



Cambridge International AS & A Level

MARINE SCIENCE

9693/23

Paper 2 AS Data Handling and Investigative Skills

May/June 2022

MARK SCHEME

Maximum Mark: 75

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 May/June 2022 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 **14** printed pages.

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.

Key Points

- Refer to the *Instructions for Examiners (marking scripts on-screen) 2022* booklet for details of all procedures.
- As soon as you are able (usually about two days after the paper set date), please access the question paper and provisional mark scheme from the **RM support portal**. In conjunction with the provisional mark scheme, browse scripts in **RMA³** and feed any issues or comments to your **Team Leader**.
- The decisions of the **Principal Examiner** are final, and the final agreed mark scheme must be applied as intended by the Principal Examiner. If you are in any doubt about applying this mark scheme, consult your **Team Leader** by telephone or by email.
- Please report any serious problems during marking to your **Team Leader / Principal Examiner** (details in the confidential package).
- If you require technical support, please contact the **RM Helpdesk**. If you require administrative support relating to the examination process, please contact the **Cambridge International Examiner Helpdesk**. For all queries relating to payment, please contact **Cambridge Assessment Finance Division**. Up-to-date contact details for each of these can be found in the *Instructions for Examiners (marking scripts on-screen) 2022* booklet.
- The schedule of dates is very important. It is **essential** that you meet the **Batch 1** and **Batch 2** deadlines. If you experience problems, you must contact your Team Leader without delay.
- Mark strictly to the mark scheme. All marks awarded must relate directly to the mark scheme. However, always credit correct, relevant, science, even if it lies outside of the syllabus content. For answers not provided for in the mark scheme, give as far as possible equivalent marks for equivalent work. If in doubt, consult your Team Leader.
- Never transfer marks allocated for one question item to another.
- Where work has been crossed out, mark it when nothing else has been written.
- Do not penalise grammatical constructions/spelling of words that are not in the syllabus, so long as the meaning is clear.
- Credit should be given to all the candidate's correct responses, wherever they have been written (including blank pages, around diagrams, etc.).
- Additional materials may be attached and must be checked for candidates' responses. Show that you have checked blank pages for answers by placing an annotation on each blank page. Do not use crosses or ticks for this purpose, unless the points are credited as part of a response to a specific question. In this instance, please use the On Page Comment tool to clearly annotate which question part the marks relate to.
- If the candidate has left an answer blank, or has left a mark/comment that does not in any way relate to the question (for example 'my dog is black' or '----' or 'can't do' or '?') use the **NR** (No Response, #) option.
- Award 0 marks for any attempt which does not earn credit. This includes copying out all / part of the question or any working that does not earn any marks (whether crossed out or not).

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- This mark scheme will use the following abbreviations:

| | |
|-------------------------|---|
| ; | separates marking points |
| / | separates alternatives within a marking point |
| () | contents of brackets are not required but should be implied / the contents set the context of the answer |
| R | reject |
| A | accept (answers that are correctly cued by the question or guidance you have received) |
| I | ignore (mark as if this material was not present) |
| AW | alternative wording (where responses vary more than usual, accept other ways of expressing the same idea) |
| AVP | alternative valid point (where a greater than usual variety of responses is expected) |
| ORA | or reverse argument |
| <u>underline</u> | actual word underlined must be used by the candidate (grammatical variants excepted) |
| MAX | indicates the maximum number of marks that can be awarded |
| + | statements on both sides of the + are needed for that mark |
| OR | separates two different routes to a mark point and only one should be awarded |
| ECF | error carried forward (credit an operation from a previous incorrect response) |

