

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

MARK SCHEME for the May/June 2012 question paper
for the guidance of teachers

0610 BIOLOGY

0610/61

Paper 6 (Alternative to Practical), maximum raw mark 40

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 must be read in conjunction with the question papers and the report on the examination.

- Cambridge will not enter into discussions or correspondence in connection with these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2012 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

Page 2	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2012	0610	61

Mark schemes will use these abbreviations:

- ; separates marking points
- / alternatives
- R reject
- A accept (for answers correctly cued by the question, or guidance for examiners)
- AW alternative wording (where responses vary more than usual)
- underline actual word given must be used by candidate (grammatical variants excepted)
- D, L, T, Q quality of drawing / labelling / table / writing as indicated by mark scheme
- max indicates the maximum number of marks that can be given

Question	Mark scheme	Mark	Guidance																				
1 (a) (i)	<p><u>osmosis</u> ; [1]</p> <p>accept any two boxes from the table. [2]</p> <table border="1"> <tr> <td>point</td> <td>water</td> <td>salt solution</td> <td>air</td> </tr> <tr> <td>direction of water movement</td> <td>into</td> <td>out of</td> <td>out of</td> </tr> <tr> <td>reason for water movement</td> <td>cell contents solution is more concentrated</td> <td>cell contents solution is less concentrated</td> <td>cell contents have more water than air</td> </tr> <tr> <td>result of water movement</td> <td>cells swell / turgid</td> <td>cells shrink / flaccid / plasmolysis</td> <td>cells shrink / flaccid</td> </tr> <tr> <td>additional explanation</td> <td>cuticle / leaf curves because inside is different / AW</td> <td>cell sap lost</td> <td>evaporation / transpiration</td> </tr> </table> <p style="text-align: center;">;;</p>	point	water	salt solution	air	direction of water movement	into	out of	out of	reason for water movement	cell contents solution is more concentrated	cell contents solution is less concentrated	cell contents have more water than air	result of water movement	cells swell / turgid	cells shrink / flaccid / plasmolysis	cells shrink / flaccid	additional explanation	cuticle / leaf curves because inside is different / AW	cell sap lost	evaporation / transpiration	Max [3]	
point	water	salt solution	air																				
direction of water movement	into	out of	out of																				
reason for water movement	cell contents solution is more concentrated	cell contents solution is less concentrated	cell contents have more water than air																				
result of water movement	cells swell / turgid	cells shrink / flaccid / plasmolysis	cells shrink / flaccid																				
additional explanation	cuticle / leaf curves because inside is different / AW	cell sap lost	evaporation / transpiration																				
(ii)	<p>more leaf pieces / samples / repeats ;</p> <p>leave for longer time ;</p> <p>reference to controls – eg same type / age / species / thickness ;</p> <p>determination of mass / weight ;</p>	Max [2]																					

Page 4	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2012	0610	61

(b) (i)	mesophyll cell – label A ; xylem vessel – label B ; an epidermal cell – label C ;	[3]	End of line must be in contact with cell.
(ii)	ring round stoma ;	[1]	
(c)	<i>Measurement of diam from Fig. 1.3 [external]:</i> [7.1 – 6.0 cm or 71 – 60 mm] Units need to be given. <i>Formula:</i> show ÷ of measurement by 0.5 / 5 ; <i>Mag</i> 14.2 – 12 ;	[3]	
(d) (i)	preparation of sample e.g. cut / grind make into solution ; add Benedict's [solution] ; heat ; safety aspect, e.g. goggles / tongs / lab. coat ;	Max [3]	
(ii)	(if absent) stays / turns blue ; (if low concentration) changes to green / yellow ; (if high concentration) changes to orange / red ;	[3]	

