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CAMBRIDGE
International Education

Cambridge International AS & A Level

BIOLOGY **9700/54**

Paper 5 Planning, Analysis and Evaluation **October/November 2025**

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 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

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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 descriptions 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	<u>'List rule' guidance</u> 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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Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standard isation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
	correct point or mark awarded
	correct awarding one mark from marking point or marking group 1. similar numbered ticks are used for marking point or marking groups 2, 3, 4 etc.
	incorrect point or mark not awarded
	working towards marking point
	information missing or insufficient for credit
	used to highlight part of an extended response
	used to highlight part of an extended response
	allow or accept
	benefit of the doubt given

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Annotation	Meaning
BP	blank page
CON	contradiction in response, mark not awarded
ECF	error carried forward applied
PAG	marking point already given
I	incorrect or insufficient point ignored while marking the rest of the response
IRRL	irrelevant material that does not answer the question
MR	maximum mark reached
O	or reverse argument
R	incorrect point or mark not awarded
SEEN	point has been noted, but no credit has been given or blank page seen

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Mark scheme abbreviations

;	separates marking points
/	alternative answers for the same point
A	accept (for answers correctly cued by the question, or by extra guidance)
R	reject
I	ignore
( )	the word / phrase in brackets is not required, but sets the context
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
AVP	alternative valid point

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>1(a)</td><td>any sensible concentrations ;
corresponding volumes of distilled water and sucrose;</td><td>2</td></tr>
<tr><td>1(b)</td><td>any seven from:
1 same / stated, variety / age / AW, of beetroots ;
2 remove the outer skin (of the beetroot) / AW ;
3 same / stated, dimensions / AW, of (beetroot) block / AW ;
4 ref. to apparatus for obtaining same size of (beetroot) blocks ;
5 for each sucrose concentration, place (beetroot) block in a suitable container and submerge / AW (in sucrose solution);
6 (for each sucrose concentration) measure the initial mass and the final mass ;
7 (measure final mass) after a (suitable) stated time ;
8 method to remove excess liquid from beetroot (before measuring final mass) ;
9 use at least three different (beetroot) blocks and calculate a mean, for each sucrose concentration ;
10 safety comment with named hazard and risk and precaution ;
<table>
<tr><td>hazard</td><td>risk</td><td>precaution</td></tr>
<tr><td>beetroot</td><td>allergy / irritant</td><td>gloves / mask / PPE</td></tr>
<tr><td>knife / scalpel / cork borer / AW</td><td>cut</td><td>cut away from the hand / cut onto a, board / tile / AW</td></tr>
</table></td><td>7</td></tr>
<tr><td>1(c)(i)</td><td>1 appropriate axis labels and units ;
2 sketch shows decreasing line crossing x-axis ;</td><td>2</td></tr>
</table>

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Question	Answer	Marks
1(c)(ii)	(identify the) *x*-axis intercept point **or** (identify the point on the *x*-axis where the mean) percentage change in mass is zero **;**	**1**
1(c)(iii)	rinse (beetroot) blocks (after cutting / before adding to sucrose solution) **;**	**1**

Question	Answer	Marks
2(a)	method for measuring a curved claw (on the image) **;**	**1**
2(b)(i)	*any **one** from:* colour of disc **;** material of disc **;** type of particle **;**	**1**
2(b)(ii)	(level of) roughness **or** (mean) particle diameter (on disc) **;**	**1**
2(b)(iii)	24 **or** 25 (feeding visits) **;**	**1**
2(b)(iv)	*any **two** from:* 1 as the particle diameter increases, (percentage of feeding visits when buff-tailed bumblebees) gripped (on to the disc) increases ; **ora** 2 at 30 µm and 53 µm / over 30 µm, there is no, difference / change / increase / AW (in percentage of feeding visits when buff-tailed bumblebees gripped on to the disc) **;** 3 3. at 5 µm, (buff-tailed bumblebees) only hover **;**	**2**

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>2(c)(i)</td><td>Table 2.2 completed
<table>
<tr><th>mean particle diameter on the disc / µm</th><th>rank of mean particle diameter on the disc</th><th>percentage of feeding visits when the buff-tailed bumblebees gripped on to the disc</th><th>rank of percentage of feeding visits when the buff-tailed bumblebees gripped on to the disc</th><th>Difference in rank, D</th><th>D^2</th></tr>
<tr><td>5</td><td>1</td><td>0</td><td>1</td><td>0</td><td>0</td></tr>
<tr><td>9</td><td>2</td><td>4</td><td>2</td><td>0</td><td>0</td></tr>
<tr><td>12</td><td>3</td><td>16</td><td>3</td><td>0</td><td>0</td></tr>
<tr><td>16</td><td>4</td><td>79</td><td>4</td><td>0</td><td>0</td></tr>
<tr><td>30</td><td>5</td><td>99</td><td>5.5</td><td>0.5</td><td>0.25</td></tr>
<tr><td>53</td><td>6</td><td>99</td><td>5.5 ;</td><td>0.5</td><td>0.25</td></tr>
<tr><td colspan="4"></td><td colspan="2">ΣD^2 = 0.5 ;</td></tr>
</table></td><td>2</td></tr>
<tr><td>2(c)(ii)</td><td>(r_s =) 0.99 / 0.986 ;</td><td>1</td></tr>
<tr><td>2(c)(iii)</td><td>0.99 / calculated value for r_s, is greater than 0.83 ;</td><td>1</td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3(a)(i)</td><td>Table 3.1 completed correctly ;

<table><tr><th>type of fruit</th><th>mean of samples</th></tr><tr><td>apple</td><td>17 / 16.7</td></tr><tr><td>orange</td><td>33 / 33.3</td></tr><tr><td>pineapple</td><td>43 / 43.3</td></tr><tr><td>grapes</td><td>14 / 14.3</td></tr></table></td><td>1</td></tr>
<tr><td>3(a)(ii)</td><td>Table 3.2 completed correctly ;

<table><tr><th></th><th>type of variable</th><th>type of data</th></tr><tr><td>type of fruit</td><td>categoric / qualitative</td><td>nominal</td></tr><tr><td>volume of juice extracted</td><td>quantitative</td><td>continuous</td></tr></table></td><td>2</td></tr>
</table>

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Question	Answer	Marks
3(a)(iii)	*any **two** from:* 1 standardise, (total) mass / volume, of fruit used **or** standardise number of pieces of fruit used **or** standardise, dimensions / mass / volume / size / surface area / AW, of (each fruit) piece ; 2 use same, age / ripeness of each fruit ; 3 use a more accurate method to measuring the volume (of pectinase) **or** use a more accurate method to measure the volume (of juice) ; 4 replace pectinase with, (distilled) water / denatured pectinase / boiled pectinase / AW ;	**2**
3(b)	*any **two** from:* 1 *idea that* the volume of juice may not be correlated with the quantity of pectin ; 2 age / ripeness, of fruit affects quantity of juice ; 3 *idea of* cell walls of different fruits have different compositions ;	**2**

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