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| Question | Answer | Marks |
|-----------------|---|--------------|
| 1(a)(i) | Fucus serratus ; | 1 |
| 1(a)(ii) | Fucus ; | 1 |
| 1(b) | clear outline ; suitable size – no smaller than the photograph ; in proportion ; detail must include serrations each side, midrib reaching end, circular marks not essential ; | 4 |
| 1(c)(i) | 27 500 ; mass of harvest for every year added together ; and divided by number of years / 45 years ; | 3 |
| 1(c)(ii) | answer between 6000–7000 read from graph ; their reading / 27 500 × 100 ; | 2 |
| 1(c)(iii) | reduced income for harvesters / less profit / less jobs / downturn in local economy / less harvesting of other creatures / AW ; | 1 |
| 1(c)(iv) | <i>any 3 from:</i> El Niño, event / year may be occurring ; reduction in upwelling towards surface ; reduction in nutrients available in surface water ; reduction in <u>productivity</u> of alga ; AVP ; | 3 |

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| Question | Answer | Marks |
|-----------------|---|--------------|
| 1(c)(v) | <p><i>any 1 from:</i> harvest effort may vary each year ; harvest may not cover whole area ; impact of another variable e.g. herbivore population size ; idea of factor changing, mass / size, of kelp not population ;</p> | 1 |

| Question | Answer | Marks |
|-----------------|--|--------------|
| 2(a) | <p>(as temperature) increases dissolved oxygen decreases ; (as pressure) increases dissolved oxygen increases ;</p> | 2 |
| 2(b) | <p>estimate between 15–16 ; mg per litre / mg per l ;</p> | 2 |
| 2(c)(i) | <p><i>any 3 from ;</i> concentration highest at surface for both ; due to, surface mixing / photosynthesis (by producers) ; both decrease to depth (of 500 m) ; due to, reduction in photosynthesis / impact of respiration ; both increase gradually beyond 1000 m ; due to increased pressure / decreased temperature ; idea of increase reducing beyond 3000 m ;</p> | 3 |

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| Question | Answer | Marks |
|----------|---|----------|
| 2(c)(ii) | <p><i>any 3 from:</i> dissolved oxygen always higher in Atlantic Ocean ;</p> <p>due to increased availability of light / increased light penetration / colder water temperature / increased mixing at surface / increased mixing via ocean conveyor belt / greater rate of photosynthesis / number of producers ;</p> <p>oxygen minimum layer / AW, found deeper in Pacific Ocean ;</p> <p>due to increased light penetration / warmer water in layer ;</p> <p>drop in concentration of oxygen in Pacific is greater ;</p> <p>due to lower population of producers / lower rate of photosynthesis / increased respiration ;</p> | 3 |

| Question | Answer | Marks |
|----------|--|----------|
| 3(a)(i) | (cohesive properties of) water molecules will cause particles to <u>stick together</u> / AW ; | 1 |
| 3(a)(ii) | <p><i>any 2 from:</i> the smaller the particle the further through it will fall / AW ;</p> <p>largest particles will remain at top / smallest particles will reach bottom ;</p> <p>samples will be separated in size order ;</p> | 2 |
| 3(b)(i) | 25% | 1 |
| 3(b)(ii) | <p><i>any 1 from:</i> the samples may have different masses / different amounts of water ;</p> <p>to allow a fair comparison ;</p> | 1 |

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| Question | Answer | Marks |
|-----------------|---|--------------|
| 3(b)(iii) | bars drawn to correct heights ± 1 mm ; bars for each category touching but gaps between pairs ; correct scale on y-axis of 5 per scale marker ; correct label with units for y-axis and label for x-axis ; | 4 |
| 3(c)(i) | (independent variable) – procedure would be carried out on samples A and B ; (dependent variable) – measurement of time taken for water to pass through ; plus any 3 from: use of measuring equipment e.g. stopclock, measuring cylinder any 2 control variables – same, volume of sediment used / volume of water used or volume of water collected / rate or way water is added / moisture content or dryness of samples ;; idea of repeating procedure for each sample ; calculation of mean ; quicker time indicates greater permeability ; | 5 |
| 3(c)(ii) | labelled column for independent variable (sediment sample) ; labelled column AND unit for dependent variable (time or volume) ; | 2 |
| 3(c)(iii) | sample A as greater percentage of larger particle sizes ; sample A has larger spaces between particles ; | 2 |

