Cambridge Assessment International Education

Cambridge IGCSE™

BIOLOGY **0610/42**

Paper 4 Theory (Extended) **March 2021**

MARK SCHEME

Maximum Mark: 80

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 March 2021 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 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.

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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	‘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.

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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.

mark scheme abbreviations

- **;** separates marking points
- / alternatives
- **R** reject
- **A** accept (for answers correctly cued by the question, or guidance for examiners)
- **I** ignore as irrelevant
- **AW** alternative wording (where responses vary more than usual)
- **AVP** alternative valid point
- **ora** or reverse argument
- underline actual word given must be used by candidate (grammatical variants excepted)

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Question	Answer	Marks	Guidance
1(a)	<table><tr><th>name of gland</th><th>letter in Fig. 1.1</th><th>hormone produced</th></tr><tr><td>adrenal</td><td>C</td><td>adrenaline</td></tr><tr><td>pancreas</td><td>E</td><td>insulin</td></tr><tr><td>testis</td><td>D</td><td>testosterone</td></tr></table> ;;;	**3**	one mark for each correct row
1(b)(i)	hormone **A** is oestrogen ; stimulates repair / thickening, of uterus lining ; inhibits FSH secretion ; stimulates secretion of LH ;	**3**	
1(b)(ii)	12 / 13 / 14 / 15 / 16 ;	**1**	**A** 12–16
1(b)(iii)	days 0–6 ;	**1**	
1(c)(i)	**1** lowers / controls, birth rate ; **2** more choice over when to start a family ; **3** fewer abortions / unwanted pregnancies / fewer adoptions ; **4** more women in the workforce ; **5** increased women in education ; **6** increase in (named) STIs ; **7** ref. to religious views ; **8** AVP ;	**2**	
1(c)(ii)	(named example of) feminisation of aquatic organisms ; reduction in fertility in humans / reduced sperm count in men ; reduction, in fertility / sperm count, in fish / aquatic organisms ; reduction in population in, fish / aquatic organisms ; AVP ;	**3**	

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Question	Answer	Marks	Guidance
1(c)(iii)	condom ; femidom ; diaphragm ; AVP ;	**2**	

Question	Answer	Marks	Guidance
2(a)(i)	(bacterial) plasmid **/** loop of DNA / circular chromosome ;	**1**	
2(a)(ii)	ribosomes / (cell) membrane / cytoplasm ;	**1**	
2(b)	fungus ; protoctist ;	**2**	
2(c)(i)	**1** idea of involvement of (named) bacteria ; **2** *idea that* **A** is decomposition / decay / deamination ; **3** releasing ammonium (ions) (to the soil) ; **4** *idea that* **A** is (also) nitrification / ref to nitrifying ; **5** convert ammonium (ions) to, nitrite / nitrate, (ions) ; **6** **B** is nitrogen fixation / ref to nitrogen fixing ; **7** by lightning ; **8** in, root nodules / leguminous plants ; **9** *idea that* **C** is denitrification / ref to denitrifying ; **10** in anaerobic conditions (described) ;	**6**	
2(c)(ii)	active transport ;	**1**	**A** diffusion
3(a)(i)	(17 × 0.04(s)) = 0.68 (s) **OR (**2.8 ÷ 4) = 0.7 **OR** (4 ÷ 2.8) = 1.43 (beats per s) ; (60 ÷ 0.68) = 88 (bpm) **OR** (60 ÷ 0.7) = 86 (bpm) **OR** (1.43 × 60) = 86 (bpm) ;	**2**	**A** unrounded answers

Question	Answer	Marks	Guidance
3(a)(ii)	*ECG during exercise:* **1** increased, frequency of heart beats / pulse rate **;** **2** exercising muscles require more energy **;** **3** for muscle contraction **;** **4** increase in respiration **;** **5** faster blood flow (to muscles) **;** **6** to supply more, oxygen / glucose **;** **7** to remove more carbon dioxide **;**	**4**	
3(a)(iii)	listening to the valves of the heart shutting / count pulse rate / AW **;**	**1**	
3(b)(i)	lactic acid **;** muscles / blood **;**	**2**	
3(b)(ii)	**1** breathing rate, is / remains, high **;** **2** heart rate, is / remains, high **;** **3** to provide oxygen **;** **4** to breakdown / to remove, lactic acid **;** **5** lactic acid removed by <u>aerobic</u> respiration **;** **6** to carbon dioxide (and water) **;** **7** lactic acid is broken down in the <u>liver</u> **;**	**4**	