Page 5	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2012	0610	61

(e)	<p>stage 1 – break cell walls / denature enzymes / or suitable description ;</p> <p>stage 2 – remove chlorophyll / decolourise leaf / or suitable description ;</p> <p>stage 3 – to soften it / or suitable description ;</p> <p>stage 4 – to show colour change (white tile)/ (iodine solution) to test for starch / or suitable description ;</p>	[4]	
		[Total: 22]	
2 (a) (i)	C ;	[1]	
(ii)	<p>any two from small(er); smooth surface ;</p> <p>no segments no chaetae ;</p>	Max [2]	
(iii)	annelid(s) / annelida / segmented worm ;	[1]	B annelid but A is a myriapod [1] ignore ref to myriapod.
(b)	<p>Outline: use of single clear lines for drawing ;</p> <p>Size: larger than photograph ;</p> <p>Detail: segments / saddle ;</p> <p>Label: 1 label mark only ; one from: segments / saddle / chaetae or bristles / clitellum ;</p>	[4]	

Page 6	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2012	0610	61

(c) (i)	<p>One in each range to ;;</p> <table border="1" data-bbox="365 248 667 461"> <tr> <th>worm</th> <th>range / cm</th> </tr> <tr> <td>D</td> <td>8.2–8.6</td> </tr> <tr> <td>C</td> <td>10.8–11.3</td> </tr> <tr> <td>A</td> <td>11.4–11.9</td> </tr> <tr> <td>B</td> <td>12.2–12.6</td> </tr> <tr> <td>E</td> <td>13.6–13.9</td> </tr> </table>	worm	range / cm	D	8.2–8.6	C	10.8–11.3	A	11.4–11.9	B	12.2–12.6	E	13.6–13.9	[2]	(worms identified clockwise A to E)									
worm	range / cm																							
D	8.2–8.6																							
C	10.8–11.3																							
A	11.4–11.9																							
B	12.2–12.6																							
E	13.6–13.9																							
(ii)	<table border="1" data-bbox="365 491 1115 844"> <thead> <tr> <th>range of length / cm</th> <th>tally</th> <th>frequency</th> </tr> </thead> <tbody> <tr> <td>5.0–6.9</td> <td></td> <td>3</td> </tr> <tr> <td>7.0–8.9</td> <td>+1</td> <td>9</td> </tr> <tr> <td>9.0–10.9</td> <td>+1 or 0 [if worm C is , 11.0]</td> <td>7 or 6</td> </tr> <tr> <td>11.0–12.9</td> <td>+2 or +3 [if worm C is > 11.0]</td> <td>10 or 11</td> </tr> <tr> <td>13.0–14.9</td> <td>+1</td> <td>8</td> </tr> <tr> <td>15.0–16.9</td> <td></td> <td>3</td> </tr> </tbody> </table> <p>tally method correct ;</p> <p>frequencies correct ; ;</p>	range of length / cm	tally	frequency	5.0–6.9		3	7.0–8.9	+1	9	9.0–10.9	+1 or 0 [if worm C is , 11.0]	7 or 6	11.0–12.9	+2 or +3 [if worm C is > 11.0]	10 or 11	13.0–14.9	+1	8	15.0–16.9		3	[3]	<p>ecf from (c)(i)</p> <p>Worm C may fall into either of 2 categories.</p> <p>Tally should show the 5 bars correctly i.e. '5 bar gate'.</p>
range of length / cm	tally	frequency																						
5.0–6.9		3																						
7.0–8.9	+1	9																						
9.0–10.9	+1 or 0 [if worm C is , 11.0]	7 or 6																						
11.0–12.9	+2 or +3 [if worm C is > 11.0]	10 or 11																						
13.0–14.9	+1	8																						
15.0–16.9		3																						
(iii)	<p>A – axes label and scale ;</p> <p>S – size to fill at least ½ of grid ;</p> <p>P – plot ;</p> <p>C – columns touching and equal in width ;</p>	[4]	+/- 1 mm																					
(iv)	any suitable suggestion, e.g. sexes are different lengths / different ages ;	Max [1]																						
		[Total: 18]																						