Cambridge Assessment International Education

Cambridge IGCSE™

BIOLOGY **0610/32**

Paper 3 Theory (Core) **May/June 2023**

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 May/June 2023 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U 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.

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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.

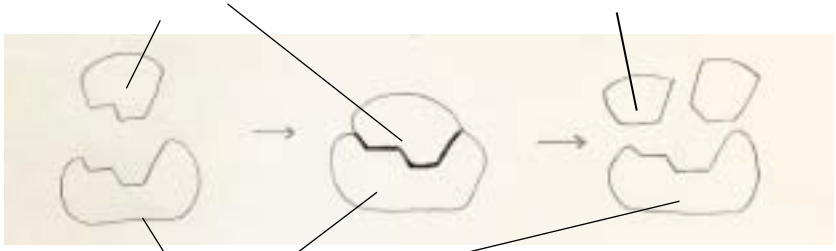
Mark scheme abbreviations

- **;** 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

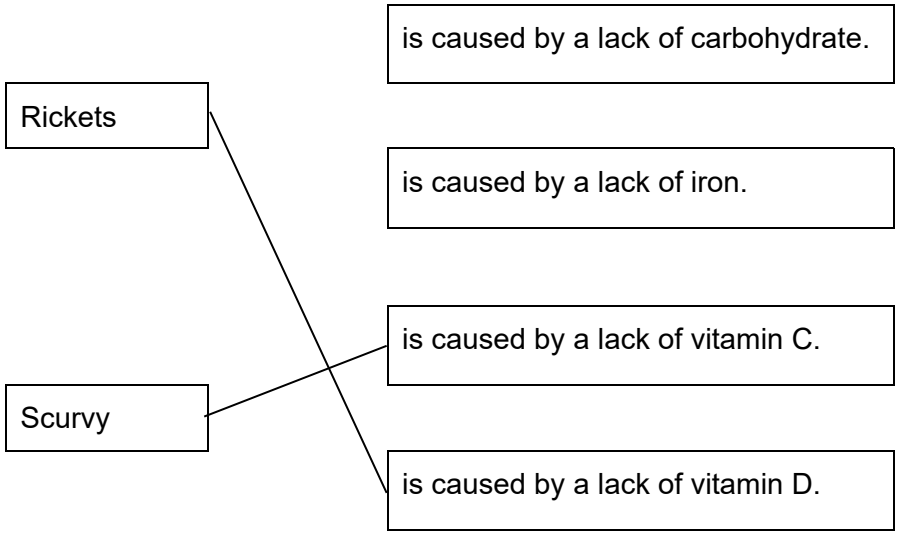
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Question	Answer	Marks	Guidance
1(a)(i)	*any two from:* 8 legs / 4 pairs of legs **;** two-part body **;** AVP **;** e.g., pedipalps	**2**	
1(a)(ii)	animal **;**	**1**	
1(b)(i)	inherited **;** survive **;** reproduce / breed (described) **;**	**3**	**A** MP2 and MP3 in either order
1(b)(ii)	*any one from:* *idea of:* to catch prey (described) AW **;** for defence / to fight other, scorpions / males / AW **;** AVP **;**	**1**	

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th><th>Guidance</th></tr>
<tr><td>2(a)</td><td>
<table>
<tr><th>name of structure</th><th>letter from Fig. 2.1</th><th>one function</th></tr>
<tr><td>chloroplast</td><td>M ;</td><td>site of photosynthesis</td></tr>
<tr><td>ribosome</td><td>N</td><td>(site of) protein synthesis / AW ;</td></tr>
<tr><td>cell wall</td><td>S ;</td><td>prevents the cell bursting</td></tr>
<tr><td>nucleus ;</td><td>L</td><td>controls the cell / contains DNA / stores genetic information / AW ;</td></tr>
</table>
</td><td>5</td><td></td></tr>
<tr><td>2(b)(i)</td><td>any one from:
chloroplast(s) ;
cell wall ;
(large / permanent) vacuole ;
AVP ; e.g., starch, grain / granule</td><td>1</td><td></td></tr>
<tr><td>2(b)(ii)</td><td>any one from:
nucleus ;
mitochondria ;
ribosome(s) ;
cytoplasm :
(cell) membrane ;</td><td>1</td><td></td></tr>
<tr><td>2(c)</td><td>root hair (cell) ;
large, surface area / SA ;
(for) absorption of / AW, minerals / ions / water ;</td><td>3</td><td></td></tr>
</table>

