

**UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS**  
International General Certificate of Secondary Education

**MARK SCHEME for the October/November 2010 question paper  
for the guidance of teachers**

**0610 BIOLOGY**

**0610/62**

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.

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<b>Questions</b>	<b>Mark Scheme</b>	<b>Guidance/comments</b>																																
<b>1 (a)</b>	unripe fruit – smaller / seeds white freshly harvested – larger / seeds getting darker stored, ripe fruit – wrinkled /darker in skin colour/ seeds darker;;;	<table border="1"> <thead> <tr> <th></th> <th>small</th> <th>middle</th> <th>large</th> </tr> </thead> <tbody> <tr> <td>number of seeds</td> <td>1</td> <td>1</td> <td>3 / more</td> </tr> <tr> <td>colour of seeds</td> <td>white</td> <td>white</td> <td>dark / black</td> </tr> <tr> <td>size of seeds / maturity</td> <td>small / immature / under-developed</td> <td>larger / more mature / developed</td> <td>larger / mature / developed</td> </tr> <tr> <td>core / middle region / aw</td> <td>undeveloped</td> <td>developing</td> <td>developed / larger</td> </tr> <tr> <td>sepal / stigma / style / flower remains</td> <td>present</td> <td>less clear</td> <td>smaller / shrivelled / aw</td> </tr> <tr> <td>fleshy wall / mesocarp</td> <td>thin</td> <td>developing</td> <td>thicker</td> </tr> <tr> <td>skin / epicarp / outer layer</td> <td>outer covering of young fruit / aw</td> <td>thin / pale</td> <td>thicker / darker</td> </tr> </tbody> </table> <p>I. ref to petals/anthers</p> <p><b>A.</b> relevant comment not linked to a particular stage.</p> <p>I. comments on roots / leaves / stalk / cell wall.</p> <p>I. seeds – growing as confused with germination.</p> <p>I. comment on size of apple as instructed in question.</p> <p>[max 3]</p>		small	middle	large	number of seeds	1	1	3 / more	colour of seeds	white	white	dark / black	size of seeds / maturity	small / immature / under-developed	larger / more mature / developed	larger / mature / developed	core / middle region / aw	undeveloped	developing	developed / larger	sepal / stigma / style / flower remains	present	less clear	smaller / shrivelled / aw	fleshy wall / mesocarp	thin	developing	thicker	skin / epicarp / outer layer	outer covering of young fruit / aw	thin / pale	thicker / darker
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<b>Page 3</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
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<b>(b)</b>	<p><b>one safety feature</b> – max;</p> <p>starch iodine solution; black if starch present;</p> <p>reducing sugar make solution / AW; add Benedict's solution; heat; green / yellow / orange / red; [int max 3]</p>	[max 5]	<p>Water bath / tongs / lab coat / hair tied back. I. gloves. A. drops of iodine / iodine in KI. A. black / purple / blue I. heating / ethanol.</p> <p>A. make an extract / chopping up and adding water / AW A. Fehlings / Clinistix. I. warm Must match reagent used. Clinistix purple / dark blue for positive. I. brown alone. A. red / reddish brown. I. use of ethanol. If used biuret reagent – do not award marks for reducing sugar.</p>			
<b>(c) (i)</b>	<table border="1" style="width: 100%;"> <tr><td style="text-align: center;">66.3</td></tr> <tr><td style="text-align: center;">93.5</td></tr> <tr><td style="text-align: center;">109.5</td></tr> </table>	66.3	93.5	109.5	[1]	<p>All correct = 1</p> <p>If 30.5 / 27.2 / 16.0 – no mark but e.c.f. for plot.</p>
66.3						
93.5						
109.5						
<b>(ii)</b>	<p><b>A</b> – axes and labels and orientation;</p> <p><b>S</b> – scale – suitable to fill more than half the grid and even;</p> <p><b>P</b> – plot;</p> <p><b>L</b> – line;</p> <p>Score marks by a series of <math>\surd</math> or X in order.</p>	[4]	<p>x-axis – time in days and y-axis – loss in mass (of apples ) / g If plot mass – 2nd column in error Allow S and L 2 MAX.</p> <p>Non-linear scale A only.</p> <p>Allow +/- half a small square. Must plot zero. For those who plot only the last 3 values: Allow A, S and L = 3 max.</p> <p>Allow line of best fit – if correct and balanced plots each side of the line. Allow a smooth curve but not if 'sagging' and too thick to identify points. Allow points joined by ruled lines. No extrapolation. Histograms / bar charts allow A, P and neatness = 3 max. Allow label for columns in the middle not to one side.</p>			

