CAMBRIDGE
International Education

Cambridge IGCSE™

BIOLOGY **0610/41**

Paper 4 Theory (Extended) **May/June 2025**

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 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 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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Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standard isation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
	correct point or mark awarded
	incorrect point or mark not awarded
	information missing or insufficient for credit
	allow or accept
	incorrect or insufficient point ignored while marking the rest of the response
	contradiction in response, mark not awarded
	benefit of the doubt given
	error carried forward applied
	benefit of doubt was considered, but the response was decided to not be sufficiently close for benefit of doubt to be applied .
	point has been noted, but no credit has been given or blank page seen

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Annotation	Meaning
	correct awarding one mark from marking point or marking group 1. similar numbered ticks are used for marking point or marking groups 2, 3, 4 etc.
	pages are linked together
	used to highlight part of the response
	used to highlight parts of an extended response
	used to highlight parts of an extended response
	Point already given
	Maximum mark reached
	Key point attempted / working towards marking point / incomplete answer / response seen but not credited / blank page seen
	Maximum number of marks for a marking point has been awarded.

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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
max	indicates the maximum number of marks that can be given
MP	marking point

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Question	Answer	Marks	Guidance
1(a)(i)	Sun ;	**1**	
1(a)(ii)	8 ;;	**2**	MP1 correct calculation to any number of significant figures MP2 correct rounding to one significant figure **ecf** from previous step
1(a)(iii)	*any two from:* (energy lost as) heat / respiration ; (named other) metabolic processes ; (energy lost in) movement / muscle contraction ; not all of the organism is, eaten ; not all of the organism is digested **or** (energy lost in) faeces / egestion ; not every organism in that trophic level is eaten ;	**2**	
1(a)(iv)	*any two from:* more <u>accurate</u> representation of energy, transfer / loss ; *idea of* accounts for (different) rate of reproduction ; *idea of* accounts for (different) life spans ; *idea of* accounts for different, sizes / body composition, of organisms ; *idea of* accounts for, time / seasonal variations ; allows (better) comparisons between ecosystems ;	**2**	
1(b)(i)	area (at the same) time ;	**1**	

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Question	Answer	Marks	Guidance
1(b)(ii)	*any five from:* 1 (population) increases and plateaus ; 2 birth rate exceeds mortality rate / AW ; 3 plenty of (named) resources / no competition for (named) resources / lack of predation ; 4 (then) slowing / decreasing rate, of population growth ; 5 (named) resources become limited / competition for resources / increased predation / (new) disease ; 6 birth rate and mortality rate become more equal ; 7 AVP ;	**5**	

Question	Answer	Marks	Guidance
2(a)	*any four from:* 1 (overall) there are more rods than cones / **ora** ; 2 (number of) cones, peaks / are greater, at fovea / at 0 arbitrary units ; 3 *idea that* (number of) rods peak either side or are increasing going towards the fovea / 0 arbitrary units ; 4 no rods present at, fovea / 0 arbitrary units ; 5 *idea that* (number of) cones outside of fovea are (approximately), equal / constant ; 6 (number of) rods greater on left hand-side of fovea ;	**4**	
2(b)	more rod (cells) / greater proportion of rod cells / AW ; *ref. to* (greater sensitivity) for, night vision / low light conditions / AW ; **OR** fewer cones ; colour vision less important / AW ;	**2**	explanation must be linked to the correct difference
2(c)(i)	pupil reflex ;	**1**	
2(c)(ii)	circular muscle (of the iris) ;	**1**	
2(c)(iii)	antagonistic ;	**1**	**A** involuntary

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Question	Answer	Marks	Guidance
2(d)(i)	**A** – vesicle **;** **B** – receptor (protein) **;** **C** – (named) neurotransmitters **;**	**3**	
2(d)(ii)	diffusion **;** by random movement of particles **OR** from higher concentration to lower concentration / down concentration gradient **;**	**2**	

