Cambridge Assessment International Education

Cambridge IGCSE™

BIOLOGY **0610/51**

Paper 5 Practical Test **May/June 2023**

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 May/June 2023 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U 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
- **/** 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)	1 table drawn with minimum of two columns and a header line **;** 2 appropriate column / row headings in the correct positions, with units for temperature **;** temperature °C **and** number of bubbles (in 3 minutes) 3 recording of two temperatures and two numbers of bubbles **;** 4 trend correct: more bubbles at the higher temperature **;**	**4**	
1(a)(ii)	the higher the temperature the greater the rate of <u>respiration</u> / **ora ;**	**1**	conclusion must be consistent with results
1(a)(iii)	correct calculation of two rates (candidate's values from their table divided by 3) **;**	**1**	
1(a)(iv)	temperature **;**	**1**	
1(a)(v)	*any one from:* volume of yeast **;** concentration of yeast **;** type / batch / sample, of yeast **;** time for counting bubbles **;** time for, equilibration / waiting / AW **;** (total) time, yeast (suspension)/syringe, was in the water / for the experiment **;**	**1**	
1(a)(vi)	to allow the temperature of the yeast to become the same as the water / idea of equilibration / AW**;**	**1**	
1(a)(vii)	*any one from:* bubbles are different, sizes / volumes / AW **;** *idea that* easy to miscount **;**	**1**	
1(b)	delivery tube drawn and labelled **;** measuring cylinder inverted in water drawn and labelled **;**	**2**	

Question	Answer	Marks	Guidance
1(c)	add Benedict's (solution / reagent) **;** heat / warm **;**	**2**	
1(d)	*independent variable:* 1 different masses of, sodium chloride / salt **;** *detail of method:* 2 using a, balance / scale, to measure mass of salt / (named) ingredients / dough **;** 3 mixing / kneading **;** 4 ref to measuring change in height / volume / circumference / size **OR** time taken to reach a set height / volume / circumference / size **;** 5 method of measuring height / volume of dough **;** **6, 7 and 8** *variables kept constant, max 3 from **;;;*** • same initial, volume / height / size / mass / amount, of dough • type of flour / type of dough / batch of dough • mass / amount, of flour • type of yeast • volume / amount / mass / concentration, of yeast • volume / amount / mass, of water • type of salt • time, left to rise / of the reaction • temperature • diameter of container (for measuring height) **9** two or more repeats **;**	**6**	

Question	Answer	Marks	Guidance
2(a)(i)	Outline – single clear line **;** Size – width (PQ) at least 109 mm **;** Detail 1: 3 or more layers **;** Detail 2: white line layer with a point at approximately 9 o'clock position **;**	**4**	
2(a)(ii)	109 ± 1 (mm) **;** 18.0 (for measurement of 108 mm) / 18.2 (for measurement of 109 mm) / 18.3 (for measurement of 110 mm) **;;**	**3**	MP1 correct measurement MP2 correct calculation of actual size MP3 calculation correctly rounded to 1 decimal place **ecf** for MP2 and MP3 from wrong measurement / calculation
2(b)(i)	mass of, carrot / cubes **;**	**1**	
2(b)(ii)	*any two from:* initial, size / surface area / volume of carrot **;** soaking time / AW **;** drying method **;** type of, plant tissue / carrot **;**	**2**	
2(b)(iii)	*idea that,* extra solution / water / AW, will affect the, mass / AW **;**	**1**	
2(b)(iv)	axes labelled with units **;** suitable linear scale and data occupies at least half the grid in both directions **;** six points plotted accurately ± half a small square **;** suitable line drawn **;**	**4**	
2(b)(v)	answer consistent with the line on the candidate's graph **;** intercept clearly indicated on the graph **;**	**2**	
2(b)(vi)	(–)6.25(%) **;;**	**2**	MP1 dividing by 0.96 MP2 correct answer
2(b)(vii)	to identify anomalous results **;**	**1**	

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