Cambridge Assessment International Education

Cambridge IGCSE™

BIOLOGY **0610/33**

Paper 3 Theory (Core) **October/November 2021**

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 October/November 2021 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 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.

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.

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

Question	Answer	Marks	Guidance
1(a)(i)	chemical ; oxygen ; nutrient ;	**3**	
1(a)(ii)	*any two from:* muscle contraction / protein synthesis / cell division / active transport / growth / passage of nerve impulses / maintenance of a constant body temperature / AVP ;;	**2**	
1(a)(iii)	water ;	**1**	
1(b)(i)	117.4 (%) ;;;	**3**	MP1 5.0 – 2.3 = 2.7 (cm) MP2 correct calculation (2.7 ÷ 2.3) × 100 = 117.391… MP3 correct rounding to one decimal place ecf MP3 from wrong answer if working shown
1(b)(ii)	*any two from:* water ; suitable temperature ; oxygen ;	**2**	

Question	Answer	Marks	Guidance
2(a)	bacterium / bacteria ;	**1**	
2(b)(i)	*any three from:* screening / removal of large objects ; settlement ; (trickling) filters / reed bed ; aerobic respiration (by microorganisms) / activated sludge ; chlorination / UV treatment ;	**3**	
2(b)(ii)	*any one from:* hygienic food preparation / described ; good personal hygiene / described ; hygienic waste disposal ; vaccination ; AVP ;	**1**	
2(c)(i)	*mechanical:* skin / hairs in nose ; *chemical:* mucus / stomach acid / hydrochloric acid ;	**2**	
2(c)(ii)	antibodies ;	**1**	

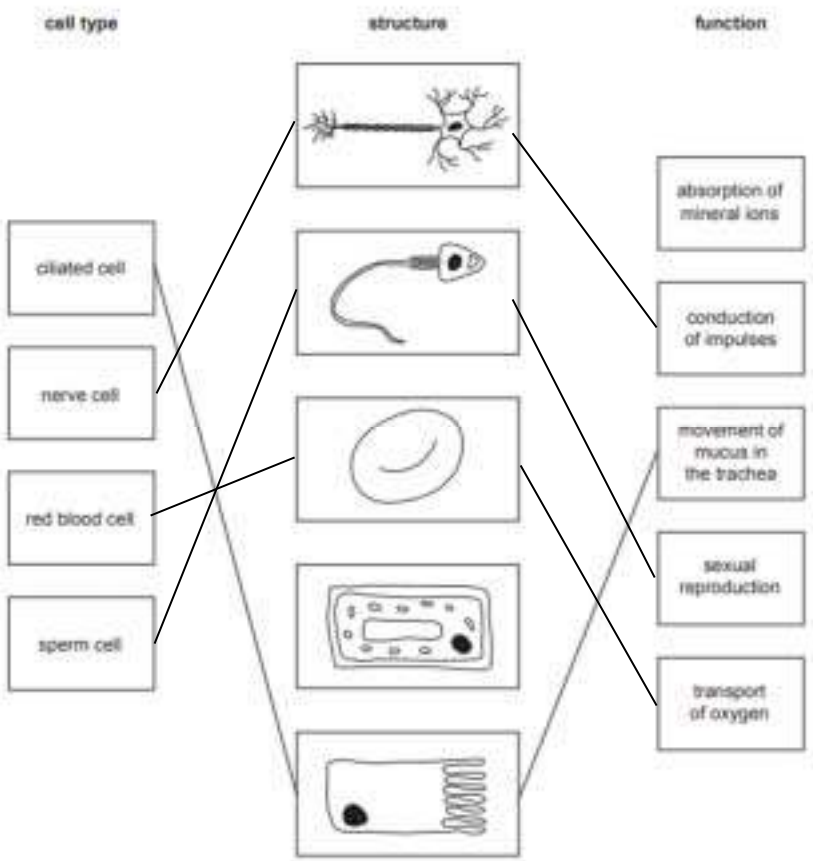
Question	Answer	Marks	Guidance
3(a)(i)	**D** palisade (mesophyll) ; **E** spongy (mesophyll) ;	**2**	
3(a)(ii)	chloroplast ;	**1**	
3(b)	carbon dioxide + water → ; glucose + oxygen ;	**2**	
3(c)(i)	25 (bubbles per minute) ;	**1**	
3(c)(ii)	40 (cm) and 50 (cm) ;	**1**	
3(c)(iii)	10 (cm) and 20 (cm) ;	**1**	
3(c)(iv)	*prediction* rate is zero / photosynthesis stops / no bubbles produced ; *reason* light is required for photosynthesis ;	**2**	

