

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

0610/21

Paper 2 (Core Theory), maximum raw mark 80

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.

- CIE will not enter into discussions or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the October/November 2010 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



Page 2	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – October/November 2010	0610	21

General notes

Do not exceed the section sub-totals or question maxima.

Symbols used in mark scheme and guidance notes.

/ separates alternatives for a marking point

; separates points for the award of a mark

MP mark point – used in guidance notes when referring to numbered marking points

OWTTE or words to that effect

ORA or reverse argument / approach

A accept – as a correct response

R reject – this is marked with a cross and any following correct statements do not gain any marks

I ignore / irrelevant / inadequate – this response gains no mark, but any following correct answers can gain marks.

() the word / phrase in brackets is not required to gain marks but sets the context of the response for credit e.g. (waxy) cuticle. Waxy not needed but if it was described as a cellulose cuticle then no mark is awarded.

mitosis underlined words – this word only

Page 3	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – October/November 2010	0610	21

<p>1 (a) 1 pinna / ear flap / visible part of external ear; 2 hair / fur; 3 vibrissae / whiskers; 4 mammary glands / nipples / teats;</p> <p>any two – 1 mark each [2]</p> <p>(b) 1 (hard) exoskeleton / OWTTE; 2 segmented body; 3 jointed legs; 4 three or more pairs of legs; any two – 1 mark each [2]</p> <p style="text-align: right;">[Total: 4]</p>	<p>A – external ear</p> <p>A – breasts / udders A – heterodont dentition / OWTTE</p>
<p>2 (a) (i) (stationary phase) C; (lag phase) A; [2]</p> <p>(ii) any two letters (from A, B, C, D); other two letters; [2]</p> <p>(b) (i) 1 availability of food supply; 2 number of predators; 3 incidence of disease;</p> <p>any two – 1 mark each [2]</p> <p>(ii) 1 more food; – rate gets faster; 2 more predators; – rate gets slower; 3 more disease; – rate gets slower; any two – 2 marks each [4]</p> <p style="text-align: right;">[Total: 10]</p>	<p>A – “all of them” / A–D / OWTTE – 2 marks</p> <p>A – ref. to an additional competitor species</p> <p>A – other valid points such as rate of egg / offspring production / suitable ref. to poor weather</p> <p>A – ORA A – ORA A – ORA</p>

Page 4	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – October/November 2010	0610	21

<p>3 (a) (i) left ventricle;</p> <p>(ii) (chambers) A and B;</p> <p>(b)</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;"><u>pulmonary artery</u></td> <td style="width: 50%;"><u>pulmonary vein</u></td> </tr> <tr> <td>1 small lumen</td> <td>large lumen;</td> </tr> <tr> <td>2 carries deoxygenated blood</td> <td>carries oxygenated blood;</td> </tr> <tr> <td>3 away from heart / towards lungs</td> <td>towards heart / away from lungs;</td> </tr> <tr> <td>4 thicker / more muscular walls</td> <td>thinner / less muscular walls;</td> </tr> <tr> <td>5 have a pulse</td> <td>no pulse;</td> </tr> <tr> <td>6 high pressure</td> <td>low pressure;</td> </tr> <tr> <td>any three – 1 mark each</td> <td></td> </tr> </table> <p>(c) (i) prevent backflow; rise in pressure in (right) atrium;</p> <p>(ii) pressure in atrium greater than in ventricle; prevents backflow / return to atrium;</p> <p>(iii) so blood is forced into arteries / to lungs / body;</p> <p style="text-align: right;">[Total: 10]</p>	<u>pulmonary artery</u>	<u>pulmonary vein</u>	1 small lumen	large lumen;	2 carries deoxygenated blood	carries oxygenated blood;	3 away from heart / towards lungs	towards heart / away from lungs;	4 thicker / more muscular walls	thinner / less muscular walls;	5 have a pulse	no pulse;	6 high pressure	low pressure;	any three – 1 mark each		<p>[1]</p> <p>[1]</p> <p>both needed for mark need comparison for each row of table</p> <p>A – no valves versus valves I – refs to elastic tissue / fibres</p> <p>[3]</p> <p>[1]</p> <p>[2]</p> <p>[2]</p>	<p>A – RA and RV, right atrium and right ventricle Note – both needed for mark</p> <p>A – specific example in heart A – because of inflow of blood (from body / vena cava) / because (atrial) wall / muscles contract / systole</p> <p>A – pushed / enters</p>
<u>pulmonary artery</u>	<u>pulmonary vein</u>																	
1 small lumen	large lumen;																	
2 carries deoxygenated blood	carries oxygenated blood;																	
3 away from heart / towards lungs	towards heart / away from lungs;																	
4 thicker / more muscular walls	thinner / less muscular walls;																	
5 have a pulse	no pulse;																	
6 high pressure	low pressure;																	
any three – 1 mark each																		

Page 5	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – October/November 2010	0610	21

<p>4 (a) stoma correctly labelled; cuticle correctly labelled;</p> <p>vascular bundle correctly labelled;</p>	[3]	<p>A – bracket label / label line to pore or guard cell A – label line to cuticle associated with either upper or lower epidermis A – bracket label / label line to xylem and / or phloem</p>
<p>(b) (i) allows light to penetrate / OWTTE (for photosynthesis);</p>	[1]	
<p>(ii) reduces water loss / transpiration from leaf;</p>	[1]	<p>A – prevents water loss, protects against entry of pathogens / OWTTE I – ref. to xylem and phloem</p>
<p>(iii) 1 bring water (to leaf cells); 2 bring minerals / named mineral (to leaf cells); 3 carry away glucose / amino acids / products of photosynthesis (from leaf cells); 4 provide support / skeleton for leaf / OWTTE; any two – 1 mark each</p>	[2]	<p>I – starch, carbohydrate. A – sucrose, sugar.</p>
<p>(c) (i) carbon dioxide; water;</p>	[2]	<p>I – refs to light or energy</p>
<p>(ii) 1 for (release of) energy / respiration; 2 to form starch (for storage); 3 to form fats / oils (for storage); 4 to form amino acids / proteins / enzymes; 5 to form cellulose / cell walls; any three – 1 mark each</p>	[3]	<p>R – produce</p>
[Total: 12]		

