Cambridge Assessment International Education

Cambridge International AS & A Level

BIOLOGY **9700/35**

Paper 3 Advanced Practical Skills 1 **October/November 2020**

MARK SCHEME

Maximum Mark: 40

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.

This document consists of **8** printed pages.

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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.

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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.

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 For questions that require ***n*** responses (e.g. State **two** reasons …): • The response should be read as continuous prose, even when numbered answer spaces are provided. • Any response marked *ignore* in the mark scheme should not count towards ***n***. • Incorrect responses should not be awarded credit but will still count towards ***n***. • 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. • Non-contradictory responses after the first ***n*** responses may be ignored even if they include incorrect science.

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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.

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Mark scheme abbreviations

;	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

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Question	Answer	Marks
1(a)(i)	1 *labels under correct sequence of beakers:* 1.0, 0.5, 0.25, 0,125 and % at least once ; 2 shows transfer of 10 (cm^3) from previous beaker transferred to the next beaker in sequence and cm^3 once ; 3 shows 10 (cm^3) of, **W** / water, added to each beaker and cm^3 once ;	**3**
1(a)(ii)	1 *heading for independent variable*: percentage concentration sugar and before heading for dependent variable) and no units in body of table ; 2 *heading for dependent variable*: time and s(econds) and no units in body of table ; 3 times for all concentrations ; 4 correct trend in results ; 5 results recorded to nearest whole second ;	**5**
1(a)(iii)	records the time for **U** and s(econds) ;	**1**
1(a)(iv)	estimates the correct concentration of reducing sugar in **U** from the results given in **1(a)(ii)** ;	**1**
1(a)(v)	any **two** from: 1 using more concentrations of reducing sugar between two concentrations that lie either side of the estimate ; 2 (dilutions made) using proportional dilution ; 3 plot a graph of known concentrations and read off the value of sample ;	**2**
1(b)(i)	1 reads off V_{max} correctly from the graph at 4.3 au ; 2 calculates ½ V_{max} correctly ; 3 reads off the value for K_m mmol dm^{-3} correctly from the graph ;	**3**
1(b)(ii)	identifies enzyme sucrase has a lower affinity for its substrate and K_m higher for sucrase ;	**1**
1(b)(iii)	all active sites are occupied by substrate / AW ;	**1**

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Question	Answer	Marks
1(c)	1 x-axis: type of fruit juice and y-axis: concentration of sugar / a.u ; 2 scale on x-axis: even width of bars and scale on y-axis: 5 a.u to 2 cm., labelled at least every 2 cm and origin at zero ; 3 correct plotting of all bars ; 4 separate bars drawn with horizontal and vertical lines joined precisely ;	**4**

Question	Answer	Marks
2(a)(i)	1 suitable size, using most of the available space and no shading ; 2 draws only correct section of leaf drawn and no cells ; 3 draws correct proportions of epidermis compared to the depth of the leaf ; 4 draws the section at the leaf tip as a separate tissue ; 5 label line and label to epidermis ;	**5**
2(a)(ii)	1 suitable size for the smallest cell and all lines sharp and continuous ; 2 draws only four whole cells and each cell touches at least one other cell in a line ; 3 draws correct feature of cells, e.g. shape of cells or inclusions ; 4 draws two lines around each cell and three lines where cells touch ; 5 label line and label to one cell wall ;	**5**
2(a)(iii)	1 records measured diameter of the field of view in mm. ; 2 divides measurement for the field of view by the number of epidermal cells across the diameter of the field of view (which was counted and recorded) ; 3 correct answer in μm ;	**3**
2(a)(iv)	eyepiece graticule and stage micrometer ;	**1**
2(b)(i)	identifies a feature and suggests a reason ; e.g. curved leaf / trichomes / cuticle / sunken stomata and reduces evaporation of water	**1**

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>2(b)(ii)</td><td>1 records only observable similarities and differences ;

2, 3 and 4
any three from:
<table>
<tr><th>feature</th><th>M1</th><th>Fig. 2.2</th></tr>
<tr><td>similarities
packing of cells at leaf tip
air spaces
cuticle
epidermis</td><td>
closely packed
present
present
one layer</td><td>
closely packed ;
present ;
present ;
one layer ;</td></tr>
<tr><td>differences
hairs / trichomes
shape of leaf
number of vascular bundles
sunken stomata</td><td>
more / many
curved / AW
less / few
present / many</td><td>
less / few ;
flat / AW ;
more / many ;
absent / few ;</td></tr>
</table></td><td>4</td></tr>
</table>

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