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| Question | Answer | Marks |
|----------|--|-------|
| 3(d) | <p><i>any 2 from:</i></p> <p>will affect how quickly sediment dries ;</p> <p>will affect how easily animals can burrow / move through sediment ;</p> <p>will affect how easily animals can, ingest sand / feed ;</p> <p>will affect how easily sediment is moved by (tides / currents) ;</p> | 2 |

| Question | Answer | Marks |
|-----------|---|-------|
| 4(a) | <p>61 ;</p> <p>involves competition with the <u>same species</u> ;</p> | 2 |
| 4(b)(i) | <p>overall pattern / correlation is not clear ;</p> <p>use of data to illustrate e.g. <i>Caesioperca rasor</i> / outlier / anomaly plot at 12, 84 ;</p> | 2 |
| 4(b)(ii) | <p>provides an (statistical) analysis of strength / degree of correlation / AW ;</p> <p>by comparing rank order of the two variables / AW ;</p> | 2 |
| 4(b)(iii) | <p>sum $D^2 = 82.05$ and $n = 11$;</p> <p>$6 \times 82.05 = 492.3$ and $11^3 - 11 = 1320$;</p> <p>$492 / 1320 = 0.37295$;</p> <p>$1 - 0.37295 = 0.62705$;</p> <p>correct application of 3 sig figs to calculated answer ;</p> | 5 |

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| Question | Answer | Marks |
|-----------------|---|--------------|
| 4(b)(iv) | <p><i>answer must be marked in the light of their calculated answer to 4(b)(iii)</i></p> <p>hypothesis can be accepted – calculated answer is closer to 1 than 0 ;</p> <p>weak positive correlation ;</p> | 1 |
| 4(c) | <p><i>any 4 from:</i></p> <p>more encounters may occur with direct feeding competitors ;</p> <p>example used e.g. highest encounters with other (named) herbivores / lower encounters with (named) plankton feeder or carnivore or omnivore ;</p> <p>more encounters may occur due to courtship / breeding relationships ;</p> <p>because highest encounters are intra-specific ;</p> <p>number of encounters may vary with varying territory size ;</p> <p>number of encounters may vary with varying number of adjacent territories ;</p> <p>AVP ;</p> | 4 |

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| Question | Answer | Marks |
|-----------------|---|--------------|
| 5(a)(i) | divergent ; | 1 |
| 5(a)(ii) | <p><i>any 3 from:</i> as plate boundaries move apart ;</p> <p>molten magma (from mantle) pushes through crust ;</p> <p>driven by convection currents in mantle ;</p> <p>solidifies due to (cold) sea water ;</p> | 3 |
| 5(b)(i) | <p><i>any 2 from:</i> idea of, the polarity of the rocks reverses at different points (on the seabed) ;</p> <p>idea of, polarity of rocks determined when rocks formed ;</p> <p>Earth's magnetic field <u>reverses</u> over time ;</p> | 2 |
| 5(b)(ii) | <p>45 km ;</p> <p>pattern either side of ridge will be symmetrical ;</p> | 2 |
| 5(b)(iii) | 1 500 000 years old ; | 1 |

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| Question | Answer | Marks |
|-----------------|---|--------------|
| 5(c) | <p><i>any 4 from:</i> (supported as)</p> <p>overall concentration of CO₂ has decreased over time AND length of plate boundaries has increased ;</p> <p>(not supported as)</p> <p>concentration of CO₂ and length of plate boundaries do not, mirror each other exactly / follow / AW ;</p> <p>between 120 mya and present day, plate boundary length decreased yet concentration of CO₂ decreased;</p> <p>rate of seafloor spreading decreased over time but concentration of CO₂ decreasing ;</p> <p>idea of correlation not being evidence of causation ;</p> | 4 |