CAMBRIDGE
International Education

Cambridge IGCSE™

BIOLOGY **0610/32**

Paper 3 Theory (Core) **May/June 2024**

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.

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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	‘List rule’ guidance 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.

- **;** 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

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Question	Answer	Marks	Guidance
1(a)(i)	carbon dioxide + water **;** → glucose + oxygen **;**	**2**	
1(a)(ii)	chlorophyll **;**	**1**	
1(b)(i)	17(ºC) / 35(ºC) **;**	**1**	
1(b)(ii)	21±0.5 (arbitrary units) **;**	**1**	
1(b)(iii)	(as temperature increases) the rate of photosynthesis increases, **and** then decreases **;** optimum / AW, temperature is, 24±1ºC OR maximum / AW, rate of photosynthesis is 47 arbitrary units OR no photosynthesis at, 0 ºC / (after) 43 ºC **;**	**2**	
1(c)(i)	energy store / AW **;**	**1**	
1(c)(ii)	cellulose / AVP **;**	**1**	
1(c)(iii)	nitrate **;**	**1**	
1(d)	*any two from:* respiration **;** feeding / nutrition **;** decomposition / decay **;** combustion / burning **;** (formation of named) fossil fuels **;**	**2**	

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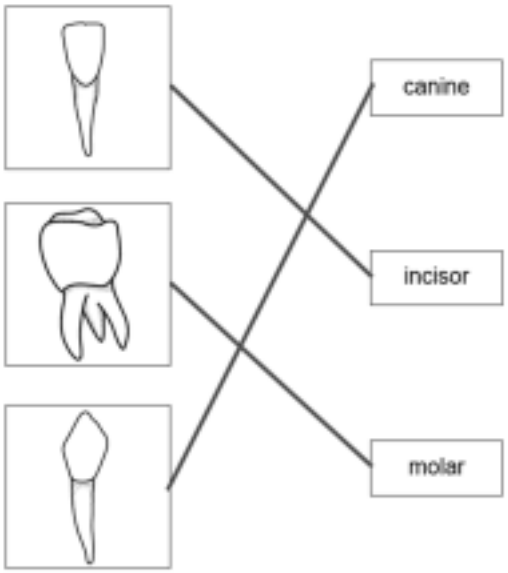
Question	Answer	Marks	Guidance
2(a)(i)	*any three from:* to increase surface area **;** for chemical digestion **;** by (named) enzymes **;** AVP **;**	**3**	e.g. ease of movement in the digestive system / so that it is more easily swallowed / prevent choking
2(a)(ii)	stomach **;**	**1**	
2(b)(i)	 **;;**	**2**	**R** each additional line all 3 correct = 2 marks 1 or 2 correct = 1 mark
2(b)(ii)	crush / grind / chew, food **;**	**1**	
2(c)	**A** enamel **;** **B** dentine **;** **C** pulp / nerves **;** **D** cement **;**	**4**	

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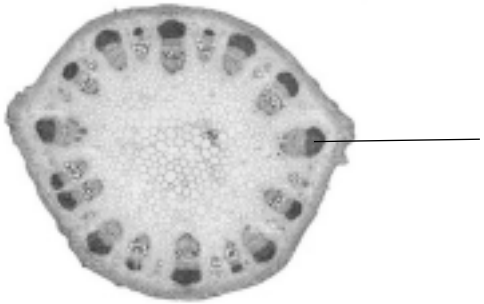
Question	Answer	Marks	Guidance
3(a)	 phloem ;;	**2**	MP1 correct naming of phloem labelled anywhere MP2 label line to correct structure
3(b)	root hair ; osmosis ; root cortex ; mesophyll ; stomata ; transpiration ;	**6**	

Question	Answer	Marks	Guidance
4(a)	pump ; valves ;	**2**	
4(b)(i)	*any two from:* pulse rate ; ECG ; listening to sounds of valves (closing) ;	**2**	
4(b)(ii)	*a tick on each of:* As age increases the resting heart rate decreases till age 40 and then increases. ; From age 5 to 10 the resting heart rate decreases by 25 bpm. ;	**2**	**R** each additional tick

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Question	Answer	Marks	Guidance
4(c)	136(%) **;;**	**2**	MP1 correct calculation to any number of decimal places MP2 correct rounding to a whole number ecf from incorrect MP1 for MP2
4(d)	*any three from:* 1 balanced diet **;** 2 ref. to consuming correct number of calories / correct energy intake avoiding excess calories / avoid obesity **;** 3 avoid (highly) processed food / AW **;** 4 low fat diet / low saturated fat / higher levels of unsaturated fat / AW **;** 5 low cholesterol diet **;** 6 high fibre diet **;** 7 low salt **;** 8 low alcohol **;** 9 (good diet) reduces or prevents, plaque formation / damage to, artery (walls) **;** 10 reducing blockage of coronary arteries **;**	**3**	

