Cambridge Assessment International Education

Cambridge International AS & A Level

BIOLOGY **9700/31**

Paper 3 Advanced Practical Skills 1 **October/November 2022**

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 2022 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

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.

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.

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.

Mark scheme abbreviations:

;	separates marking points
/	alternative answers for the same marking point
R	reject
A	accept
I	ignore
AVP	any valid point
AW	alternative wording (where responses vary more than usual)
ecf	error carried forward
underline	actual word underlined must be used by candidate (grammatical variants accepted)
max	indicates the maximum number of marks that can be given
ora	or reverse argument

Question	Answer	Marks
1(a)(i)	1 volume of water stated between 15 and 30 cm^3 **;**	**1**
1(a)(ii)	1 shows three other concentrations of ascorbic acid **and** in descending order **;** 2 correct volumes of ascorbic acid and water to make 20 cm^3 **and** correct concentration **;**	**2**
1(a)(iii)	1 heading for independent variable: concentration of ascorbic acid **and** g dm^{-3} **;** 2 heading dependent variable: volume **and** iodine **and** cm^3 **;** 3 results for all concentrations **;** 4 greatest volume of iodine for highest concentration of ascorbic acid **;** 5 records results to appropriate accuracy **;**	**5**
1(a)(iv)	1 volume of iodine added <u>and</u> cm^3 **;**	**1**
1(a)(v)	1 correct estimation of concentration of ascorbic acid **;**	**1**
1(a)(vi)	1 shows division by, time / 15 (minutes) **;** 2 (correct) answer <u>and</u> units g dm^{-3} min^{-1} **;**	**2**
1(a)(vii)	*any **two** from:* 1 difficult to read scale on syringe **;** 2 lack of suitable precision / *ref. to* volume of drop being too large **;** 3 difficult to judge end-point / imprecise end-point (because whole drops are added each time) **;** 4 imprecise start time (depending on when dialysis tubing added to distilled water) **;** 5 rate of diffusion changes with time (highest at start and decreases as concentration gradient decreases) **;** 6 volume of water added to outside of dialysis tubing not precisely determined so experiment could not be reliably repeated **;**	**2**
1(a)(viii)	*any **two** from:* 1 repeat **and** find mean **;** 2 use of, burette / syringe, with narrow divisions **;** 3 colorimeter / colour chart / colour standard, for end-point **;** 4 use white card behind tube **;** 5 find mass of iodine added **;**	**2**

Question	Answer	Marks
1(b)(i)	1 *x*-axis: time / hours **and** *y*-axis: water content / g of water for each g of melon **;** 2 scale on *x*-axis: 2 hour to 2 cm, labelled every 2 cm **and** scale on *y*-axis: 0.2 g to 2 cm, labelled every 2 cm **;** 3 correct plotting of six points using small crosses or dots in circles **;** 4 at least five plots joined with a thin line passing through all points **;**	**4**
1(b)(ii)	1 no net movement of water in or out of fruit **;** 2 *ref. to* equal, water / solute, potential / AW **;**	**2**

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>2(a)(i)</td><td>1 minimum size and number of tissue layers ;
2 draws the correct region of the stem and no cells ;
3 vascular bundle subdivided ;
4 correct size of vascular bundle relative to other layers of tissue;
5 label line and label to epidermis ;</td><td>5</td></tr>
<tr><td>2(a)(ii)</td><td>1 minimum size and lines continuous, thin and sharp and no shading ;
2 draws only four whole vessel elements and each touches at least one other ;
3 two lines around each vessel element and three lines where vessel elements touch ;
4 vessel elements angular ;
5 label line and label to one vessel element wall ;</td><td>5</td></tr>
<tr><td>2(b)(i)</td><td>1 correct measurement of scale bar and length of trichome (X –Y) ;
2 correct calculation e.g. shows length of scale bar divided by 100 and divided by 0.16 ;
3 correct answer and units ;</td><td>3</td></tr>
<tr><td>2(b)(ii)</td><td>label line to one stoma ;</td><td>1</td></tr>
<tr><td>2(b)(iii)</td><td>1 table with headings for Fig. 2.2 and Fig. 2.3 and table organised to show a similarity and differences ;
2 two correct differences ;;
any two from:
<table>
<tr><th>feature</th><th>Fig. 2.2</th><th>Fig. 2.3</th></tr>
<tr><td>segments</td><td>fewer</td><td>more ;</td></tr>
<tr><td>structure at tip of trichome</td><td>more / larger</td><td>fewer / smaller ;</td></tr>
<tr><td>base of trichome</td><td>present</td><td>absent ;</td></tr>
<tr><td>width</td><td>thin</td><td>thick ;</td></tr>
</table>
3 similarity: e.g. wider at base than at tip ;</td><td>4</td></tr>
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