Question	Answer	Marks	Guidance
3(a)		**3**	one correct label needed for each MP
3(b)	enzymes are proteins **;** (that act as biological) catalysts / AW **;**	**2**	
3(c)(i)	lipase **;**	**1**	**R** each additional circle
3(c)(ii)	*any two from:* enzymes, digest / breakdown, stains / fats / proteins **;** enzymes are specific **OR** idea of, one type removes protein and one removes fats / AW **;** protein (stains/substrate) will not fit into the <u>active site</u> of lipase / AW **ora ;** enzyme and substrate have <u>complementary</u> shapes **;**	**2**	
3(d)(i)	35 (°C) **;**	**1**	
3(d)(ii)	63 / 64 / 65 / 66 (minutes) **;**	**1**	
3(d)(iii)	enzymes denature (described) **;** change in shape of <u>active site</u> **;**	**2**	

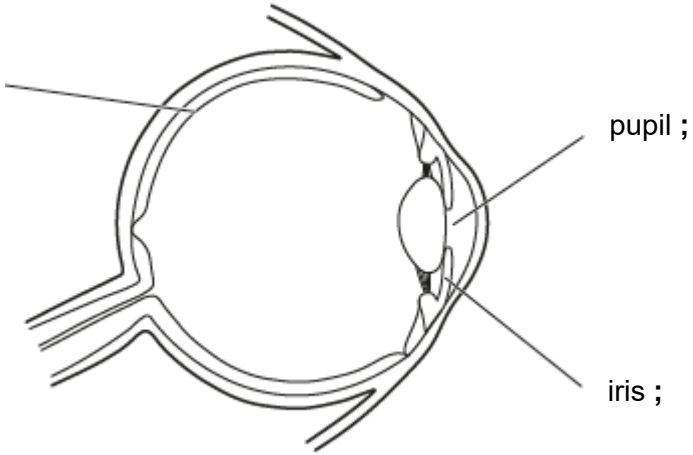
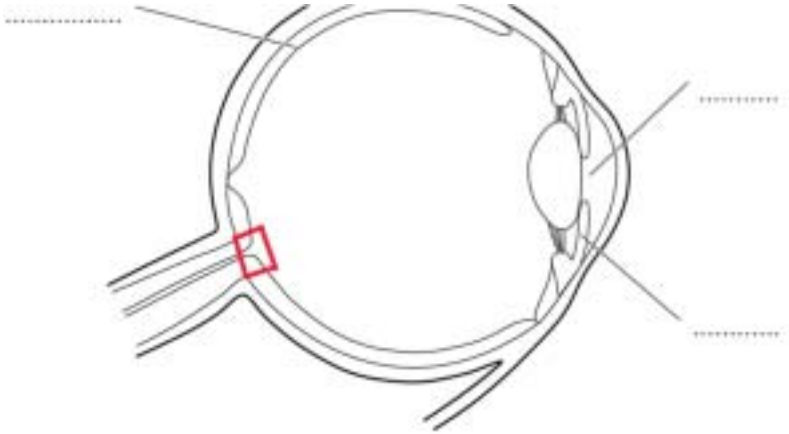
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Question	Answer	Marks	Guidance
4(a)(i)	cheese **;**	**1**	**R** each additional circle
4(a)(ii)	As age increases the recommended daily intake of calcium increases, then decreases and then increases again. **;** The recommended daily intake of calcium doubles from ages 0–3 to ages 19–50. **;**	**2**	3rd box and 4th box from top **R** each additional tick
4(a)(iii)	calcium is needed for (strong) bones / teeth **;** (more) calcium is needed, when growing / for development / pregnancy / preventing rickets / prevents osteoporosis / maintaining bone density / AW **;**	**2**	
4(b)	 **;;**	**2**	one mark for each correct line **R** each additional line
4(c)(i)	(named) fruit / (named) vegetables / (named) nuts / (named) seeds / (named) wholegrain products **;**	**1**	
4(c)(ii)	regular bowel movements / prevents constipation / bulking up, stools or faeces / correct ref. to peristalsis (described) / AVP **;**	**1**	

