Scientists measured the rate of respiration in **three** parts of an ecosystem.

They did this by measuring carbon dioxide released into the air by:

•        leaves of plants

•        stems and roots of plants

•        non-photosynthetic soil organisms.

The table below shows the scientists’ results for these three parts of the ecosystem.

|  |  |  |
| --- | --- | --- |
| **Part of ecosystem** | **Mean rate of carbon dioxide production / cm3 m−2 s−1** | **Percentage of total carbon dioxide production measured by the scientists** |
| Leaves of plants | 0.032 | 25.0 |
| Stems and roots of plants | 0.051 |  |
| Non- photosynthetic soil organisms | 0.045 |  |

(a)     Complete the table to show the percentage of total carbon dioxide production by each part of the ecosystem.

Show your working.

**(2)**

(b)     A student who looked at the data in the table concluded that plants carry out more respiration than non-photosynthetic organisms in the ecosystem.

Use the information provided to suggest why these data may **not** support the student’s conclusion.

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**(2)**

(c)     What measurements would the scientists have made in order to calculate the rate of carbon dioxide production?

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**(2)**

(d)     The scientists calculated the mean rate of carbon dioxide production of the leaves using measurements of carbon dioxide release in the dark.

Explain why they did **not** use measurements taken in the light.

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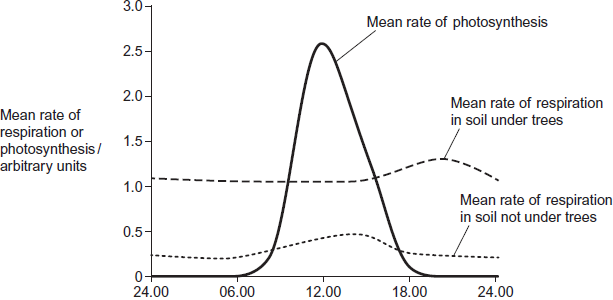
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**(2)**

Another group of scientists measured the mean rate of respiration in soil under trees and soil not under trees in the same wood. They also measured the mean rate of photosynthesis in the trees.

They took measurements at different times of day during the summer.

The figure below shows the scientists’ results.

  
          Time of day

(e)     (i)      Describe **two** ways in which the mean rate of respiration in soil under trees is different from soil not under trees.

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**(2)**

(ii)     Suggest **one** explanation for the differences in the mean rate of respiration in soil under trees and soil not under trees between 06.00 and 12.00.

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**(2)**

(f)     The scientists suggested that the rise in the mean rate of photosynthesis was the cause of the rise in the mean rate of respiration in soil under trees.

(i)      Suggest how the rise in the mean rate of photosynthesis could lead to the rise in the mean rate of respiration in soil under trees.

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**(2)**

(ii)     Suggest why there is a delay between the rise in the mean rate of photosynthesis and the rise in the mean rate of respiration.

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**(1)**

**(Total 15 marks)**

**Mark Scheme**

(a)

|  |  |  |
| --- | --- | --- |
| **Part of ecosystem** | **Mean rate of carbon dioxide production /  cm3 m−2 s−1** | **Percentage of total carbon dioxide production measured by the scientists** |
| Leaves of plants | 0.032 | 25.0 |
| Stems and roots of plants | 0.051 | **39.8** |
| Non- photosynthetic soil organisms | 0.045 | **35.2** |

2 correct = 2 marks;;

Adding rates to get 0.128 = 1;

*If rounded to 40 and 35 in table;*

*•    but working shows decimal points, then award 2 marks   
•    but no working shown, then 1 max*

**2 max**

(b)     1.      Data only include (heterotrophic) soil organisms;

2.      Doesn’t include animals (above ground) / other (non-soil) organisms;

3.      Doesn’t take into account anaerobic respiration;

*Award points in any combination*

*Accept for 1 mark idea that CO2 for leaves doesn’t take into account photosynthesis – not told in dark until part (d)*

**2 max**

(c)     **All three** of following = 2 marks;;

**Two** of them = 1 mark;

Volume of carbon dioxide given off

(From known) area / per m2 / m-2

In a known / set time

*Ignore ‘amount’ / concentration of CO2*

*Accept per second / per unit time*

**2**

(d)     1.      (In the light) photosynthesis / in the dark no photosynthesis;

