



Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

BIOLOGY

0610/62

Paper 6 Alternative to Practical

May/June 2016

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 will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2016 series for most Cambridge IGCSE[®], 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	Mark	Guidance												
1 (a) (i)	Biuret ;	[1]													
(ii)	<table border="1"> <thead> <tr> <th>food supplement</th> <th>colour at start</th> <th>colour at end</th> </tr> </thead> <tbody> <tr> <td>P</td> <td>blue</td> <td>lilac</td> </tr> <tr> <td>Q</td> <td>blue</td> <td>blue ;</td> </tr> <tr> <td>R</td> <td>blue</td> <td>lilac ;</td> </tr> </tbody> </table>	food supplement	colour at start	colour at end	P	blue	lilac	Q	blue	blue ;	R	blue	lilac ;	[1]	rows P and R correct – 1 mark row Q correct – 1 mark
food supplement	colour at start	colour at end													
P	blue	lilac													
Q	blue	blue ;													
R	blue	lilac ;													
(b)	<table border="1"> <thead> <tr> <th>food supplement</th> <th>number of drops of iodine solution added</th> <th>vitamin C content</th> </tr> </thead> <tbody> <tr> <td>P</td> <td>12</td> <td>high</td> </tr> <tr> <td>Q</td> <td>1</td> <td>none</td> </tr> <tr> <td>R</td> <td>5 ;</td> <td>high ;</td> </tr> </tbody> </table>	food supplement	number of drops of iodine solution added	vitamin C content	P	12	high	Q	1	none	R	5 ;	high ;	[2]	mark each column
food supplement	number of drops of iodine solution added	vitamin C content													
P	12	high													
Q	1	none													
R	5 ;	high ;													
(c) (i)	Benedict's (solution / reagent) ;	[1]													
(ii)	idea of eye protection / safety when using heat qualified ;	[1]													

Page 4	Mark Scheme	Syllabus	Paper
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Question	Mark scheme	Mark	Guidance								
(d)	<table border="1"> <tr> <td>test-tube</td> <td>time for brick red colour to appear/s</td> </tr> <tr> <td>P2</td> <td>75;</td> </tr> <tr> <td>Q2</td> <td>more than 180</td> </tr> <tr> <td>R2</td> <td>25;</td> </tr> </table>	test-tube	time for brick red colour to appear/s	P2	75;	Q2	more than 180	R2	25;	[2]	P2 = 1mark <u>both</u> Q2 and R2 = 1mark
test-tube	time for brick red colour to appear/s										
P2	75;										
Q2	more than 180										
R2	25;										
(e) (i)	volume of food supplement may not be the same ;	[1]									
(ii)	syringe / burette / <u>graduated</u> pipette / measuring cylinder / balance / scales ;	[1]									
(f)	<table border="1"> <thead> <tr> <th><i>Source of error</i></th> <th><i>Improvement</i></th> </tr> </thead> <tbody> <tr> <td>idea of difficult to be sure of end point / difficult to see when the colour changes ;</td> <td>white or black background / compare with standard / control / use a colorimeter;</td> </tr> <tr> <td>cannot add tubes to hot water / monitor colour change, in three tubes simultaneously ;</td> <td>do tubes separately / other people to do other tubes ;</td> </tr> </tbody> </table>	<i>Source of error</i>	<i>Improvement</i>	idea of difficult to be sure of end point / difficult to see when the colour changes ;	white or black background / compare with standard / control / use a colorimeter;	cannot add tubes to hot water / monitor colour change, in three tubes simultaneously ;	do tubes separately / other people to do other tubes ;	[max 2]	one error and one matching improvement I reference to repetition		
<i>Source of error</i>	<i>Improvement</i>										
idea of difficult to be sure of end point / difficult to see when the colour changes ;	white or black background / compare with standard / control / use a colorimeter;										
cannot add tubes to hot water / monitor colour change, in three tubes simultaneously ;	do tubes separately / other people to do other tubes ;										

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Question	Mark scheme	Mark	Guidance
(g) (i)	<p>A – axes labels with units ;</p> <p>S – even <u>scale</u> and plots to fill at least $\frac{1}{2}$ of grid both directions ;</p> <p>P – plots accurate to $\pm \frac{1}{2}$ square ;</p> <p>B – bars of equal width, not touching and with equal space between them ;</p>	[4]	y axis – protein (content of food) g per 100 g x axis – names of foods labelled under each block , or identified with a key
(ii)	177 ;;	[2]	$(20 \div 11.3) \times 100$
		[Total: 19]	

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Question	Mark scheme	Mark	Guidance
2 (a)	measure distance moved by air/water/meniscus ; for a set period of time ;	[2]	
(b)	fan / hairdryer ;	[1]	
(c)	<i>any 2 from:</i> leaf area / size ; type/species of plant / use same leaves; light (intensity) ; temperature ; diameter of capillary tubing ; no <u>additional</u> air movement, e.g. windows open ; humidity ;	[max 2]	

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Question	Mark scheme	Mark	Guidance
(d)	to prevent water leakage / AW ; to stop air getting in ;	[max 1]	e.g. water getting out , water loss
(e)	correct reading from the graph (2.3 and 0.8) ; 2.3 / 0.8 = 3 ;	[2]	
(f)	idea that it actually measures water uptake (not loss);	[1]	
(g)	drawing showing apparatus set up ; description of the treatments ; <i>any 4 of:</i> 1 use of a <u>control</u> with a correct example, 2 weigh (mass of) leaves at beginning with petroleum jelly applied; 3 weigh leaf at end ; 4 for a set period of time ; 5 describe a controlled variable / named environmental factor being kept constant ; 6 repeat experiment / described e.g. two leaves with same treatment ;	2 + 4 [max 6]	<i>allow any of the points shown as annotations on the diagram</i> e.g. wind (speed) / temperature / light (intensity) / humidity

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Question	Mark scheme	Mark	Guidance
(h) (i)	O – all lines single, clear and unbroken with no shading ; S – drawing occupies at least half the space ; D1 – no cells and only the sector drawn ; D2 – detail ;	[4]	
(ii)	108 ± 1 mm ;	[1]	
(iii)	(x)14 ;	[1]	A 15 if (ii) 109 mm ecf for incorrect measurement in (h) (ii) R if units included with the magnification
		[Total: 21]	