Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

BIOLOGY **0610/52**

Paper 5 Practical Test **October/November 2017**

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.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2017 series for most Cambridge IGCSE®, Cambridge International A and AS Level components and some Cambridge O Level components.

® IGCSE is a registered trademark.

This syllabus is approved for use in England, Wales and Northern Ireland as a Cambridge International Level 1/Level 2 Certificate.

© UCLES 2017

Mark schemes will use these abbreviations

- **;** separates marking points
- / alternatives
- **I** ignore
- **R** reject
- **A** accept (for answers correctly cued by the question, or guidance for examiners)
- AW alternative wording (where responses vary more than usual)
- 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 word given must be used by candidate (grammatical variants excepted)
- max indicates the maximum number of marks that can be given

© UCLES 2017

Question	Answer	Marks	Guidance
1(a)(i)	table drawn with minimum two columns and a line between heading and data **;** appropriate column / row headings and appropriate units for percentage concentration of amylase time for starch to be digested / minutes **;** three correct amylase concentration recorded in any order**;** table shows 2 columns for each concentration with times recorded**;** correct trend shown by results **;**	**5**	**R** if units in body of table **I** units in the body of the table (expect 3% faster 2% faster 1%)
1(a)(ii)	idea that iodine remains brown / yellow / orange / no longer changes colour**;**	**1**	
1(a)(iii)	(remove a sample from each of the test-tubes and) add (equal volume of) Benedict's solution **;** heat (in a water-bath) **;**	**2**	

© UCLES 2017

Question	Answer	Marks	Guidance
1(b)(i)	<table><tr><td>*variable*</td><td>*controlled by*</td></tr><tr><td>(volume of) starch (solution)</td><td>5 cm^3/ same volume</td></tr><tr><td>(concentration of) starch solution</td><td>same concentration / used throughout</td></tr><tr><td>volume of enzyme / amylase</td><td>1 cm^3 used</td></tr><tr><td>temperature</td><td>kept at 55–60 ° C</td></tr><tr><td>time</td><td>3 minutes for incubation / 5 minutes for testing the enzyme</td></tr></table> ; ;	**2**	one mark for the variable, one mark for method of controlling which must related **I** amount of enzyme **I** same temperature
1(b)(ii)	so the contents of all the test-tubes reach the same temperature / AW ;	**1**	
1(b)(iii)	to show that there is no starch in the enzyme solution / to show enzyme does not react with starch / AW ;	**1**	

© UCLES 2017

Question	Answer	Marks	Guidance
1(c)(i)	idea of judging the colour of the endpoint by eye **;** idea of doing several procedures at the same time **;** idea that only one drop for both spots of iodine (might give different volumes) **;** idea that 1 drop for both spots (could cause contamination)**;** idea of: two samples needed at the same time with the same rod, (then there will be a difference in the actual time) **;** idea of: size of drops (from either starch or iodine) added varies **;**	**2**	

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th><th>Guidance</th></tr>
<tr><td>1(c)(ii)</td><td><table>
<tr><td>e.g. of error</td><td>improvement</td></tr>
<tr><td>judging colour by eye</td><td>have a standard colour for comparison</td></tr>
<tr><td>timing and sampling at same time</td><td>start timer then mix and sample and note time when first sample taken</td></tr>
<tr><td>one drop for two samples</td><td>use a dropper with enough for both samples / have two glass rods</td></tr>
<tr><td>contamination</td><td>use separate glass rods</td></tr>
<tr><td>doing two samples at the same time</td><td>take a sample from each tube at the same time with different glass rod / do trials separately</td></tr>
<tr><td>size of drop for either</td><td>use a syringe / pipette</td></tr>
<tr><td>time not long enough for enzyme to work</td><td>keep going until all starch has gone</td></tr>
</table>;</td><td>1</td><td>improvement must match one of the errors from 1(c)(i)</td></tr>
<tr><td>1(d)(i)</td><td>300 (mg) ;;;</td><td>3</td><td>if answer incorrect one mark for correct unit and one mark for correct working:
$(3 \cdot 2 \cdot 0.5) \div 3\,cm^3$ is max 2</td></tr>
<tr><td>1(d)(ii)</td><td>3.4 ;</td><td>1</td><td>ecf from 1(d)(i)</td></tr>
</table>

© UCLES 2017

Question	Answer	Marks	Guidance
1(d)(iii)	**A**(xes) – labelled with units **;** **S(**cale) – even scale **;** **P(**lot) – all given points plotted accurately ±½ square **;** **L**(ines) – each line drawn (with a ruler) point to point / smooth free-hand curve through points **;**	**4**	

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th><th>Guidance</th></tr>
<tr><td>2(a)(i)</td><td>
<table>
<tr><td>feature</td><td>epidermis cell</td><td>guard cell</td></tr>
<tr><td>shape</td><td>wavy outline</td><td>oval / bean, shaped / AW ;</td></tr>
<tr><td>chloroplasts / cell inclusions</td><td>absent</td><td>present ;</td></tr>
<tr><td>cell wall</td><td>thin</td><td>thick / thick on inside edge ;</td></tr>
<tr><td>cell size</td><td>large</td><td>small ;</td></tr>
<tr><td>cell arrangement</td><td>not paired</td><td>pairs ;</td></tr>
</table>
</td><td>2</td><td>one mark per correct row</td></tr>
<tr><td>2(a)(ii)</td><td>outline single clear continuous lines, no shading, 2 cells drawn ;

drawing occupies at least 50 mm along X–Y ;

stoma width is about one sixth of total width of XY ;

cell walls drawn as double line not too wide ;</td><td>4</td><td></td></tr>
<tr><td>2(b)</td><td>(diameter of guard cells and stomata) value within the range of 31 – 34 mm ;

line drawn on candidates diagram and measurement ±1 mm;

calculated magnification ;</td><td>3</td><td></td></tr>
</table>

© UCLES 2017

Question	Answer	Marks	Guidance
2(c)	absorption (rate) is lower than transpiration 09:00 to 18:00 / during the day / during the light **ora ;** absorption (rate) is higher than transpiration from 18:00 to 06:00 / at night / in the dark **ora ;** absorption peaks at 18.00 and transpiration peaks between 14:00 to16:00 / absorption rate peaks after transpiration rate **ora ;** transpiration rate increases faster than absorption rate **;** comparative data quote for both curves **;** rate of absorption and rate transpiration are equal between 08:00 to 09:00 / at 18:00 **;**	**2**	**A** times in am and pm equivalents **A** some variation in the 09:00 time

Question	Answer	Marks	Guidance
2(d)	1 ref. to using at least 3 temperatures / humidity ; 2 ref. to (three) values for temperature / humidity ; 3 ref. to means of obtaining the different temperatures / humidity; 4 ref. to checking that the apparatus does not leak ; 5 ref. to one controlled variable ; 6 ref. to second controlled variable; 7 ref. to measuring distance moved (by the air) along capillary ; 8 ref. to fixed time / timing for a fixed distance ; 9 ref. to refilling capillary between measurements ; 10 ref. to at least two replicates ; 11 use same shoot / same number of leaves / same area of leaves ; 12 AVP ; e.g. detail of apparatus set up e.g. cutting shoot underwater / drying leaves allow apparatus to equilibrate before taking any readings	**6**	**A** high, medium and low for humidity and temperature e.g. for mp 5 and mp 6: light intensity, light wavelength, wind speed, temperature or humidity

© UCLES 2017