



Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

BIOLOGY

0610/51

Paper 5 Practical Test

October/November 2016

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.

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This document consists of **7** printed pages.

Page 2	Mark Scheme	Syllabus	Paper
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Abbreviations used in the Mark Scheme:

- ; separates marking points
- / alternatives
- I ignore
- R reject
- A accept (for answers correctly cued by the question, or guidance for examiners)
- AW alternative wording
- AVP any valid point
- ecf credit a correct statement / calculation that follows a previous wrong response
- **ora** or reverse argument
- () the word / phrase in brackets is not required, but sets the context
- underline actual words given must be used by the candidate (or grammatical variants of them)

Page 3	Mark Scheme	Syllabus	Paper
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Question	Answer	Marks	Guidance
1(a)	one table drawn with lines ; column/row headings (time <u>and</u> temperature); appropriate units ($^{\circ}\text{C}$ <u>and</u> minutes) in the header only; temperatures recorded for beaker A ; temperatures recorded for beaker B ; appropriate trend;	6	
1b(i)	temperature fall correct for beaker A and B (with units) ; divide both temperature differences by 5 (minutes) ; correct answer obtained; correct units ($^{\circ}\text{C}/\text{min}$) ;	4	
1(b)(ii)	the greater the volume of the body, the smaller the rate of heat loss/ref to speed (e.g. slower)/ ora ; rate of heat loss in A is less than beaker B / ora ; appropriate data quote comparing A and B ; the greater the volume of the body, the greater the (total) heat loss/ ora ;	2	

Page 4	Mark Scheme	Syllabus	Paper
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Question	Answer	Marks	Guidance
1(c)(i)	<p><i>any 2 from:</i></p> <p>temperature of environment;</p> <p>size / volume of beaker;</p> <p>starting temperature of water;</p> <p>time intervals / 1 minute to record temperature ;</p> <p>total time / 5 minutes for investigation;</p>	2	
1(c)(ii)	<p><i>idea</i> of time taken for the thermometer to reach the water temperature is longer;</p>	1	
1(c)(iii)	<p><i>error:</i></p> <p>drawing the line accurately / judging the water level against the line / measuring height (rather than volume);</p> <p><i>improvement:</i></p> <p>measure the volumes of water / AW ;</p>	2	<p>A not measuring volume</p> <p>I different sizes unqualified</p> <p>A beakers of different sizes would mean volumes would be inaccurate for the error and using identical beakers for the improvement</p>

Page 5	Mark Scheme	Syllabus	Paper
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Question	Answer	Marks	Guidance
1(d)	<p><i>any 6 from:</i></p> <ol style="list-style-type: none"> 1 identical containers/containers of equal volume/containers of equal size; 2 same volume of water in each container; 3 same starting temperature for the water; 4 idea of placing (containers) in 2 or more different temperatures; 5 detail of method to keep external temperature constant, e.g. use of water-bath or a fridge and explanation; 6 measure temperature in each container for the same time/measure temperature in each container at set intervals; 7 repeat and calculate an average/mean; 8 calculate/compare rate of heat loss (for each temperature); 	6	<p>A same depth</p> <p>A named places</p> <p>A time how long it takes for temperature to fall a set number of degrees</p> <p>A repeat to identify anomalies</p>
1(e)(i)	<p>A(xes) – labelled with units;</p> <p>S(cale) – even scale and plots to fill half or more of the printed grid ;</p> <p>P(lot) – all points plotted accurately $\pm \frac{1}{2}$ square ;</p> <p>L(ine) – line joining all the points $\pm \frac{1}{2}$ square ;</p>	4	<p>A points joined by ruled lines / curved line of best fit</p> <p>R bar chart or if line extrapolates beyond the plot points</p>

Page 6	Mark Scheme	Syllabus	Paper
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Question	Answer	Marks	Guidance
1(e)(ii)	as temperature increases (rate of) sweating increases / ora ; idea of increasing rate of increase as temperature rises / not a linear relationship / not directly proportional;	2	A higher temperature, more sweat A exponential increase
		Total: 29	

Question	Answer	Mark	Guidance												
2(a)	<table border="1"> <thead> <tr> <th>letter</th> <th>genus of flower</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>Geranium</td> </tr> <tr> <td>B</td> <td>Sorghum</td> </tr> <tr> <td>C</td> <td>Draba</td> </tr> <tr> <td>D</td> <td>Fuschia</td> </tr> <tr> <td>E</td> <td>Dactylis</td> </tr> </tbody> </table> <p style="text-align: right;">.... ; ; ; ;</p>	letter	genus of flower	A	Geranium	B	Sorghum	C	Draba	D	Fuschia	E	Dactylis	4	4 or 5 correct = 4 marks 3 correct = 3 2 correct = 2 1 correct = 1
letter	genus of flower														
A	Geranium														
B	Sorghum														
C	Draba														
D	Fuschia														
E	Dactylis														

Page 7	Mark Scheme	Syllabus	Paper
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Question	Answer	Marks	Guidance
2(b)(i)	<p>O(utline) – single clear lines and without shading ;</p> <p>S(ize) – occupies at least half of the space provided ;</p> <p>D (detail) to show anther and filament in approx. the correct proportion;</p> <p>L(abel) to both anther and filament that touches the structure ;</p>	4	
2(b)(ii)	<p>length of filament with units ;</p> <p>length of filament on drawing with units;</p> <p>correct calculation from Candidate's figures;</p>	3	<p>A measurements in cm</p> <p>A ± 1 mm</p> <p>ecf for correct calculation from incorrect measurements</p>
		Total: 11	