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<b>(iii)</b>	respiration / fermentation / oxidation; transpiration / evaporation / dehydration / water loss / drying; decomposition / decay / action of microbes / rotting / AW;	[max 2]	Allow aerobic and anaerobic respiration. <b>A.</b> excretion of CO <sub>2</sub> <b>I.</b> reduction / metabolic reactions/ / hydrolysis.  <b>I.</b> eating / osmosis.
<b>(iv)</b>	1. keep in cooler conditions / in a fridge / not too hot / AW ; 2. cover apples / wrap apples; 3. keep in the dark or out of sunlight; 4. under different gases / nitrogen / carbon dioxide/ less oxygen / air tight / vacuum; 5. keep separated / cushioned / AW; 6. keep away / separated from ripe fruits;	[max 3]	<b>R.</b> freezer  <b>R.</b> use of plastic bags / cellophane / clingfilm. <b>A.</b> paper / foil.  Idea to prevent bruising. <b>I.</b> moist or dry conditions / well ventilated / wash and disinfect / pesticides / preservative / antioxidants.
		<b>[Total: 18]</b>	

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2 (a)	drawing: <b>O</b> clear outline and no heavy shading; <b>S</b> equal size but not smaller than 6 cm; <b>D</b> both valves and hinge; <b>ONE</b> label: hinge / joint / ligament / shell / exoskeleton / muscle attachment / AW;	[4]	Allow stippling but not blocked in shading  <b>I.</b> thick wall / covering / coat / epidermis / testa / outer layer. Score marks by a series of ✓ or X in order for drawing but tick by correct / accepted label.
(b)	protective / camouflage / shelter / safety /hide; hard / tough/ rigid / thick / heavy; from predators / being eaten / attacked / prevent drying out / pressure or waves or depth of water / current;	[max 2]	<b>A.</b> if this is implied
(c) (i)	<u>mollusc</u> ;	[1]	<b>A.</b> close spelling
(ii)	size in Fig. 2.2 .....38...(mm); <i>NB length</i> .  scale is 3 mm = 25 mm – part of working; actual size = $\frac{38 \times 3}{25} = 4.56$ mm or 0.456 cm;  4.6	[3]	<b>A.</b> +/- 1 mm for length 37 – 41 mm From diagram check if width has been measured in error. ecf.  Accept correct word formula = one mark  Accept actual size in range of 4.4 – 4.8 mm Allow correct measurement in cm. If correct answer – but no working shown $\sqrt{\sqrt{}} = 2$
<b>[Total: 10]</b>			

3 (a)	feature	submerged leaves	floating leaves	[max 2]	<p>Descriptions appear either in table form or all text and run together – dredge. They / it = submerged leaves. I. reference to flowers. Answer does not have to be comparative. <b>A.</b> description of one type of leaf.</p> <p>Award correct biology.</p>
	shape	thin / narrow / elongated / divided / branched / ORA	broad / entire / undivided / ORA		
	surface area	small	large		
	number	2 / less / fewer	3 / more		
	leaf stalk / petiole	not present / leaf attached	present / long		
	veins	none / not visible	present / network		
	(b) (i)	palisade mesophyll; spongy mesophyll;	label lines or brackets		
(ii)	<p>palisade mesophyll: more light/ more or lots of chloroplasts / more chlorophyll; arrangement of cells near upper surface; photosynthesis;</p> <p>spongy mesophyll : air spaces / air gaps; less light/ less chloroplasts / less chlorophyll; photosynthesis: gas / CO<sub>2</sub> / water vapour / oxygen / air circulation / gas exchange;</p>		[max 3]	<p><b>A.</b> 'middle tissue' as spongy mesophyll. Photosynthesis only once Not separated by naming the tissue – then <b>A.</b> correct references to photosynthesis / gas exchange / air spaces for MAX 2 I. reference to vascular tissue.</p>	

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<b>(c)</b>	<p>animal tube:  colour – <u>yellow</u>;  explanation – giving off / producing / releasing CO<sub>2</sub> /  high CO<sub>2</sub> / carbonic acid;  from respiration;</p> <p>waterweed tube:  colour – <u>purple</u>;  explanation – low CO<sub>2</sub> / CO<sub>2</sub> used up / taken in / AW;  by photosynthesis;</p>	[max 5]	<p>Read the whole answer – the colour may change during the answer to final colour at the end of account.  Independent marking.  I. becomes acid.  I. any references to oxygen. I. references to breathing.</p> <p>Not red for colour but allow explanation if ref to photosynthesis.  I. any references to oxygen and change in pH / becomes alkaline.</p>
<b>[Total: 12]</b>			