



BIOLOGY

0610/33

Paper 3 Theory (Core)

May/June 2019

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 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

bestexamhelp.com

This syllabus is regulated for use in England, Wales and Northern Ireland as a Cambridge International Level 1/Level 2 Certificate.

This document consists of **12** printed pages.

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.

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.

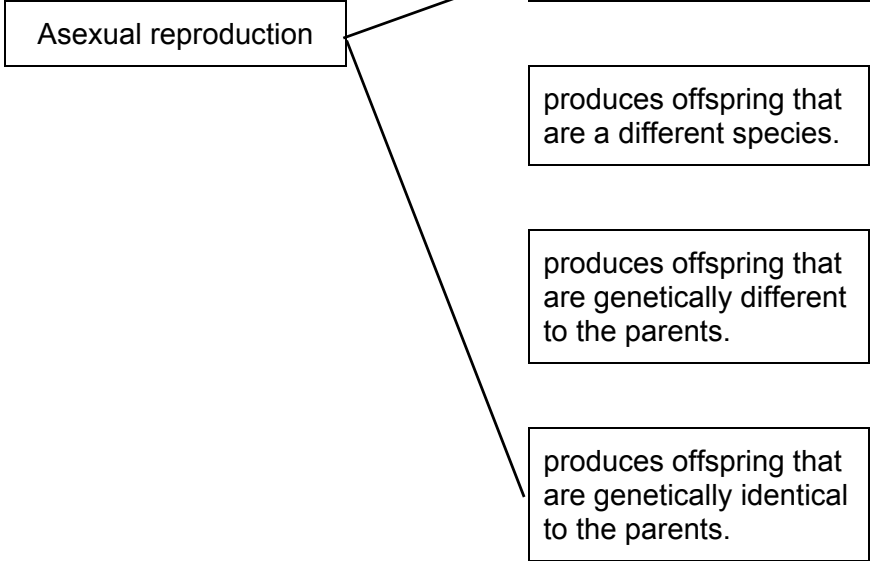
Question	Answer	Marks	Guidance														
1(a)(i)	<table border="0" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; width: 50%;">process</th> <th style="text-align: left; width: 50%;">description</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top; padding: 5px;">absorption</td> <td style="vertical-align: top; padding: 5px;">breakdown of food into smaller pieces</td> </tr> <tr> <td style="vertical-align: top; padding: 5px;">chemical digestion</td> <td style="vertical-align: top; padding: 5px;">breakdown of large, insoluble molecules into small, soluble molecules</td> </tr> <tr> <td style="vertical-align: top; padding: 5px;">egestion</td> <td style="vertical-align: top; padding: 5px;">movement of digested food molecules into cells</td> </tr> <tr> <td style="vertical-align: top; padding: 5px;">ingestion</td> <td style="vertical-align: top; padding: 5px;">movement of small food molecules and ions into the blood</td> </tr> <tr> <td style="vertical-align: top; padding: 5px;">mechanical digestion</td> <td style="vertical-align: top; padding: 5px;">passing out of food that has not been digested or absorbed</td> </tr> <tr> <td></td> <td style="vertical-align: top; padding: 5px;">taking of substances into the body</td> </tr> </tbody> </table> <p style="text-align: right; margin-top: 10px;">♦♦♦♦</p>	process	description	absorption	breakdown of food into smaller pieces	chemical digestion	breakdown of large, insoluble molecules into small, soluble molecules	egestion	movement of digested food molecules into cells	ingestion	movement of small food molecules and ions into the blood	mechanical digestion	passing out of food that has not been digested or absorbed		taking of substances into the body	5	one mark for each correct linked
process	description																
absorption	breakdown of food into smaller pieces																
chemical digestion	breakdown of large, insoluble molecules into small, soluble molecules																
egestion	movement of digested food molecules into cells																
ingestion	movement of small food molecules and ions into the blood																
mechanical digestion	passing out of food that has not been digested or absorbed																
	taking of substances into the body																

Question	Answer	Marks	Guidance
1(a)(ii)	glucose ; amino acids ; fatty acids ; glycerol ;	1	
1(b)(i)	bacterium / bacteria ;	1	
1(b)(ii)	loss of watery faeces / AW ;	1	
1(b)(iii)	<u>oral rehydration</u> therapy ; intake of water containing, salt / ions, and sugar ; AVP ;;	2	

