Cambridge Assessment International Education

# Cambridge International AS & A Level

**BIOLOGY** **9700/52**

Paper 5 Planning Analysis and Evaluation **October/November 2020**

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 October/November 2020 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.



© UCLES 2020

**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 descriptors 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.

© UCLES 2020

| |
|---|
| GENERIC MARKING PRINCIPLE 5:<br><br>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:<br><br>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. |

**Science-Specific Marking Principles**

| | |
|---|---|
| 1 | Examiners should consider the context and scientific use of any keywords when awarding marks. Although keywords may be present, marks should not be awarded if the keywords are used incorrectly. |
| 2 | The examiner should not choose between contradictory statements given in the same question part, and credit should not be awarded for any correct statement that is contradicted within the same question part. Wrong science that is irrelevant to the question should be ignored. |
| 3 | Although spellings do not have to be correct, spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. ethane / ethene, glucagon / glycogen, refraction / reflection). |
| 4 | The error carried forward (ecf) principle should be applied, where appropriate. If an incorrect answer is subsequently used in a scientifically correct way, the candidate should be awarded these subsequent marking points. Further guidance will be included in the mark scheme where necessary and any exceptions to this general principle will be noted. |
| 5 | ‘List rule’ guidance<br><br>For questions that require ***n*** responses (e.g. State **two** reasons …):<br><br>• The response should be read as continuous prose, even when numbered answer spaces are provided.<br>• Any response marked *ignore* in the mark scheme should not count towards ***n***.<br>• Incorrect responses should not be awarded credit but will still count towards ***n***.<br>• Read the entire response to check for any responses that contradict those that would otherwise be credited. Credit should **not** be awarded for any responses that are contradicted within the rest of the response. Where two responses contradict one another, this should be treated as a single incorrect response.<br>• Non-contradictory responses after the first ***n*** responses may be ignored even if they include incorrect science. |

© UCLES 2020

6 Calculation specific guidance

Correct answers to calculations should be given full credit even if there is no working or incorrect working, **unless** the question states 'show your working'.

For questions in which the number of significant figures required is not stated, credit should be awarded for correct answers when rounded by the examiner to the number of significant figures given in the mark scheme. This may not apply to measured values.

For answers given in standard form (e.g. $a \times 10^n$) in which the convention of restricting the value of the coefficient ($a$) to a value between 1 and 10 is not followed, credit may still be awarded if the answer can be converted to the answer given in the mark scheme.

Unless a separate mark is given for a unit, a missing or incorrect unit will normally mean that the final calculation mark is not awarded. Exceptions to this general principle will be noted in the mark scheme.

7 Guidance for chemical equations

Multiples / fractions of coefficients used in chemical equations are acceptable unless stated otherwise in the mark scheme.

State symbols given in an equation should be ignored unless asked for in the question or stated otherwise in the mark scheme.

© UCLES 2020

**Examples of how to apply the list rule**
State **three** reasons…. [3]

**A**

| | | |
|---|---|---|
| 1. Correct | ✓ | **2** |
| 2. Correct | ✓ | |
| 3. Wrong | × | |

**B (4 responses)**

| | | |
|---|---|---|
| 1. Correct, Correct | ✓, ✓ | **3** |
| 2. Correct | ✓ | |
| 3. Wrong | ignore | |

**C (4 responses)**

| | | |
|---|---|---|
| 1. Correct | ✓ | **2** |
| 2. Correct, Wrong | ✓, × | |
| 3. Correct | ignore | |

**D (4 responses)**

| | | |
|---|---|---|
| 1. Correct | ✓ | **2** |
| 2. Correct, CON (of 2.) | ×, (discount 2) | |
| 3. Correct | ✓ | |

**E (4 responses)**

| | | |
|---|---|---|
| 1. Correct | ✓ | **3** |
| 2. Correct | ✓ | |
| 3. Correct, Wrong | ✓ | |

**F (4 responses)**

| | | |
|---|---|---|
| 1. Correct | ✓ | **2** |
| 2. Correct | ✓ | |
| 3. Correct<br>CON (of 3.) | ×<br>(discount 3) | |

**G (5 responses)**

| | | |
|---|---|---|
| 1. Correct | ✓ | **3** |
| 2. Correct | ✓ | |
| 3. Correct<br>Correct<br>CON (of 4.) | ✓<br>ignore<br>ignore | |

**H (4 responses)**

| | | |
|---|---|---|
| 1. Correct | ✓ | **2** |
| 2. Correct | × | |
| 3. CON (of 2.)<br>Correct | (discount 2)<br>✓ | |

**I (4 responses)**

| | | |
|---|---|---|
| 1. Correct | ✓ | **2** |
| 2. Correct | × | |
| 3. Correct<br>CON (of 2.) | ✓<br>(discount 2) | |

**Mark scheme abbreviations**

© UCLES 2020

| | |
|---|---|
| **;** | separates marking points |
| **/** | alternative answers for the same point |
| **R** | reject |
| **A** | accept (for answers correctly cued by the question, or by extra guidance) |
| **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 |
| **I** | ignore |