Page 6	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – October/November 2010	0610	21

<p>5 (a) (i) (substrates) glucose + oxygen; (products) carbon dioxide + water; [2]</p> <p>(ii) <u>aerobic respiration</u> <u>anaerobic respiration</u></p> <p>1 oxygen used no oxygen used;</p> <p>2 lots of energy released little energy released;</p> <p>3 no lactic acid produced lactic acid produced;</p> <p>4 carbon dioxide formed no carbon dioxide formed;</p> <p>any three – 1 mark each [3]</p> <p>(b) (i) 1 yeast respire glucose / sugar (in dough); 2 produces carbon dioxide (bubbles); 3 causes dough to rise; 4 on baking bubbles expand; 5 form air spaces in bread / make bread porous / light; any three – 1 mark each [3]</p> <p>(ii) 1 in little / no oxygen conditions; 2 yeast respire anaerobically; 3 ethanol / alcohol produced; 4 releases carbon dioxide / adds “gas” to product; any two – 1 mark each [2]</p> <p style="text-align: right;">[Total: 10]</p>	<p>I – refs to energy / ATP A – chemical formulae as long as a side of the equation is balanced</p> <p>A – refs to number of ATPs produced</p> <p>A – occurs all the time / only when short of oxygen</p> <p>A – breaks down / uses</p> <p>A – makes bread bigger</p> <p>A – fermentation</p> <p>A – makes drinks fizzy</p>
<p>6 gene; meiosis; diploid; phenotype; recessive; heterozygous; [6]</p> <p style="text-align: right;">[Total: 6]</p>	<p>Only these words and no others.</p>

Page 7	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – October/November 2010	0610	21

<p>7</p> <p>1 carbon monoxide; 2 from (incomplete) combustion of fossil fuels / cigarettes / from vehicles; 3 sulfur dioxide; 4 burning fossil fuels / vehicle exhaust fumes; 5 carbon dioxide; 6 burning of fossil fuels / deforestation by burning / respiration by increasing world population / from vehicles; 7 methane; 8 from incomplete decay of organic matter; 9 smoke (particles) / carbon / soot; 10 from forest fires / factories;</p> <p>any three pairs – 2 marks each</p> <p style="text-align: right;">[6]</p> <p style="text-align: right;">[Total: 6]</p>	<p>A – fuel / named fossil fuels</p> <p>A – sulphur dioxide</p> <p>R – cigarette smoking</p> <p>A – other air pollutants with qualification e.g. (aerosol) gases / CFCs from aerosols / refrigerators e.g. oxides of nitrogen from vehicle exhaust e.g. dust particles from quarrying etc.</p>
---	---

Page 8	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – October/November 2010	0610	21

<p>8 (a) A – ovule; B – sepal;</p>	[2]	<p>I – ovary A – calyx</p>
<p>(b) (i) transfer of pollen (grains); from male part of plant (anther of stamen) to female part of the plant (stigma);</p>	[2]	<p>A – flower for plant A – from anther / stamen to stigma</p>
<p>(ii) 1 C / petals attract insects to flower; 2 C / petals enclose E / anthers / D / stigma (to prevent wind pollination); 3 insect picks up pollen (from E / anther); 4 insect deposits pollen on D / stigma; 5 D / stigma has sticky surface to retain pollen; any three – 1 mark each</p>	[3]	<p>A – stamens</p>
<p>(c) 1 smaller / less conspicuous flowers / OWTTE; 2 petals do not enclose anthers / stigma; 3 (anther on) longer filament / stamen longer; 4 (stigma on) longer style; 5 stigma feathery; 6 no nectary / scent; any four – 1 mark each</p>	[4]	<p>A – petals not brightly coloured A – anthers / stigma outside of flower / petals</p>
<p>(d) oxygen – for respiration / release of energy; suitable temperature – allows enzyme catalysed reactions to occur / speeds up reactions / metabolism / OWTTE; water – forms solutions of chemicals / reactions occur in solution / hydrolysis / expansion of cells;</p>	[3]	<p>I – produce energy A – enzymes work better A – (too high) denatures enzymes A – activates enzymes</p>
[Total: 14]		

Page 9	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – October/November 2010	0610	21

<p>9 (a) skin; named component in sweat; lungs; named component in exhaled air;</p>	[4]	<p>A – sweat gland A – water / salts</p>
<p>(b) 1 ref. to filtration; 2 (renal vein contains) substances reabsorbed (from filtrate); 3 some substances not reabsorbed; 4 (some) glucose used for respiration (in kidney); 5 (some) oxygen used for respiration (in kidney); 6 (most of) urea not reabsorbed; 7 water (largely) reabsorbed; 8 sodium / sodium salts (largely) reabsorbed; any four – 1 mark each</p>	[4]	<p>A – carbon dioxide / water (vapour) A – liver and bile pigments for 2 marks</p> <p>If “removed” instead of “reabsorbed” is used do not accept its first use but do accept for later uses A – “selective reabsorption happens” = MP2 and MP3</p>
[Total: 8]		