Question	Answer	Marks	Guidance
2(a)	spongy mesophyll ; evaporates ; diffusion ; stomata ;	4	
2(b)(i)	0.27 ;	1	
2(b)(ii)	F lost the most mass ; J lost the least / did not lose any mass ; H lost less mass than G / G lost more mass than H ; leaves with the lower surface uncovered lost the most mass / AW ;	3	
2(b)(iii)	more (exposed) stomata on H / AW ; ora	1	
2(c)(i)	K ;	1	
2(c)(ii)	L ; xylem ;	2	

Question	Answer	Marks	Guidance												
3(a)(i)	(antibiotic), killed the bacteria / stopped the growth of bacteria ;	1													
3(a)(ii)	(most effective) 2 1 3 (least effective) ; <i>reason:</i> more bacteria killed / more clear area / AW ;	2													
3(b)	cytoplasm ; DNA ; cell wall ; cell membrane ;	3	A ribosome ;												
3(c)	<table border="1" data-bbox="338 639 1057 1034"> <thead> <tr> <th data-bbox="338 639 719 705">example</th> <th data-bbox="719 639 1057 705">direct contact</th> </tr> </thead> <tbody> <tr> <td data-bbox="338 705 719 770">air</td> <td data-bbox="719 705 1057 770"></td> </tr> <tr> <td data-bbox="338 770 719 836">blood</td> <td data-bbox="719 770 1057 836">✓ ;</td> </tr> <tr> <td data-bbox="338 836 719 901">body fluids</td> <td data-bbox="719 836 1057 901">✓ ;</td> </tr> <tr> <td data-bbox="338 901 719 967">contaminated food</td> <td data-bbox="719 901 1057 967"></td> </tr> <tr> <td data-bbox="338 967 719 1034">contaminated surfaces</td> <td data-bbox="719 967 1057 1034"></td> </tr> </tbody> </table>	example	direct contact	air		blood	✓ ;	body fluids	✓ ;	contaminated food		contaminated surfaces		2	
example	direct contact														
air															
blood	✓ ;														
body fluids	✓ ;														
contaminated food															
contaminated surfaces															

Question	Answer	Marks	Guidance
4(a)(i)	mammal / vertebrates ;	1	
4(a)(ii)	fur / hair ;	1	
4(b)	fusion of the nuclei of two gametes ; to form a zygote ; production of genetically different offspring ;	3	

Question	Answer	Marks	Guidance
4(c)	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">needs male and female gametes.</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">needs two parents.</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">only needs one parent.</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">Asexual reproduction</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">produces offspring that are a different species.</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">produces offspring that are genetically different to the parents.</div> <div style="border: 1px solid black; padding: 5px;">produces offspring that are genetically identical to the parents.</div> </div> 	2	1 mark for each correctly linked box

Question	Answer	Marks	Guidance															
5(a)	large surface area ; thin (membrane) ; good blood supply ;	2																
5(b)(i)	limewater ; cloudy / milk appearance ;	2																
5(b)(ii)	<table border="1"> <thead> <tr> <th>gas</th> <th>percentage in inspired air</th> <th>percentage in expired air</th> </tr> </thead> <tbody> <tr> <td>carbon dioxide</td> <td>0.04</td> <td>4.00 ;</td> </tr> <tr> <td>oxygen</td> <td>21.00 ;</td> <td>16.00</td> </tr> <tr> <td>Z</td> <td>1.00</td> <td>2.00</td> </tr> <tr> <td>nitrogen</td> <td>78.00</td> <td>78.00</td> </tr> </tbody> </table>	gas	percentage in inspired air	percentage in expired air	carbon dioxide	0.04	4.00 ;	oxygen	21.00 ;	16.00	Z	1.00	2.00	nitrogen	78.00	78.00	2	
gas	percentage in inspired air	percentage in expired air																
carbon dioxide	0.04	4.00 ;																
oxygen	21.00 ;	16.00																
Z	1.00	2.00																
nitrogen	78.00	78.00																
5(b)(iii)	water vapour ;	1																
5(c)(i)	increase / AW ; (increases) then constant ; (constant) from 10 minutes (onwards) ; data quote with units ;	3																
5(c)(ii)	150(%) ;;	2																
5(c)(iii)	ECG ; pulse rate / heart rate ; listening to the valves closing ; AVP ; e.g. stethoscope	2																

