UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
General Certificate of Education Advanced Level

CANDIDATE NAME

CENTRE NUMBER

CANDIDATE NUMBER

4950993262

BIOLOGY **9700/51**

Paper 5 Planning, Analysis and Evaluation **May/June 2013**

1 hour 15 minutes

Candidates answer on the Question Paper.

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name on all the work you hand in.
Write in dark blue or black ink.
You may use a soft pencil for any diagrams, graphs or rough working.
Do not use staples, paper clips, highlighters, glue or correction fluid.
DO **NOT** WRITE IN ANY BARCODES.

Answer **all** questions.

Electronic calculators may be used.
At the end of the examination, fasten all your work securely together.
The number of marks is given in brackets [ ] at the end of each question or part question.

For Examiner's Use	
1	
2	
Total	

This document consists of **7** printed pages and **1** blank page.

© UCLES 2013

For Examiner's Use

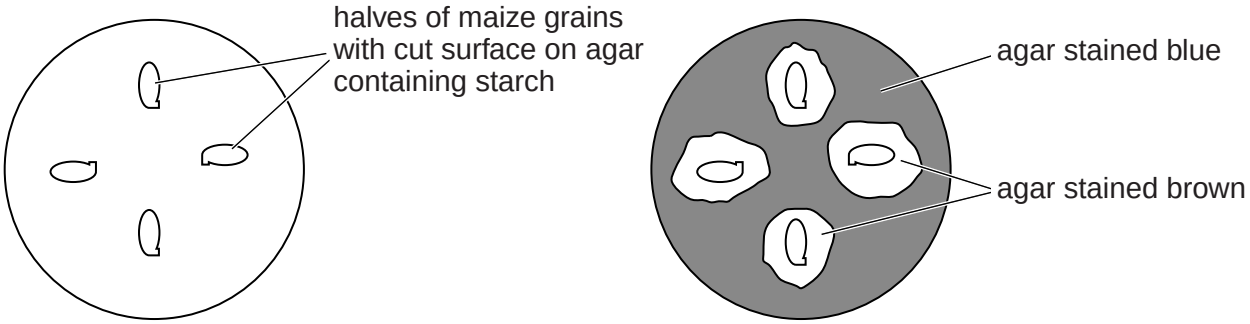
1 **(a)** A group of students was given the task of planning a method to find the effects of the growth regulator gibberellin (GA) on the germination of maize grains.

The students looked up information about investigations into the germination of maize. The information that the students found is listed below.

- Maize needs to be soaked in water for 24 hours to stimulate germination.
- Maize starts to germinate 48–72 hours after soaking.
- GA promotes germination by activating a gene that causes the synthesis of the enzyme amylase.
- The range of concentrations at which GA is found in plants is between 1–10 μmol dm^{-3}.
- Amylase is released by the aleurone layer into the endosperm of the maize grain to hydrolyse the starch reserves.
- The activity of amylase can be estimated by cutting the maize grains lengthways into two halves and placing the cut sides onto agar containing starch in Petri dishes.
- After incubation at a constant temperature, iodine solution is used to test the agar for the presence of starch.

The students carried out a preliminary investigation using maize grains that had been soaked in a 3 mmol dm^{-3} solution of GA.

Fig. 1.1 shows the arrangement of cut maize grains that the students decided to use for their main investigation and the results of testing the agar for starch using iodine solution after incubation.



arrangement of maize grains on agar containing starch in a Petri dish

results of testing the agar with iodine solution after incubation with halves of maize grains

Fig. 1.1

The students thought that the area stained brown was proportional to the activity of the amylase and could be used to test the hypothesis:

The greater the concentration of gibberellin (GA) to which the maize is exposed, the greater the activity of amylase.

© UCLES 2013

(i) Identify the independent and the dependent variables in the students' preliminary investigation.

independent variable ....

....

dependent variable ....

.... [2]

(ii) The students were provided with a 3 mmol dm^{-3} GA solution.
Describe how the students could use the method from their preliminary investigation to test their hypothesis. Your method should be detailed enough for another person to use.

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

.... [8]

© UCLES 2013

For Examiner's Use

(b) The students decided to plot a graph of their results.

Suggest labels, including units, for the axes of this graph.

x-axis .....

.....

y-axis .....

.....[2]

(c) **(i)** The students thought that the area stained brown was proportional to the activity of the amylase.

Suggest three limitations of using this way to estimate amylase activity.

1. .....

.....

2. .....

.....

3. .....

.....[3]

(ii) For **one** of these limitations, suggest how the estimation of amylase activity could be improved.

.....

.....

.....

.....

.....[2]

[Total: 17]

© UCLES 2013

For Examiner's Use

2 In an area where an open cast or surface mine was to be developed, the soil was removed and stored in a large heap. After the mining was finished, the area was reclaimed and the soil spread over the surface.

Studies were carried out on the aerobic and anaerobic bacteria living in the soil while it was stored.

Samples were taken at different depths, 1 month and 6 months after the soil was put into the large heap for storage.

Table 2.1 shows the numbers of aerobic and anaerobic bacteria at different depths in the stored soil.