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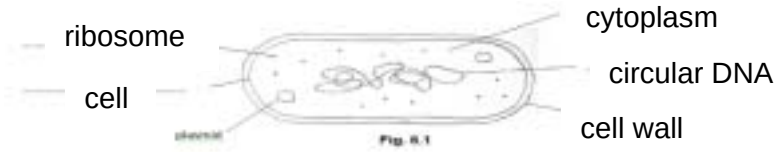
Question	Answer	Marks	Guidance
5(a)(i)	a length of DNA **;** that codes for a protein **;**	**2**	
5(a)(ii)	nucleus **;**	**1**	**A** mitochondria
5(b)	15 (people) **;**	**1**	
5(c)(i)	XX **;**	**1**	
5(c)(ii)	4 **;**	**1**	
5(c)(iii)	homozygous recessive **;**	**1**	**R** each additional circle
5(d)	*parental gametes:* A a x a a **;** *offspring genotypes:* Aa (Aa) aa (aa) **;** *offspring phenotypes:* unaffected (unaffected) albinism (albinism) **;** *ratio* 1:1 **;**	**4**	**A** ecf from previous step **A** 2:2 / 50:50 / 50%

Question	Answer	Marks	Guidance
6(a)(i)		**4**	5 correct = 4 marks 3 or 4 correct = 3 marks 2 correct = 2 marks 1 correct = 1 mark

Question	Answer	Marks	Guidance
6(a)(ii)	*any two from:* circular DNA **;** plasmids **;** cell wall **;**	**2**	
6(a)(iii)	*any one from:* store / source, of genetic material / genes / DNA **;** used to transfer genetic material from one cell to another / conjugation **;** code to make proteins **;** AVP **;**	**1**	e.g. resist, toxic substances / antibiotics
6(b)	it is produced as rapidly as it is used / AW **;** it does not run out / it is renewable **;**	**2**	
6(c)	*any three from:* fish / other aquatic life, die **;** decreased biodiversity **;** food chains / webs, are affected / described **;** (source of) pollution / toxins / named pollutants, enter water **;** Idea of occurrence / spread, of disease **;** habitat destruction **;** AVP **;**	**3**	**A** eutrophication e.g. less oxygen in the water / algal blooms

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th><th>Guidance</th></tr>
<tr><td>7(a)(i)</td><td>homeostasis ;</td><td>1</td><td></td></tr>
<tr><td>7(a)(ii)</td><td>
<table>
<tr><th>name of endocrine gland</th><th>letter from Fig. 5.1</th><th>hormone gland secretes</th><th>one function of hormone</th></tr>
<tr><td>testes</td><td>G ;</td><td>testosterone ;</td><td>development of secondary sexual characteristics during puberty</td></tr>
<tr><td>pancreas</td><td>H ;</td><td>insulin</td><td>decreases blood glucose concentration ;</td></tr>
<tr><td>adrenal (gland) ;</td><td>E</td><td>adrenaline</td><td>increases breathing rate / increases heart rate / increases pupil diameter ;</td></tr>
</table>
</td><td>6</td><td>A (adrenaline) increases blood glucose concentration ;</td></tr>
<tr><td>7(b)</td><td>in the blood ;</td><td>1</td><td>A in the plasma</td></tr>
<tr><td>7(c)(i)</td><td>
<table>
<tr><th>type of control</th><th>speed of action</th><th>duration of effect</th></tr>
<tr><td>nervous</td><td>fast(er) / AW / instant</td><td>short(er)</td></tr>
<tr><td>hormonal</td><td>slow(er)</td><td>long(er)</td></tr>
</table>
;;
</td><td>2</td><td>one mark per column</td></tr>
</table>

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Question	Answer	Marks	Guidance
7(c)(ii)	sensory / relay / motor, (neurone) **;**	**1**	

Question	Answer	Marks	Guidance
8	**A** attracts, insects / (named) pollinator **;** **B** produces / contains, female sex cells, female gametes / ovules **;** **C** produces / contains / releases, male sex cells, male gametes / pollen **;** **D** receives pollen (grains) / site of pollination or description **;**	**4**	**A** site of fertilisation / where seeds develop

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