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UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

GCE Advanced Subsidiary Level and GCE Advanced Level

MARK SCHEME for the May/June 2010 question paper for the guidance of teachers

9700 BIOLOGY

9700/22

Paper 2 (AS Structured Questions), maximum raw mark 60

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 must be read in conjunction with the question papers and the report on the examination.

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CIE is publishing the mark schemes for the May/June 2010 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

Page 2	Mark Scheme: Teachers' version	Syllabus	er
	GCE AS/A LEVEL – May/June 2010	9700	80

1 (a) plant cell because presence of

cell wall; A cellulose cell wall R incorrect cell wall materials

plasmodesma; A plasmodesmata tonoplast; A vacuolar membrane large/central, vacuole; ignore permanent

[2 max]

(b)

name of organelle	diagram of organelle(s) as seen under the electron microscope (not to scale)	one function of organelle	cell type(s) in which organelle is located
	all 3 for one mark oval/circular shape and two membranes close together and inner membrane infolded as two or more cristae;	aerobic respiration/ATP, production/synthesis; A oxidative phosphorylation A ref. β oxidation fats A ref. urea/ornithine cycle R any answer that refers to synthesis/production, of energy	
centrioles; A centriole A centrosome			animal;
	two membranes and ribosomes on external surface; R if ribosomes are excessively large		animal and plant/both;
		processing/modification/AW/ packaging, of, proteins/ molecules; A description of modification e.g. glycosylation A production of, secretory/ Golgi, vesicles A production of lysosomes R protein synthesis	
chloroplast ;			

Pa	age 3	}	Mark Sch	neme	: Teachers' ve	rsion	Syllabus	er
			GCE AS/A	LEV	/EL – May/June	2010	9700	2
(a)	(i)		i, atrium/auricle and nand side box		ventricle; corre	ectly labelled	Syllabus 9700 PAR	ambrio
	(ii)	right	t atrium has			(ora for left	atrium)	3
		A (ri	er, concentration/pa ght) deoxygenated gher saturation of h	blood	d (versus oxyge	nated blood)		`
			er concentration/A\ ore carbaminohaer			onate ions/car	bon dioxide ;	
		_	er concentration on the contraction of the concentration of the concentr	of wa	ter molecules/l	nigh(er) wate	r potential/less negati	ve water
		high	er concentration/A\	N, of	glucose;			[2 max]
(b)	puli coa	mona irctati	more than one lette ry stenosis on of the aorta ar septal defect	r for 6 = = =	each disease G; D; F;			[3]
(c)	acc	ept o	ra where relevant					
	sug 1 2 3 4	oxyg	d flows <u>from</u> aorta : eased volume of / n A blood to lungs : genated and deoxyg genated blood / blood	nore, at hig genat	blood to lungs; her pressure ed mix;			
	5	left \	ain (why blood flow	l (tha	n right ventricle);	olo // 0 / M ·	

(a) 53 %;;

3

max 1 mark for correct calculation but, no/incorrect, answer or not to nearest whole number

higher pressure in aorta (than pulmonary artery);

(so) contraction generates greater force (than right ventricle)/AW;

2 marks for correct answer

[3 max]

[2]

[Total: 9]

Page 4	Ma	ark Scheme: Teachers' version	Syllabus	er
	GC	E AS/A LEVEL – May/June 2010	9700	OS.
		ess linked to points below s e.g. accept answers written as ora		Cambridge
1	more educated p	oopulation; in context of health		ai
2	better/greater ad	cess to, health care/AW ;		On
3	higher level of p	reventive medicine; e.g. immunisation pr	ogrammes	7
4	better diet;	A ref. to less malnourished	_	

- **(b)** R greater wealth unless linked to points below any two valid reasons e.g. accept answers written as ora
 - more educated population; in context of health
 - 2 better/greater access to, health care/AW;
 - higher level of preventive medicine; e.g. immunisation programmes
 - 4 A ref. to less malnourished better diet;

A ref. to access to food supplies

- 5 greater access to, therapeutic medicines/drugs; A antibiotics
- better/less overcrowded, housing/living conditions;
- 7 better, sanitation/sewage treatment;
- greater access to uncontaminated drinking water;

R clean water unqualified

- fewer, fatal diseases/AW;
- 10 ref. to effects of, civil war/war;
- 11 ref. to natural disaster;

[2 max]

(c) (i) rank of % positive (of countries) is different to rank of difference in decrease in life expectancy;

data quote to support; e.g. Kenya 6th highest % positive but 3rd highest decrease in life expectancy

S. Africa 4th highest % positive but 6th highest decrease in life expectancy countries with, similar/same, decrease (in life expectancy) have different % positive; data quote to support; e.g.

Malawi 17.8 years decrease, 16%, cf South Africa 17.5 years, 19.9% Kenya 20.1 years, 14%, cf Zambia 20.1 years, 20%;

with ref. to decrease in life expectancy and % positive

Kenya, does not fit general trend/AW;

South Africa, does not fit general trend/AW;

data quote to support; e.g.

