005 483 1673 617">protective clothing / gloves / masks / PPE use, disease / pathogen, free mosquitoes vaccine (against yellow fever)</td> </tr> <tr> <td data-bbox="338 617 1005 715">(mosquito) repellent / spray / solvent, allergy / irritant / toxic</td> <td data-bbox="1005 617 1673 715">protective clothing / gloves / masks / PPE</td> </tr> </tbody> </table>	risk	precaution	mosquitoes take blood meal (from scientist) or mosquitoes bite (scientist)	protective clothing / gloves / masks / PPE	mosquitoes transmit, disease / pathogen / yellow fever / AW	protective clothing / gloves / masks / PPE use, disease / pathogen, free mosquitoes vaccine (against yellow fever)	(mosquito) repellent / spray / solvent, allergy / irritant / toxic	protective clothing / gloves / masks / PPE	1
risk	precaution									
mosquitoes take blood meal (from scientist) or mosquitoes bite (scientist)	protective clothing / gloves / masks / PPE									
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Question	Answer	Marks
3(b)	<p><i>any four from:</i></p> <p>1 98% DEET is effective (at repelling mosquitoes) ;</p> <p>2 <i>idea that</i> standard error / SE, overlap for 98% DEET and lemon eucalyptus oil, so these mosquito repellents are equally effective / no significant difference between these mosquito repellents ;</p> <p>3 <i>idea that</i> lemon eucalyptus oil is, (slightly) more effective / equally effective (as 98% DEET), but, has a low concentration (of chemical) / might be safer or <i>idea that</i> lemon eucalyptus oil is, (slightly) more effective / equally effective, (as 98% DEET) but DEET is, toxic / irritant / harmful ;</p> <p>4 <i>idea that</i> not true for all concentrations of DEET / 40% (concentration) DEET is much less effective ; ora</p> <p>5 no statistical test carried out ;</p> <p>6 only one human volunteer tested ;</p> <p>7 <i>idea that</i> some mosquitoes are still attracted to the human volunteer (when using 98% DEET) ;</p> <p>8 <i>idea that</i> mosquitoes used / <i>Aedes aegypti</i>, do not transmit malaria ;</p> <p>9 <i>idea that</i> mosquitoes were not able to, take a blood meal from / bite, the human volunteer / investigation only measured attraction of mosquitoes (to the human volunteer) ;</p>	4