2.      (In light,) carbon dioxide (from respiration) being used / taken up (by photosynthesis);

**2**

(e)     (i)      (Rate of respiration)

*Assume “it” means soil under trees*

1.      In soil under trees (always) higher;

*Accept converse for soil not under trees*

*Accept ‘in the shade’ means under the trees*

2.      In soil under trees does not rise between 06.00 and 12.00 / in the middle of the day / peaks at 20:00-21.00 / in the evening;

3.      In soil **not** under trees, peaks at about 14:00-15:00 / in middle of day;

*2. and 3. No mm grid, so accept ‘between 18.00 and 24.00’ or ‘between 12.00 and 18.00’*

**2 max**

(ii)     (Between 06.00 and 12.00, (No Mark))

Respiration higher in soil under tree, (No mark)

*Do not mix and match mark points*

*No list rule*

1.      Tree roots carry out (a lot of) respiration;

2.      More / there are roots under tree;

*Accept converse for soil not under trees*

***OR***

3.      More food under trees;

4.      So more active / greater mass of / more organisms (carrying out respiration);

*Accept converse for soil not under trees*

***OR***

Soil not under trees respiration increases (No mark)

5.      Soil in sunlight gets warmer;

6.      Enzymes (of respiration) work faster;

*Accept converse for soil under trees*

**2 max**

(f)      (i)      1.      Photosynthesis produces sugars;

2.      Sugars moved to roots;

*Do not penalise named sugars other than sucrose*

3.      (Sugars) are used / required for respiration;

**2 max**

(ii)     Takes time to move sugars to roots;

*Look for movement idea in (i) – can carry forward to (ii)*

**1**

**[15]**

**Examiners Report**

(a)    About three quarters of students obtained both marks for the calculation in this part. Some students only scored one mark because of incorrect rounding of numbers in their calculations or answers.

(b)     This part proved far more challenging than intended. It was hoped that students would note that only (plants and) non-photosynthetic soil organisms are mentioned in the study and point out that there are lots of other organisms / animals that are not mentioned. The examiners accepted statements that carbon dioxide from leaves did not take into account effects of photosynthesis, because students were not told until (d) that measurements were taken in the dark. Quite a few students treated the leaves of plants and the stems and roots of plants as separate organisms, rather than different parts of the same organisms. Nearly three quarters of students failed to score any marks.

(c)     To obtain two marks in this part, students had to identify three measurements: volume of carbon dioxide, from a given / known area, in a set time. If they identified two of these, they obtained one mark. A quarter of students obtained two marks and about half failed to score. There were many vague references to *amount* of carbon dioxide and *time* unqualified and many students missed out area altogether.

(d)     This part was done well by many students and three quarters obtained both marks. They were able to state that there is no photosynthesis in the dark and photosynthesis would take up carbon dioxide. Some students were confused about whether it was photosynthesis or respiration that produces carbon dioxide, or uses it.

(e)    (i)       Most students noted that respiration in soil under trees is always higher in this part. Over a third went on to describe a difference in the peak times of respiration in soil under trees and soil not under trees. Although a 2 mm grid was not given on the graph, the examiners expected some attempt to describe time frames, rather than just *earlier* or *later*.

(ii)     Correct answers to this part usually revolved around respiration in soil not under trees increasing because the soil gets warmer in sunshine and this leads to faster enzyme activity. Very few looked back to the table and noted the high rate of respiration in roots of plants, of which there would be a lot under trees. Many students thought that photosynthesis by the trees would make more oxygen available in the soil under the trees. Others thought that photosynthesis by the soil not under the trees would increase during the day.

(f)      As the final interpretive question on the final paper, this part was intended to be challenging and so it proved. Very few students appear to appreciate the relationship between photosynthesis and respiration in plants in terms of respiratory substrate. This was tested last year and proved challenging then. Students should appreciate that plants make their own respiratory substrates via photosynthesis. Those students who did score in this part did understand this. Given that many students treated leaves and roots of plants as separate organisms in (b), it was perhaps not surprising that very few students suggested it takes time for sugars to travel from leaves to roots. Some got ‘close’ by suggesting it took time for oxygen from photosynthesis to travel to the roots.