

**CAMBRIDGE INTERNATIONAL EXAMINATIONS**

Cambridge International General Certificate of Secondary Education

**MARK SCHEME for the May/June 2015 series**

**0610 BIOLOGY**

**0610/63**

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 should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2015 series for most Cambridge IGCSE<sup>®</sup>, Cambridge International A and AS Level components and some Cambridge O Level components.

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### Abbreviations used in the Mark Scheme

- ; separates marking points
- / separates alternatives within a marking point
- **R** reject
- **ignore** ignore (mark as if this material was not present)
- **A** accept (a less than ideal answer which should be marked correct)
- **AW** alternative wording (accept other ways of expressing the same idea)
- underline words underlined (or grammatical variants of them) must be present
- **max** indicates the maximum number of marks that can be awarded
- **mark independently** the second mark may be given even if the first mark is wrong
- **ecf** error carried forward (credit a correct statement that follows a previous wrong response)
- ( ) the word / phrase in brackets is not required, but sets the context
- **ora** or reverse argument
- **AVP** any valid point

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Question	Mark Scheme	Marks	Guidance for Examiners
1 (a)	<i>reducing sugar</i> – Benedict's solution / reagent ; heat ; <i>protein</i> – biuret solution / reagent ; allow one safety point for either test ;	[4]	examples of safety points: goggles / tongs / lab coat / tie hair back / tuck tie in / AW
(b) (i)	no reducing sugar or protein present ; healthy ;	[2]	
(ii)	only reducing sugar present ; diabetic ;	[2]	
(iii)	reducing sugar and protein present ; diabetic <b>and</b> has kidney disease / problems ;	[2]	
(c) (i)	(litmus paper) only distinguishes between acid and alkaline / does not show exact pH ;	[1]	
(ii)	use Universal Indicator (paper / solution) / pH meter ;	[1]	



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<b>(ii)</b>	as blood sugar increases so does glucose excreted in urine ;  no glucose excreted in urine until blood glucose is over 200 mg per 100 cm <sup>3</sup> ;	[2]	
<b>(iii)</b>	30 – 35 (mg per minute) ;	[1]	check reading from candidate's graph
		<b>[Total: 19]</b>	

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2 (a)	outline of whole flower – clear unbroken lines and no shading anywhere ; size to fill at least ½ available space ;  <i>drawing detail:</i> detail of male parts ; detail of female parts ; <b>one</b> label from: stigma / style / ovary / filament / anther / stamen / petal / honey guides ;	[5]	
(b) (i)	presence of (large) petals / stamens / anther / filaments;	[1]	
(ii)	flower <b>B</b> : no carpel / female parts / stigma / style / less petals / less spots on petals / larger petals ;	[1]	
(c)	30 (mm) ;  <u>length measured</u> ; 0.4  = 75 (mm) ;	[3]	accept 29 – 31 mm  2 marks for correct answer with no working
(d) (i)	concentration of sugar concentration ;	[1]	
(ii)	rate of growth of pollen tube / time factor to measure extension of pollen tube ;	[1]	

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<b>(iii)</b>	temperature ; (equally) spaced timing ; age or size / type of pollen grain or plant ; amount / volume of sugar solution ; type of sugar – or named sugar ; AVP ;	max [3]	
		<b>[Total: 15]</b>	

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<b>3</b>	<b>(a) (i)</b>	<b>G</b> has feathers/beak/no pattern on wings/2 or fewer legs/no antennae ;	max [1]	
	<b>(ii)</b>	wings ; legs ; eyes ;	max [2]	
	<b>(b) (i)</b>	<b>H</b> and <b>J</b> ;	[1]	
	<b>(ii)</b>	<i>animal group</i> - insect / arthropod ; <i>reason</i> – antennae / 3 pairs of legs / <u>compound</u> eyes / 3 body parts ;	[2]	
			<b>[Total: 6]</b>	