Question	Answer	Marks	Guidance
4(a)	oviduct ; ovary ; closed in pregnancy / dilates to allow childbirth / enables passage of sperm for fertilisation / AVP ; contracts in labour / AVP ;	4	
4(b)	type of birth control: example of birth control barrier: condom / femidom / diaphragm ; chemical ;: contraceptive implant natural: abstinence / monitoring temperature / AVP ;	3	

Question	Answer	Marks	Guidance
5(a)(i)	24 ;	1	
5(a)(ii)	15.0-15.9 ;	1	
5(a)(iii)	there is a range (of phenotypes between two extremes) / no distinct categories / can be any value between the extremes ;	1	
5(b)	tongue rolling / AVP ;	1	
5(c)	genetic ; alleles ; ionising ;	3	

Question	Answer	Marks	Guidance
6(a)(i)	photosynthesis ;	1	

Question	Answer	Marks	Guidance
6(a)(ii)	respiration ;	**1**	
6(a)(iii)	animals ;	**1**	
6(a)(iv)	fossil fuels ;	**1**	
6(b)	*any three from:* 1 increase in carbon dioxide (concentration) ; 2 habitat destruction ; 3 loss of soil **/** soil erosion ; 4 *idea of* disruption of, food chains / food webs ; 5 lack of biodiversity / extinction of species ; 6 flooding ; 7 AVP ; e.g. reduction in rainfall	**3**	
6(c)(i)	decay / paddy fields / cattle / AVP ;	**1**	
6(c)(ii)	*any two from:* enhanced greenhouse effect ; climate change **/** global warming ; AVP ;	**2**	
7(a)	**P** controls movement of substances into and out of a cell ; **Q** site of, chemical / metabolic, reactions ; **R** controls cell activities ;	**3**	

Question	Answer	Marks	Guidance
7(b)	 ;;;;;;	**6**	one mark for each correct link **R** each additional line

Question	Answer	Marks	Guidance
8(a)(i)	bacteria ;	1	
8(a)(ii)	HIV / human immunodeficiency virus ;	1	
8(b)(i)	*idea of* antibiotics having reduced effectiveness against some bacterial infections / AW ;	1	
8(b)(ii)	*any three from:* 1 resistance to all three antibiotics is increasing (2000–2012) ; 2 resistance to antibiotic **A** and **B** starts at 0% in 2000 ; 3 resistance to antibiotic **C** decreases from 2012 (to 2013) ; 4 data quote with units ; 5&6 AVP ;; e.g. resistance to **B** and **C** are the same between 2009 and 2012 / resistance to **A** rises very steeply between 2000 and 2001 / from 2001 the percentage of pathogens resistant to **A** is always higher than **B** and **C** ora	3	
8(c)(i)	pancreas ;	1	
8(c)(ii)	reduces blood glucose (concentration / level) ;	1	
8(d)(i)	*any two from:* rapid reproduction rate ; ability to produce complex molecules ; AVP ; e.g. ethical reasons / cheaper than animals	2	
8(d)(ii)	*any three from:* anaerobic respiration / fermentation ; production of ethanol for biofuels ; production of carbon dioxide in bread-making ; AVP ; e.g. brewing	3	

Question	Answer	Marks	Guidance
9(a)	the transmission of genetic information **;** from generation to generation **;**	**2**	
9(b)	(heterozygous) line drawn to **Rr ;** (homozygous recessive) line drawn to **rr ;**	**2**	
9(c)	protein **;**	**1**	