Table 2.1

depth in soil store / m	mean number of bacteria per gram of stored soil × 10^7			
	aerobic bacteria		anaerobic bacteria	
	after 1 month	after 6 months	after 1 month	after 6 months
0.0	12.4	12.5	0.4	0.6
0.5	10.1	8.3	0.6	1.0
1.0	9.8	5.9	0.8	3.8
1.5	9.7	3.1	0.8	7.6
2.0	10.5	0.8	0.7	8.1
2.5	10.8	0.7	0.8	8.5
3.0	10.2	0.9	0.6	8.8

(a) Describe the trends shown by the distribution of the two types of bacteria in the stored soil after 6 months and suggest reasons for these trends.

.....

.....

.....

.....

.....

.....

.....

..... [3]

For Examiner's Use

(b) In a further study, soil samples were taken at two depths, **A** and **B**, in the soil store. The samples were taken at intervals over six years. Soil samples of equal mass were used to determine the activity of dehydrogenase enzymes in the Krebs cycle of the **aerobic** bacteria.

Fig. 2.1 shows the mean dehydrogenase activity of the bacteria in these samples.

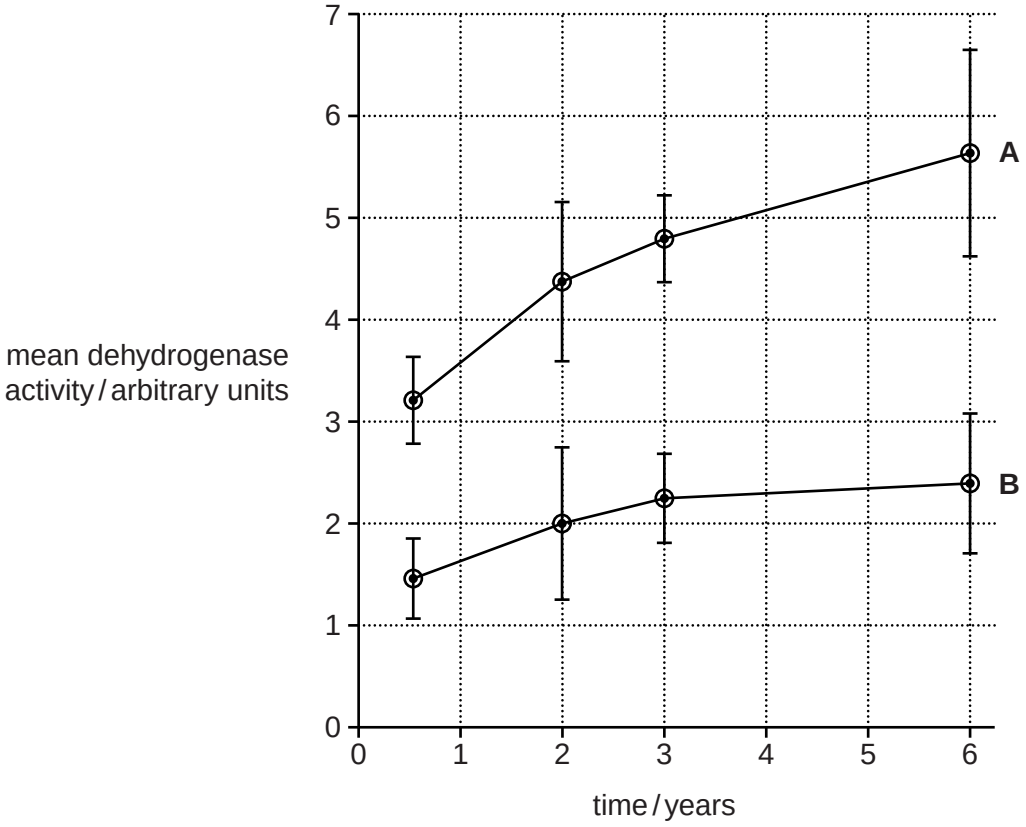


Fig. 2.1

(i) State the evidence from Fig. 2.1 that samples in **B** were taken at a greater depth than samples in **A**.

.....

..... [1]

(ii) Suggest two variables that should be standardised when the dehydrogenase activity is determined.

1. .....

2. ..... [2]

(iii) Suggest a control for the determination of dehydrogenase activity in the bacteria in the soil samples.

.....

..... [1]

© UCLES 2013

For Examiner's Use

(c) The error bars on Fig. 2.1 are two standard error units above and below the mean.

(i) Using evidence from Fig. 2.1 state what these error bars show about the reliability of the data.

.....

.....

.....

.....[2]

(ii) A *t*-test was carried out between each of the following sets of data from the samples at depth **A**:

6 months and 2 years; 6 months and 3 years; 6 months and 6 years;

2 years and 3 years; 2 years and 6 years; 3 years and 6 years.

Identify **two** *t*-tests in which the difference in dehydrogenase activity is likely to be significant. Show your answer by underlining the tests. [1]

Give a reason for your answer.

.....

.....[1]

(d) Table 2.2 shows the dehydrogenase activity and the number of aerobic bacteria present in six soil samples.

Table 2.2

dehydrogenase activity / arbitrary units	number of aerobic bacteria per gram of soil × 10^7
13.5	12.2
9.6	9.1
5.8	7.0
3.0	4.6
2.5	3.2
0.6	0.9

The dehydrogenase activity of 1 g of another soil sample was measured.
Explain how the data in Table 2.2 could be used to predict the number of aerobic bacteria in this soil sample.

.....

.....

.....

.....[2]

[Total: 13]

© UCLES 2013

BLANK PAGE

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

University of Cambridge International Examinations is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.

© UCLES 2013