CAMBRIDGE
International Education

Cambridge IGCSE™

BIOLOGY **0610/62**

Paper 6 Alternative to Practical **February/March 2025**

MARK SCHEME

Maximum Mark: 40

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 February/March 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	<u>Calculation specific guidance</u> 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	<u>Guidance for chemical equations</u> 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
- ***/*** alternative responses for the same marking point
- **R** reject the response
- **A** accept the response
- **I** ignore the response
- ecf error carried forward
- AVP any valid point
- ora or reverse argument
- AW alternative wording
- underline actual word given must be used by candidate (grammatical variants excepted)
- ( ) the word / phrase in brackets is not required but sets the context

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Question	Answer	Marks	Guidance
1(a)(i)	3 **and** 1 ;	**1**	
1(a)(ii)	table drawn with minimum of two columns and a header line ; appropriate column / row, headings ; correct recording of all six (i.e. including 'U') colours ;	**3**	
1(a)(iii)	any number greater than 1.0 and less than 1.5 ;	**1**	**A** a range of values greater than 1.0 and less than 1.5
1(a)(iv)	*any two from:* time / 5 min (tubes are left in the water-bath / react with Benedict's (solution) / AW) ; temperature (of water-bath) ; volume of Benedict's (solution) ; total volume of (glucose) solution / AW ; concentration of stock / starting, glucose solution;	**2**	
1(a)(v)	*error:* used same syringe (for 2% glucose and unknown) / idea of contamination ; *effect on the results:* (estimated) concentration of U(nknown) will be higher (than it should have been) / colour of U will be, more red / more orange / AW ;	**2**	**A** ecf from **Q1(a)(iii)**

Question	Answer	Marks	Guidance
1(b)	*independent variable ;* 1 (at least) two different pH values / described (in context of acid alkaline etc / named substances that are different pHs) *2 dependent variable ;* time taken for albumen to become clear / change colour **or** cloudiness / colour, of albumen after stated time 3, 4, 5 *detail of method ;;;* *max three from:* • use of (pH) buffer solution / pH indicator • use of colorimeter • use of Biuret reagent • method to separate parts of the egg • start stopwatch immediately so that, protease / pepsin, and albumen added together • time for, X / AW, held behind tube to become visible 6,7 *variables to be kept constant ;;* *max two from:* • type of, protease / pepsin • type / origin, of albumen • concentration / volume / mass, of albumen • concentration / volume, of protease / pepsin / enzyme • concentration / volume, of Biuret (reagent) • volume / amount of, (pH) buffer OR volume of (acid / alkaline) solution used to produce each pH value • temperature • time (before observation is made) / standardised colour intensity that is reached (using Biuret reagent / colorimeter)	**6**	

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Question	Answer	Marks	Guidance
1(b)	8 two or more (additional) repeats (for each pH) ; 9 relevant safety precaution ;		 e.g. gloves / eye protection / washing hands
1(c)	add, ethanol / alcohol, and (then) (distilled) water ; shake (after adding the ethanol) ;	**2**	

Question	Answer	Marks	Guidance
2(a)(i)	outline – single clear outline with no shading ; size – equal to or greater than 120 mm long ; detail 1: petiole and tapering midrib drawn as double line with clear veins extending from midrib into each lobe ; detail 2: left-hand veins opposite and others offset with top to right ;	**4**	
2(a)(ii)	**PQ** = 58 ± 1 mm ; 41 ;;	**3**	MP1: correct measurement MP2: correct calculation of actual width MP3: correct rounding to two significant figures ecf MP2 / MP3 from error in previous step

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th><th>Guidance</th></tr>
<tr><td>2(a)(iii)</td><td>any two from:

<table><tr><th>oak leaf</th><th>hollyhock leaf</th></tr><tr><td>(large / many) lobes / AW</td><td>fewer / no, lobes ;</td></tr><tr><td>(entire)
edge / margin / outline / AW
, is smooth</td><td>(many small)
serrations / ridges / AW ;</td></tr><tr><td>veins / AW, come off from points along midrib / AW</td><td>veins / AW, come from same point ;</td></tr><tr><td>fewer, veins / AW</td><td>more, veins / AW ;</td></tr><tr><td>veins / AW, less, prominent / visible / AW ;</td><td>veins / AW, more, prominent / visible / AW ;</td></tr><tr><td>petiole / AW (present)</td><td>no, petiole / AW ;</td></tr></table></td><td>2</td><td></td></tr>
<tr><td>2(b)(i)</td><td>surface area (of leaves) ;</td><td>1</td><td></td></tr>
<tr><td>2(b)(ii)</td><td>any one from:
to identify anomalies / reduces effect of anomalies / AW ;
to get a representative sample / to increase confidence in results ;
to have some, spare AW, plants because they may not all, grow / survive ;</td><td>1</td><td></td></tr>
</table>

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Question	Answer	Marks	Guidance
2(b)(iii)	*any two from:* count the number of squares that the leaf covers (on the graph paper) / AW ; including squares that are more than half full / AW ; measure / calculate, area of one, (small) square / box, and multiply by number of (counted) squares ; multiplying (surface) area (of leaf) by 2 (to give top and bottom surfaces) ;	**2**	
2(c)(i)	axes labelled with units ; suitable size with a linear scale and bars occupy at least half the grid ; all bar heights plotted accurately ± half a small square ; bars of equal width separated by a gap (of any width);	**4**	
2(c)(ii)	34.5 (%) ;;;	**3**	MP1: correct selection of data from table MP2: correct calculation of percentage increase i.e. MP3: correct rounding to one decimal place ecf from previous mark point
2(c)(iii)	*any two from:* old leaves, are larger / have more surface area (than young leaves) OR as age increases surface area increases / AW ; ora (soybean) plants grown in sun have, larger leaves / more surface area (than in those grown the shade) OR as amount of light / AW, increases surface area increases ; ora light (intensity) / sun, has a greater effect on the, surface area / size, of old leaves (than young leaves) / AW ; ora age has a greater effect on the, surface area / size, of leaves grown in the sun (than the shade) / AW ; ora	**2**	
2(d)	purple ;	**1**	

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