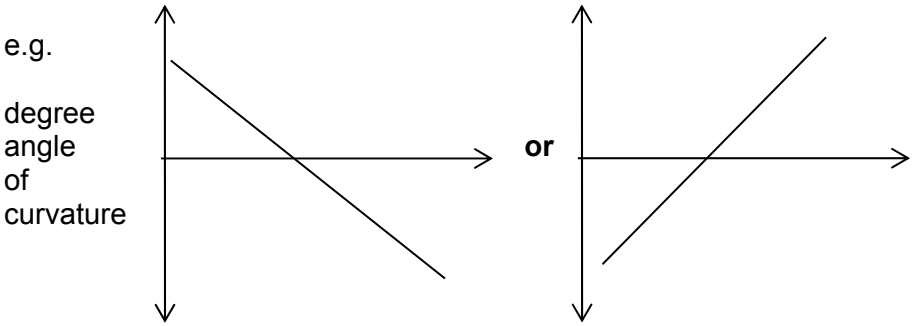
© UCLES 2020

| Question | Answer | Marks |
|---|---|---|
| 1(a) | *idea that* (cortex / pith / cells) are turgid / contain water **and** enlarge / contain water **and** expand **;**<br><br>*idea that* cuticle is waterproof / reduces, water loss / transpiration **or** epidermal cells do not expand (as much) **;**<br><br>*idea of* vascular tissue / xylem, provides mechanical support / strength **;** | **2** |
| 1(b)(i) | five stated concentrations with units **;**<br><br>reasonably evenly spaced **;**<br><br>method for proportional dilution for **minimum** two intermediate concentrations to produce total of 50 $cm^3$ **;** | **3** |
| 1(b)(ii) | *independent variable:*<br>sucrose concentration / molarity **;**<br><br>*dependent variable:*<br>*idea of* (degree of / angle of) curvature / bending (of the strip) **;** | **2** |

© UCLES 2020

| Question | Answer | Marks |
|---|---|---|
| 1(b)(iii) | *any **seven** from:*<br>1 strips same length / size ;<br>2 strips taken from same (type of) plant / stalk / species / age (of plant) ;<br>3 Petri dishes / containers, containing different sucrose concentrations ;<br>4 same / stated volume of sucrose solution / enough to cover the strips of stalk ;<br>5 strip(s) placed in different concentrations ;<br>6 cover container (to prevent evaporation) ;<br>7 (leave strips immersed for) same / stated, time ;<br>8 maintaining a constant temperature **and** a suitable method ;<br>9 record direction in which strip curved ;<br>10 measure / calculate (angle / degree of), curvature / bending ;<br>11 repeat experiment at least twice / three replicates, **and** finding mean ;<br>12 *ref. to* low risk ; | **7** |

© UCLES 2020

| Question | Answer | Marks |
|---|---|---|
| 1(c)(i) | 1 *x-axis* sucrose concentration **and** mol $dm^{-3}$ **;**<br>2 *y-axis* degree / angle of curvature / bending **;**<br>3 line drawn crossing *x*-axis **once ;**<br>4 label identifying intersection (on *x*-axis) as water potential equivalent to the cells **;**<br>e.g.<br><br> | **4** |
| 1(c)(ii) | straight **or** no, curvature / bending **;** | **1** |

| Question | Answer | Marks |
|---|---|---|
| 2(a)(i) | *any **two** from:*<br><br>to kill any remaining, weevils / insects **;**<br><br>*In context of treatment 3 compared to treatment 1:*<br>to assess effect on scars / petiole length, caused by insecticide / AW **;**<br><br>*In context of treatment 3 compared to treatments 4,5,6:*<br>to assess effect on scars / petiole length, caused by (added) weevils **;** | **2** |
| 2(a)(ii) | *treatment 2*<br>to see if effect on scars / petiole length, is caused by (added) weevils **;**<br><br>*treatments 4, 5 and 6*<br>to see how long the insecticide lasts **;** | **2** |
| 2(a)(iii) | shows, spread of data around the mean / variation in the results about the mean **;**<br><br>*any **one** from:*<br>overlapping shows that there may be / is, **no** significant difference between the means **;**<br><br>no overlap shows that there may be a significant difference between means **;** | **2** |
| 2(a)(iv) | *any **one** from:*<br>1 treatments have little / no effect on the petiole length **;**<br><br>2 treatments / insecticides reduce the number of the scars **;**<br><br>3 weevils (only) cause scars when no insecticide is used / AW **;**<br><br>4 insecticide kills weevils **;**<br><br>5 insecticide remains effective for (at least) 3 weeks **;** | **1** |

© UCLES 2020

| Question | Answer | Marks |
|---|---|---|
| 2(b)(i) | Use of formula $\frac{a-b}{b}\times 100$ **;**<br><br>(increases by) 178 **;** | **2** |
| 2(b)(ii) | *any **one** from:*<br>data has a normal distribution **;**<br><br>comparing (two) means **;**<br><br>continuous data **;** | **1** |
| 2(b)(iii) | *any **one** from:*<br>number of plants sampled before **and** after treatment **;**<br><br>number of plants sprayed **and** not sprayed **;**<br><br>number of plants sampled, in each / both groups / experiments **;** | **1** |

© UCLES 2020