Cambridge Assessment International Education

Cambridge IGCSE™

BIOLOGY **0610/33**

Paper 3 Theory (Core) **May/June 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 May/June 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	<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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Question	Answer	Marks	Guidance
1(a)	arthropods ;	**1**	
1(b)(i)	*any 2 from:* does not have a backbone ; 3 pairs of legs / 6 legs ; has (1 pair of) wings ; has jointed legs ;	**2**	
1(b)(ii)	*Heterometrus* ;	**1**	

Question	Answer	Marks	Guidance
2(a)(i)	photosynthesis ;	**1**	
2(a)(ii)	magnesium ;	**1**	
2(a)(iii)	chloroplast ;	**1**	
2(b)(i)	**B** ;	**1**	
2(b)(ii)	(upper) epidermis ;	**1**	

Question	Answer	Marks	Guidance
3(a)(i)	root hair cells → root cortex cells ; → xylem vessels → mesophyll cells ;	**2**	
3(a)(ii)	loss of water <u>vapour</u> (from plant leaves) ; by <u>evaporation</u> of water from the surface of (mesophyll) cells ; (followed by) <u>diffusion</u> through the stomata ;	**3**	

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Question	Answer	Marks	Guidance
3(a)(iii)	*any 2 from:* for support **;** in photosynthesis / to make sugar **;** for transport **;** chemical reactions take place in solution / solvent **;**	**2**	
3(b)	*idea* that the reading on the balance only shows the water lost from leaves (because bag prevents water loss from the soil) / AW **;**	**1**	
3(c)(i)	1.35 (g per hour) **;** 13:30 **;** 31 (°C) **;**	**3**	**A** 1.30 – 1.40 **A** 13:12 – 13:54 **A** 30.5 – 31.5
3(c)(ii)	*any 3 from:* both temperature and water loss increase and decrease **;** water loss decreases before temperature decreases / temperature peaks after water loss peak / temperature continues to rise after water loss peaks / AW **;** both increase for first three hours **;** comparative data quote with units **;**	**3**	

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Question	Answer	Marks	Guidance
4(a)(i)	brain **;** spinal cord **;**	**2**	either order
4(a)(ii)	coordination / regulation, of body functions **;**	**1**	
4(b)(i)	H: motor (neurone) **;** K: sensory (neurone) **;**	**2**	
4(b)(ii)	automatic / fast / protective / involuntary / predictable for a specific stimulus / unconscious **;**	**1**	
4(b)(iii)	pupil response to light / AVP **;**	**1**	
4(c)(i)	depressant / increased or slower reaction time / addiction / AVP **;**	**1**	
4(c)(ii)	liver damage **/** AVP **;**	**1**	

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Question	Answer	Marks	Guidance
5(a)	definition / process The breakdown of large, insoluble … → chemical digestion The movement of digested food … → assimilation The passing out of food that has not … → egestion The taking of food substances … → ingestion absorption assimilation chemical digestion egestion ingestion mechanical digestion ;;;;	**4**	one mark for each correct line **R** each additional line
5(b)(i)	anaerobic respiration **;**	**1**	
5(b)(ii)	carbon dioxide **;**	**1**	
5(b)(iii)	oxygen **;**	**1**	

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Question	Answer	Marks	Guidance
5(b)(iv)	enzymes ;	1	

Question	Answer	Marks	Guidance
6(a)(i)	**L** makes / releases, pollen / male gametes ; **N** receives pollen / pollination (described) ; **Q** attracts insects / provides a landing platform for insects / protects reproductive organs ;	3	
6(a)(ii)	**M** filament ; **P** style ; **R** sepal ; **S** ovary / ovule ;	4	
6(b)(i)	male (flowers) exposed so that pollen is easily blown away by wind / female flowers lower down to 'catch' pollen / reproductive organs outside flowers / AW ;	1	
6(b)(ii)	*any two from:* stickier ; heavier ; spikier ; larger ; made in smaller quantities ;	2	

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Question	Answer	Marks	Guidance
7(a)	(herbivore) an animal that gets its energy by eating plants ; (carnivore) an animal that gets its energy by eating other animals ;	**2**	
7(b)(i)	3 millipedes and 7 soil mites ; 2 ground beetles and 3 rove beetles ;	**2**	
7(b)(ii)	21 boxes outlined or shaded and 7 boxes outlines or shaded ; widest row in the middle of the pyramid ; widest row labelled, primary consumers / herbivores and the other drawn row labelled, secondary consumers / carnivores ;	**3**	

Question	Answer	Marks	Guidance
8(a)(i)	*any three from:* habitat destruction ; loss of biodiversity / extinction ; loss of soil / soil erosion / desertification ; flooding / drought ; increased carbon dioxide in the atmosphere ;	**3**	
8(a)(ii)	*any two from:* loss of biodiversity / extinction of species ; *idea of* disease / pests, transferring to wild populations ; disruption of food chains / described ; loss of habitats ; pollution / described ; less water available / AW ;	**2**	

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Question	Answer	Marks	Guidance
8(b)	*any two from:* ref. to seed banks **;** captive breeding (programmes) / AW **;** education **;** idea of legislation **;** keeping them in, zoos / parks / reserves **;** protecting / preserving, habitats**;** monitoring, species / habitats **;** protecting species / described **;**	**2**	e.g. preventing / limiting, hunting / collecting / poaching

Question	Answer	Marks	Guidance
9(a)(i)	*any two from:* (named) vitamins **;** (named) minerals **;** water **;**	**2**	
9(a)(ii)	mammals **;**	**1**	
9(b)(i)	(fats) insulation / protection / energy (store) **;** (carbohydrates) energy source / respiration **;** (proteins) growth / repair / enzymes **;**	**3**	
9(b)(ii)	nitrogen **;**	**1**	
9(c)	*any two from* : obesity **;** stress **;** smoking **;** genetic predisposition **;** age **;** sex **;** AVP **;; e.g.** inactivity AW / alcohol / diabetes / high blood pressure	**2**	

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Question	Answer	Marks	Guidance
10(a)(i)	has two identical alleles (for a particular gene)**;**	**1**	
10(a)(ii)	(one of the parent plants is white but) all of the offspring have red flowers **;**	**1**	
10(b)	*parental genotypes: (red flower)* **Rr ;** (white flower) **rr ;** *parental gametes:* **R**, **r** and **r**, (**r**) **;** *offspring genotypes:* **Rr** and **rr ;** *offspring phenotypes:* red and white **;**	**5**	