Cambridge Assessment International Education

Cambridge IGCSE™

BIOLOGY **0610/62**

Paper 6 Alternative to Practical **October/November 2021**

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 October/November 2021 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

© UCLES 2021

[Turn over

PUBLISHED

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.

© UCLES 2021

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.

© UCLES 2021

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

© UCLES 2021

Question	Answer	Marks	Guidance
1(a)(i)	1 table drawn with a line between headings and data and (at least) 3 columns **;** 2 column / row headings with units: time / minutes circumference or length / mm hot and cold **;** 3 eight circumferences recorded correctly **and** times recorded correctly **;**	**3**	
1(a)(ii)	yeast cells respire more (rapidly) at a higher temperature / AW / **ora** OR higher volume of gas / carbon dioxide, produced at higher temperature / **ora ;**	**1**	
1(a)(iii)	idea of uniform, distribution / concentration (of yeast cells) / AW **;**	**1**	
1(a)(iv)	*any two from:* type / age, of yeast **;** concentration of yeast suspension **;** volume of yeast suspension **;** type of balloon **;** time **;** (maintained) temperature(s) of water-bath(s) **;** AVP **;;**	**2**	
1(b)(i)	(gas) syringe OR (bung)+(delivery tube) +inverted measuring cylinder over water / AW OR downward displacement of water in a graduated container / AW **;**	**1**	

Question	Answer	Marks	Guidance
1(b)(ii)	limewater **;** milky / white / cloudy / AW **;** OR hydrogencarbonate **;** yellow **;**	**2**	
1(c)(i)	two temperatures recorded as: hot 28(°C) AND cold 20(°C) **;** two changes in temperature calculated as hot 12(°C) cold 0(°C) **;**	**2**	ecf MP2 from incorrect MP1 redings
1(c)(ii)	*any one from:* 1 use thermostatically controlled water-baths **;** 2 use a Bunsen burner **AND** thermometer (method outlined) / use a Bunsen burner and monitor the temperature **;** 3 top up with, hot water / cold water / ice, and monitor /use a thermometer **;** 4 insulate the container / AW **;**	**1**	

© UCLES 2021

Question	Answer	Marks	Guidance
2(a)(i)	1 single clear lines for outline ; 2 uses at least half available space (70+ mm length without stalk) ; 3 detail 1 at least 6 sections, indicated with lines, on either side ; 4 detail 2 at least 3 overlapping sections or indication of 'zig zag line' down the centre ;	**4**	
2(a)(ii)	62 (mm) ± 1 mm ; 0.04 (mm) ;;	**3**	MP1 correct measurement of line **PQ** MP2 correct substitution (62 ÷ 1500) or 0.04133r MP3 correct rounding to two decimal places ecf MP2 and MP3 if previous MP incorrect
2(b)(i)	(–)53(%) ;;;	**3**	MP1 correct data selection (118 and 55) MP2 correct calculation MP3 correct rounding to two significant figures ecf MP2 and MP3 if previous MP incorrect
2(b)(ii)	1 axes labelled with units : wind speed / m per s **AND** (average) distance / m ; 2 even scale with plots occupying at least half the grid in both directions ; 3 0.0, 0.6 and 0.8 points plotted accurately for both sets of data, ± half a small square ; 4 line drawn for each data set plotted ; 5 correct key given ;	**5**	
2(b)(iii)	intersection with line shown on graph ; correct reading of value from graph for 0.5 ms^{-1} ;	**2**	
2(b)(iv)	add Benedict's (solution / reagent) ; heat ; red / orange / yellow / green, (colour) ;	**3**	

© UCLES 2021

Question	Answer	Marks	Guidance
2(c)(i)	*any six from:* *independent variable:* 1 at least two different temperatures **;** *dependent variable:* 2 measure mass of leaves before and after / measuring the movement of bubble / meniscus, in capillary tube of potometer / measuring mass of pot and soil before and after / observing change in colour of (anhydrous) cobalt chloride paper **;** *method:* 3 method of maintaining at least one of the temperatures **;** 4 description of, suspending leaves (on a line) / use of potometer / wrapping whole pot and soil in a bag **;** 5 further description of how the apparatus would be set up **;** 6 wait for set period of time **;** *7,8 constant variables max two from:* **;;** • wind speed • humidity • light intensity • carbon dioxide concentration • size / mass / weight / surface area / number of leaves / shoot/plant • plant or leaves: same species / age / condition 9 repeat the whole investigation at least two times (three trials) **;** 10 safety **;** 11 AVP **;**	**6**	

Question	Answer	Marks	Guidance
2(c)(ii)	*any one from:* *to decrease humidity:* dehumidifier / use a desiccant / AW **;** *to increase humidity:* bowls of hot water around apparatus / place in plastic bag / AW **;**	**1**	