Kenya larger decrease than, Malawi/South Africa, but lower % positive

Kenya 20.1 years decrease but only 14.0 %, compared to, Malawi 17.8 with 16.0%/ South Africa 17.5 with 19.9 %; [2 max]

- (ii) any two relevant factors e.g.
 - anti HIV drug therapy/AW;
 - 2 ref. to treatment of AIDS-related diseases;
 - ref. to education to prevent, transmission/spread;
 - use/provide free, condoms/femidoms; A dental dams
 - avoid promiscuity; A one sexual partner
 - HIV mothers avoid breast feeding;
 - heat treat/screen, blood (for transfusion);
 - needle-exchange schemes/AW; A ref. to sterile syringes
 - use of sterile equipment, qualified e.g. in surgery/tattooing/piercing;
 - 10 testing for HIV status/contact tracing;
 - 11 ref. to vaccine development;

[2 max]

					3/2	
Pa	Page 5		Mark Scheme: Teach	ners' version	Syllabus	er
			GCE AS/A LEVEL – N	lay/June 2010	9700	30
(d)	1 2 3 4 5 6 7 8 9	ref. s (HIV antig clona sens clona <u>B</u> -lyr <u>T</u> (he	nary/immune, response; specificity; in correct context //virus) antigens; gen presentation/antigen preser al selection/described; e.g. recisitisation/activation/described; al proliferation/formation of clon mphocytes/B-cells/plasma cells elper)-lymphocyte response descre ref. to T killer cells	nting cell/APC/describe ognition of/binding to, a e.g. cell growth or cellu re/mitosis/cell division/A , synthesise/produce/se	lar changes AW ; ecrete/release, antib roduction	
4 (a)	(i)	(des	scribes the) sequence of amino	acids (in a polypeptide	chain) ; A order/arra	angement [1]
	(ii)	(corr	/water, released ; rect) bond formation between (ly optide (of lysine and valine) and			roup ; [3]
(b)		1 2 3 <i>tertia</i> 1 2 3 4	regular order/pattern, based on between CO– group of one am alpha-helix and β-pleated shee ary to max 4 folding coiling; interactions between, R groups two correctly named bonds; e. bonds, hydrophobic interactions further description of bonds; e. hydrogen between polar gro ionic between ionised amine hydrophobic interactions between active site, specific/precise, ref. globular/AW, shape; A s ref. amino acids with, hydrophil	ino acid and NH– groupt; side chains; g. hydrogen bonds, diss g. disulfide between cy ups (NH– and CO–) e and carboxylic acid groween non-polar side claysherical/ball ic/polar, R groups facir	ulfide, bonds/bridges vsteine (S–H) groups roups nains ng to outside; ora	
	(ii)	prov	bles (protein to) function/AW; rides <u>active site</u> ; lified ref. to specificity;	A enables antimicr A biological catalys		[1 max]
(c)	cha ref. diffe	anged to eff erent, to dif	(mRNA) codon(s)/triplet(s); l/AW, amino acid(s); fects of stop codon; e.g. shorte, primary structure/described; fferent properties of, R group/sidertiary structure/AW;	A ref. to difference	s in, transcription/tra eplaced amino acid) o interactions	

 ${\bf A}$ change/loss of, active site idea of globular to fibrous change/hydrophilic R groups no longer to outside ;

[Total: 13]

[3 max]

Page 6	Mark Scheme: Teachers' version	Syllabus	<u>r</u>
	GCE AS/A LEVEL – May/June 2010	9700	

5 (a) one mark for each correct row;;;;

	cartilage	ciliated epithelium	elastic fibres	goblet cells	smooth musc
A	✓		✓		✓
В	✓	✓		✓	✓
С	×	✓	✓		
D		×	✓	×	

(b) goblet cells to max 3

synthesise/produce/secrete/release, mucus;

mucus, sticky/AW;

(mucus) traps/AW, pathogens/AW, dust/particles/AW, pollen;

A named organism types/microorganisms

R cilia traps

increased secretion when, inflamed / infection;

qualified ref. to role of mucus; e.g.

increases distance (e.g. of pathogen) to reach (epithelial) cells

acts as barrier/prevents, entry/attachment to, cells

prevent, infections/pathogens reaching alveoli allow once only in either section

cilia to max 3

waft/move/AW, mucus;

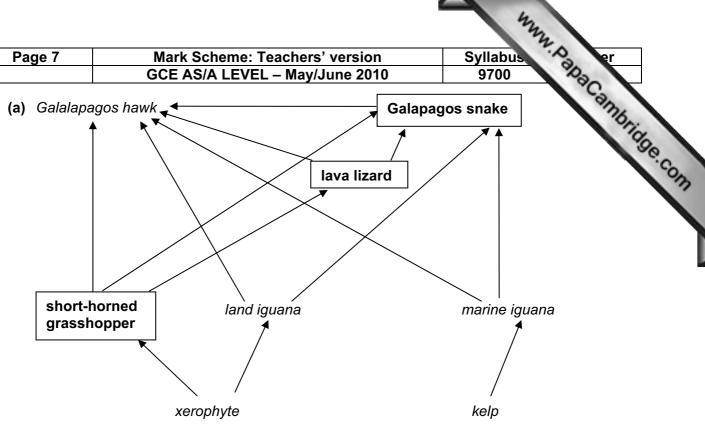
synchronous/metachronal, rhythm; AW

movement towards back of throat for, swallowing/coughing out;

qualified ref. to role of cilia in health; e.g. ref. to, normal air flow/ventilation/keeping airways clear [4 max]

[Total: 8]

_ [4] Page 7 Mark Scheme: Teachers' version **Syllabus** GCE AS/A LEVEL - May/June 2010 9700



animals in correct boxes; all five animals to hawk; all animals except hawk to snake;

6

(only) short-horned grasshopper to lava lizard xerophyte to short-horned grasshopper and land iguana kelp to marine iguana

max 3 if all correct but one arrow head missing max 2 if arrow heads, mixed in incorrect direction/missing

[4]

(b) kelp and xerophytes; allow ecf for next two mps if only one organism both, photosynthetic/autotrophic/fix carbon/AW; A both have chlorophyll both are, at the start of the food web/at the first trophic level/the source of energy to rest of food web/AW; [3]

[Total: 7]