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Question	Answer	Marks	Guidance
4(a)	structure made up of a group of tissues, working together to perform a specific function(s) ;	**1**	
4(b)(i)	**A** – (upper) epidermis ;	**1**	**R** lower epidermis
4(b)(ii)	**C** – vascular bundle ;	**1**	**A** xylem **and** phloem / vein
4(b)(iii)	**B** is the palisade, mesophyll / tissue / layer / cells ; cells are tightly packed / AW ; ref. to many chloroplasts / lots of chlorophyll ; (cells) positioned at the top of the leaf ; (large vacuole) ensures chloroplasts are at the edge of cells ; AVP ;	**3**	
4(c)(i)	sucrose **and** amino acids ;	**1**	
4(c)(ii)	(acts as a) source when it is (moving sucrose from) a region of production / photosynthesising ; (acts as a) sink when it is, growing / storing / respiring / a region of utilisation ;	**2**	
4(d)(i)	not all the oxygen is, released / collected / measured (from the plant) ; some is used in respiration ; some is dissolved in the water ; (therefore) the rate of photosynthesis may appear lower than it actually is ;	**2**	
4(d)(ii)	**1** carbon dioxide is required for photosynthesis ; **2** initially carbon dioxide concentration is limiting the rate of photosynthesis ; **3** (after 500 μmol per dm^3) carbon dioxide concentration is not limiting the rate of photosynthesis / other factors are limiting the rate of photosynthesis ; **4** ref. to named limiting factor ;	**3**	

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Question	Answer	Marks	Guidance
4(e)	initial gradient is less steep ; plateau below original line ;	**2**	

Question	Answer	Marks	Guidance
5(a)(i)	(140 000 – 14 000) / 140 000 × 100 ; 90 (%) ;	**2**	
5(a)(ii)	**1** decrease in number of cases of measles as the percentage of the population vaccinated against measles increases ; **2** percentage of the population vaccinated increases (until 1995) and then fluctuates ; **3** measles cases decrease, then remain constant ; **4** ref. to rapid change before 1995 in percentage vaccinated **and** number of cases ; **5** number of cases remains the same from, 2000 / 2005, while percentage vaccinated fluctuates / decreases ; **6** correct data quote ;	**4**	
5(a)(iii)	**1** harmless / dead / attenuated, pathogen is given ; **2** antigens are present on pathogens ; **3** (antigens) trigger an immune response ; **4** lymphocytes / memory cells produce antibodies ; **5** ref. to specificity ; **6** memory cells are produced ; **7** antibodies destroy pathogen ; **8** providing long term immunity / recognise pathogen if it returns / ref. to active immunity / AW ;	**5**	
5(b)(i)	mucus ; hydrochloric / stomach, acid ; AVP ;;	**2**	

Question	Answer	Marks	Guidance
5(b)(ii)	ref. to involvement of platelets ; fibrinogen converted to fibrin ; forms a mesh (trapping red blood cells) / forms scab ; AVP ;	**3**	

Question	Answer	Marks	Guidance
6(a)(i)	4 ;	**1**	
6(a)(ii)	hawks ;	**1**	
6(a)(iii)	chemical ;	**1**	
6(b)	**1** snakes occupy a higher trophic level than mice ; **2** (most of the) energy is lost between the trophic levels ; **3,4** examples of energy loss ;; **5** not enough energy to sustain larger biomass (of snakes) at higher trophic levels / AW ;	**3**	
6(c)	**1** drought is a lack of, water / rainfall ; **2** destruction of, crops ; **3** seeds / plants, can't germinate ; **4** soil erosion / desertification ; **5** plants need water for photosynthesis ; **6** plants wilt ; **7** less, food / water, for livestock ; **8** AVP ;	**3**	

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