

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

## **MARK SCHEME for the May/June 2014 series**

### **0610 BIOLOGY**

**0610/52**

Paper 5 (Practical Test), 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 2014 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

Page 2	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2014	0610	52

Question	Mark scheme	Mark	Guidance
1 (a)	to red / pink ;	[1]	
(b)	1 table with 2 columns ; 2 column 1 heading <u>block/tube</u> ; 3 column 2 heading <u>time</u> ; 4 units column 2 – <u>seconds/s(ec)</u> ; 5 four results recorded (in seconds), with time for D shorter than time for A ora ;	[5]	<b>A</b> horizontal orientation of table
(c) (i)	(volume ) = 2 ; cm <sup>3</sup> ;	[2]	
(ii)	(surface area) 2 (1 × 1) + 4 (2 × 1) ; 10 ;	[2]	
(iii)	<i>Idea of:</i> so that only surface area is being changed / surface area is the variable / only one variable being changed ;	[1]	



Page 4	Mark Scheme	Syllabus	Paper
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Question	Mark scheme	Mark	Guidance																								
(e)	<p>Any 2 × 2</p> <table border="1"> <thead> <tr> <th></th> <th>source of error:</th> <th>improvement:</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>idea of cutting cubes accurately</td> <td>use cutters / make up agar in premeasured moulds / template / use a more precise ruler / use a sharper knife / keep in fridge so stiffer ;</td> </tr> <tr> <td>2</td> <td>idea of contamination / damage to cubes from handling</td> <td>wear gloves / use forceps or suitable instrument to move agar pieces ;</td> </tr> <tr> <td>3</td> <td>difficult to judge end point / AW</td> <td>use white / black background / do each tube separately ;</td> </tr> <tr> <td>4</td> <td>small cubes stick together so not all surface area exposed</td> <td>separate with a glass rod / spill / suitable apparatus ;</td> </tr> <tr> <td>5</td> <td>amount / volume of sulphuric acid poured into each tube</td> <td>use a burette / graduated pipette instead of measuring cylinder ;</td> </tr> <tr> <td>6</td> <td>timing all at the same time (so end point missed)</td> <td>time each separately ;</td> </tr> <tr> <td>7</td> <td>acid is added at different times</td> <td>time each separately / stagger the start / method of adding acid to all tubes at same time ;</td> </tr> </tbody> </table>		source of error:	improvement:	1	idea of cutting cubes accurately	use cutters / make up agar in premeasured moulds / template / use a more precise ruler / use a sharper knife / keep in fridge so stiffer ;	2	idea of contamination / damage to cubes from handling	wear gloves / use forceps or suitable instrument to move agar pieces ;	3	difficult to judge end point / AW	use white / black background / do each tube separately ;	4	small cubes stick together so not all surface area exposed	separate with a glass rod / spill / suitable apparatus ;	5	amount / volume of sulphuric acid poured into each tube	use a burette / graduated pipette instead of measuring cylinder ;	6	timing all at the same time (so end point missed)	time each separately ;	7	acid is added at different times	time each separately / stagger the start / method of adding acid to all tubes at same time ;	max [4]	<i>mark in pairs looking for a linked error and improvement</i>
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(f) (i)	<p>bile required to emulsify / break down large fats droplets to smaller droplets ;</p> <p>(this) increase the surface area of the fat to react with <u>enzyme</u> (so tube F has the fastest reaction) ;</p>	[2]																									



Page 6	Mark Scheme	Syllabus	Paper
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(d) (i)	<p><b>A</b> – both axes labelled and scaled evenly ;</p> <p><b>S</b> – size to fill at least <math>\frac{1}{2}</math> of grid ;</p> <p><b>P</b> – plot ;</p> <p><b>L</b> – <u>straight line</u> of best fit ;</p>	[4]	accurate plots to $\pm 0.5$ of grid square
(ii)	<p>as surface area increases, water loss also increases ;</p> <p>reference to the linear pattern or graph/proportional increase or description/positive correlation/some processing of data ;</p>	[2]	
(e)	<p>(measurement) length of JK = 14 (mm) ;</p> <p>(formula) <math>\frac{(\text{length of stomata})}{(\text{magnification})} = \frac{14}{400}</math> ;</p> <p>(calculation mark) = 0.035 (mm) ;</p>	[1]  [2]	<p><b>A</b> ecf for calculations from an incorrect measurement</p> <p>rounding of figures must be correct –‘5’ rounds up</p>

Page 7	Mark Scheme	Syllabus	Paper
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(f)	any 2 of : temperature ; wind (speed)/air movement ; light wavelength ; time in the light / duration of light ; humidity ; age of leaf ; species / type of plant ; carbon dioxide (concentration) ; (surface) area of leaf ; water supply to leaf / plant ;	max [2]	
		<b>[Total: 18]</b>	