Question	Answer	Marks	Guidance
3(a)(i)	<u>pollen tube</u> **;**	**1**	
3(a)(ii)	*any three from:* pollen tube grows / AW (and enters ovule / ovary) **;** pollen / male, nucleus travels down (pollen) tube / style **;** (pollen and ovule) nuclei fuse **;** *ref. to* ovule **;**	**3**	**A X** for pollen tube / **ecf** from 3ai
3(b)(i)	*any three from:* 1 lack of (named) pollinators **;** 2 *idea that* plant is isolated / AW **;** 3 uses less, pollen / energy **;** 4 increased chance of, fertilisation / pollination / offspring **;** 5 *idea of* (less genetic diversity is) beneficial if plant is well-adapted to its environment **;** 6 AVP **;**	**3**	

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Question	Answer	Marks	Guidance
3(b)(ii)	*any three from:* 1 less / no, genetic variation ; 2 less likely to, survive / adapt to, changes in the environment ; 3 less resilience against disease / disease spreads more quickly ; 4 (increased risk of) extinction ; 5 *ref. to* likelihood of genetic disease ;	**3**	
3(c)	*any two from:* mutation ; random, mating / pollination ; random fertilisation ; AVP ;	**2**	
3(d)	*any four from:* 1 *ref*. to nuclear division ; 2 production of genetically identical cells ; 3 (copies of / replicated) chromosomes separate ; 4 chromosome number is maintained (in each daughter cell) / AW ; 5,6 named roles of mitosis ;;	**4**	e.g. growth / repair of (damaged) tissues / replacement of cells / asexual reproduction / production of organs or tissues
3(e)	stem (cells) ;	**1**	

Question	Answer	Marks	Guidance
4(a)	removal of waste products of metabolism ; and substances in excess (of requirements) ;	**2**	
4(b)	carbon dioxide ;	**1**	**A** water (vapour)
4(c)	**P** - cortex ; **Q** - ureter ; **R** - medulla ;	**3**	

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Question	Answer	Marks	Guidance
4(d)	*any six from:* 1 **X** contains blood **;** 2 *ref. to* filtration (between **X** and **Y**) **;** 3 proteins / blood cells / large molecules, too big to, be filtered / enter **Y ;** 4 **Y** contains, glucose, water, urea **and** ions **;** 5 **Z** contains no glucose **;** 6 (all) glucose has been reabsorbed (into the blood) **;** 7 **Z** contains excess, water / ions **;** 8 (some) water / ions, reabsorbed (into the blood) **;** 9 **Z** contains high(er), concentration / AW, of urea **;** 10 **Z** contains urine **;**	**6**	
4(e)	deamination / removal of nitrogen-containing part (to form urea) **;** assimilation / conversion to **or** synthesis of proteins **;** AVP **;**	**2**	

Question	Answer	Marks	Guidance
5(a)(i)	**A** - hair / external ears **;** **B** – wings / feathers **;**	**2**	
5(a)(ii)	apes and rodents **;**	**1**	
5(a)(iii)	*most similar* – birds **;** *least similar* – sharks **;**	**2**	
5(b)	*any four from:* 1 *ref. to* two strands / chains **;** 2 double helix **;** 3 *ref. to* four bases / A, T, C, G **;** 4 A pairs with T **and** C pairs with G **;** 5 *ref. to* bonds between bases **;**	**4**	**A** annotated diagram

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Question	Answer	Marks	Guidance
5(c)	*any three from:* (base sequences of DNA / mRNA) determine sequence of amino acids ; amino acids form proteins / protein synthesis / production of proteins ; named example of protein ; *ref. to* sequence of amino acids determining protein shape ;	**3**	e.g. enzymes / neurotransmitters

Question	Answer	Marks	Guidance
6(a)(i)	tips ; diffusion ; gravity ; equal / AW ; elongation ;	**5**	
6(a)(ii)	(root grows) downwards / towards gravity ;	**1**	
6(a)(iii)	phototropism ;	**1**	
6(b)	*any three from:* flaccid / no longer turgid ; *ref. to* plasmolysis ; lack of turgor pressure ; decreased volume of, cytoplasm / vacuole ; *ref. to*, decreased / low, water potential inside (plant) cells ; because of a, lack / loss, of water ;	**3**	

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