Question	Answer	Marks	Guidance
4(d)(i)	**D ;**	**1**	
4(d)(ii)	**C ;** **E ;**	**2**	either order

Question	Answer	Marks	Guidance
5(a)	breaks down **;** oxygen **;** less **;** molecule **;** lactic acid **;**	**5**	
5(b)	alcohol / ethanol **;** carbon dioxide **;**	**2**	either order

Question	Answer	Marks	Guidance
6(a)	*any three from:* chemical **;** sound **;** touch / pressure / pain **;** temperature **;**	**3**	

Question	Answer	Marks	Guidance
6(b)(i)	retina ;  pupil ; iris ;	**3**	
6(b)(ii)	**X** on diagram where optic nerve meets the retina ; 	**1**	**A** centre of X within the red box / circle around optic disc
6(c)(i)	refracted ; lens ; receptors ; brain ;	**4**	

Question	Answer	Marks	Guidance
6(c)(ii)	(pupil diameter) gets bigger / dilates / AW **;**	**1**	

Question	Answer	Marks	Guidance
7(a)	*any three from:* farmer selects goats with high(est) milk yield **;** (two) goats are bred together / crossed **;** farmer selects offspring with high(est) milk yield **;** process is repeated **;** over many generations / AW **;** AVP **;**	**3**	
7(b)	*any two from:* more economical **;** uses less space (described) **;** more food produced (than extensive farming) **;** *idea of* being efficient **;** easier to, monitor / manage / administer medicine **;** protect from predators **;** AVP **;**	**2**	

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th><th>Guidance</th></tr>
<tr><td>8(a)</td><td>acrosome:
contains / releases, enzymes ;
digests jelly coat ;
(so) sperm nucleus can reach egg cell nucleus ;

mitochondria :
correct ref. to (aerobic) respiration ;
correct ref. to energy release ;
to, swim to / reach, the egg cell ;</td><td>4</td><td></td></tr>
<tr><td>8(b)</td><td><table><tr><th>feature</th><th>egg cell</th><th>sperm cell</th></tr><tr><td>relative size</td><td>large(r)</td><td>small(er)</td></tr><tr><td>motility</td><td>non-motile / cannot move / AW</td><td>motile / swims</td></tr><tr><td>numbers produced</td><td>idea of few / fewer</td><td>idea of many / more / millions</td></tr></table>;;;</td><td>3</td><td>one mark for each correct row</td></tr>
<tr><td>8(c)</td><td>76.7(%) ;;;</td><td>3</td><td>MP1 for correct conversion 1.5 million to 1 500 000 or 350 000 to 0.35

MP2 correct answer calculated as 76.66666 recurring from

(1 500 000 – 350 000 or 1 150 000) ÷ 1500 000 × 100
or
(1.5 – 0.35 or 1.15) ÷ 1.5 × 100

MP3 correct rounding to one decimal place

ecf from previous step</td></tr>
</table>

Question	Answer	Marks	Guidance
8(d)(i)	amniotic sac **;**	**1**	
8(d)(ii)	**R**: connects, placenta / mother, to fetus OR transfer substances between, placenta / mother, and fetus **;** **S**: protection / cushioning / shock absorber / AW **;**	**2**	
8(d)(iii)	*any two from:* gas exchange **;** transfer / provide, of (named) nutrients **;** transfer of waste **;** AVP **;;**	**2**	e.g. separates maternal and fetal blood / ref. to (named) pathogen or toxin