Question	Answer	Marks	Guidance															
6(a)(i)	<table border="0" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">letter on Fig. 6.1</td> <td style="width: 33%;">name</td> <td style="width: 33%;">function</td> </tr> <tr> <td>Q</td> <td>amniotic fluid</td> <td>exchange of nutrients or gases</td> </tr> <tr> <td>R</td> <td>placenta</td> <td>protects the fetus from damage</td> </tr> <tr> <td>S</td> <td>vagina</td> <td>receives sperm during sexual intercourse</td> </tr> <tr> <td></td> <td>;;</td> <td>;;</td> </tr> </table>	letter on Fig. 6.1	name	function	Q	amniotic fluid	exchange of nutrients or gases	R	placenta	protects the fetus from damage	S	vagina	receives sperm during sexual intercourse		;;	;;	4	per column: 3 correct = 2 marks 1 or 2 correct = 1 mark
letter on Fig. 6.1	name	function																
Q	amniotic fluid	exchange of nutrients or gases																
R	placenta	protects the fetus from damage																
S	vagina	receives sperm during sexual intercourse																
	;;	;;																
6(a)(ii)	E and D in either order before B ; A after B ; A before F or C ;	3	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 16.6%;">E or D</td> <td style="width: 16.6%;">D or E</td> <td style="width: 16.6%; background-color: #cccccc;">(B)</td> <td style="width: 16.6%;">A</td> <td style="width: 16.6%;">F</td> <td style="width: 16.6%;">C</td> </tr> </table>	E or D	D or E	(B)	A	F	C									
E or D	D or E	(B)	A	F	C													
6(b)(i)	calcium / vitamin D ;	1																
6(b)(ii)	red blood cells / haemoglobin ;	1																
6(b)(iii)	meat / fish / poultry / seafood / soya / lentils / beans / peas / green vegetables / spinach / fortified cereals / tablets / AVP ;	1																
6(b)(iv)	crosses the placenta / harms the fetus / AW ;	1																

Question	Answer	Marks	Guidance
7(a)	glucose and oxygen \longrightarrow ; carbon dioxide and water ;	2	
7(b)(i)	oxygen used by woodlice ; correct reference to (aerobic) respiration ; carbon dioxide given out (by woodlice) ; carbon dioxide does not increase volume of air as it is absorbed by soda lime ; volume of air in the tube decreases / pressure decreases in the tube / AW ;	3	
7(b)(ii)	respiration uses enzymes ; at high temperatures enzymes stop working / woodlice die ; AVP ; e.g. ethical treatment of woodlice / AW	2	
7(b)(iii)	muscle contraction / movement / AW ; protein synthesis ; cell division ; active transport ; growth ; passage of nerve impulses ; maintenance of body temperature ;	2	

Question	Answer	Marks	Guidance								
8(a)(i)	caterpillar ;	1									
8(a)(ii)	thrush ;	1									
8(a)(iii)	the Sun ;	1									
8(b)(i)	Fig.8.1 has fewer producers than Fig. 8.2 / AW ; ora	1									
8(b)(ii)	<i>frogs</i> population increase ; lack of, predator / trout ; <i>insects</i> population decrease ; increased predation ;	4									
8(c)	<table border="0" style="width: 100%;"> <tr> <td style="border: 1px solid black; padding: 5px; width: 150px;">carnivores</td> <td style="border: 1px solid black; width: 40px; height: 30px; margin-left: 20px;"></td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;">decomposers</td> <td style="border: 1px solid black; width: 40px; height: 30px; margin-left: 20px; text-align: center;">✓ ;</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;">herbivores</td> <td style="border: 1px solid black; width: 40px; height: 30px; margin-left: 20px;"></td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;">producers</td> <td style="border: 1px solid black; width: 40px; height: 30px; margin-left: 20px;"></td> </tr> </table>	carnivores		decomposers	✓ ;	herbivores		producers		1	
carnivores											
decomposers	✓ ;										
herbivores											
producers											