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CAMBRIDGE
International Education

Cambridge IGCSE™

BIOLOGY **0610/31**

Paper 3 Theory (Core) **October/November 2024**

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.

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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 descriptions 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)	<table><tr><th>structure</th><th>animal cell</th><th>bacterial cell</th></tr><tr><td>cell membrane</td><td>C</td><td>G</td></tr><tr><td>cell wall</td><td></td><td>F</td></tr><tr><td>cytoplasm</td><td>B</td><td>H</td></tr><tr><td>mitochondrion</td><td>A</td><td></td></tr><tr><td>nucleus</td><td>D</td><td></td></tr><tr><td>plasmid</td><td></td><td>E</td></tr></table> **;;;;;**	**5**	*one mark for each correct row*
1(b)	<u>aerobic</u> respiration **;**	**1**	
1(c)	<table><tr><th>adaptive feature</th><th>egg cell</th><th>sperm cell</th></tr><tr><td>energy store</td><td>✓</td><td></td></tr><tr><td>enzymes in the acrosome</td><td></td><td>✓</td></tr><tr><td>flagellum</td><td></td><td>✓</td></tr><tr><td>jelly coat</td><td>✓</td><td></td></tr></table> **;;;;**	**4**	*one mark for each correct row*

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Question	Answer	Marks	Guidance
2(a)	turtles / large fish / sea urchins / sharks / starfish **;** sea cucumbers / small fish / sea urchins **;** sea urchins / turtles / large fish / starfish / sharks **;** sea urchin **;**	**4**	
2(b)(i)	energy, transfer / flow **;**	**1**	
2(b)(ii)	algae / plankton → small fish → starfish → large fish → shark **;;**	**2**	
2(b)(iii)	photosynthesis **;**	**1**	
2(b)(iv)	decomposer **;**	**1**	
2(c)	*any three from:* *turtle population decreases because:* sharks eat more turtles **;** because there are fewer, coral grouper / large fish, for sharks to eat **;** population of small fish increases **;** *idea of* less predation by, coral grouper / large fish / AW **;** *idea of* more small fish eating algae / algal population decreases **;** less food for sea cucumbers **;** so less, food / sea cucumbers, for turtles to eat **or** turtles only eat sea cucumbers **;**	**3**	
2(d)	reproduced / AW **;** environment / coral reef **;** alleles **;** natural **;**	**4**	

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Question	Answer	Marks	Guidance
3(a)	*any two from:* large surface area **;** thin **;** AVP **;**	**2**	e.g. *idea of* not overlapping to maximise light capture / leaves are spreading / AW
3(b)(i)	*any four from:* **A**: spongy mesophyll, (orientation of cells) allow gases to move, easily / to palisade (mesophyll) **;** **B**: stomata, hole / AW that lets (named) gases to, enter / leave, leaf **;** **C**: guard cells, open **and** close stomata OR control stomatal size AW **;** **D**: air space, allow gases, to move (easily) / to get to the palisade (mesophyll) **;** by diffusion **;** AVP **;**	**4**	
3(b)(ii)	magnesium **;**	**1**	
3(c)	vascular **;** minerals / mineral ions **;** roots **;** sucrose **;**	**4**	

Question	Answer	Marks	Guidance
4(a)	**U ;** **S / T ;** **T ;** **R ;**	**4**	
4(b)(i)	(it) increases and then decreases **;**	**1**	
4(b)(ii)	58 (µm) **;**	**1**	
4(b)(iii)	6 (arbitrary units) **;**	**1**	

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Question	Answer	Marks	Guidance
5(a)	**F:** larynx **;** **G:** capillary **;**	**2**	
5(b)	nose | trachea | bronchus | bronchiole | alveoli | blood **;;**	**2**	all correct = 2 marks if not all correct: *trachea before alveoli = 1 mark* ***or*** *bronchus before bronchiole = 1 mark*
5(c)(i)	*carbon dioxide:* higher **;** *oxygen:* lower **;** *water vapour:* higher **;**	**3**	**A** the same
5(c)(ii)	limewater / AVP **;**	**1**	
5(d)(i)	kidney **;**	**1**	**A** skin
5(d)(ii)	ions **;** urea **;** water **;**	**3**	**R** each additional circle

Question	Answer	Marks	Guidance
6(a)(i)	differences between, individuals / organisms **;** of the same species **;**	**2**	

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Question	Answer	Marks	Guidance
6(a)(ii)	<table><tr><th>statement</th><th>continuous variation</th><th>discontinuous variation</th></tr><tr><td>no intermediate phenotypes</td><td></td><td>✓</td></tr><tr><td>range of phenotypes between two extremes</td><td>✓</td><td></td></tr><tr><td>usually caused by genes and environment</td><td>✓</td><td></td></tr></table> **;;;**	**3**	*one mark for each correct row* **R** each additional tick
6(a)(iii)	*discontinuous (top) graph:* (ABO) blood groups / seed shape in peas / seed colour in peas / AVP **;** *continuous (bottom) graph:* body length / body mass / AVP **;**	**2**	
6(b)	genetic **;** alleles **;** ionising **;**	**3**	

Question	Answer	Marks	Guidance
7(a)(i)	(from) 1800 (to) 1900 **;**	**1**	
7(a)(ii)	(percentage land used for housing) increases **;**	**1**	
7(a)(iii)	1970 **;**	**1**	

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Question	Answer	Marks	Guidance
7(b)	*any three from:* reducing biodiversity **;** disruption of food webs and chains **;** habitat destruction **;** extinction **;** loss of soil / soil erosion **;** flooding **;** increased carbon dioxide in, atmosphere / air **;** AVP **;;**	**3**	e.g. enhanced greenhouse effect / global warming / climate change *ref. to* change in rainfall patterns
7(c)	*any one from:* overharvesting (aquatic species) **;** (named) pollution / effect of sewage **;** mining / extraction of (named) resources / dredging **;** (non-biodegradable) plastics **;** AVP **;**	**1**	e.g. tourism / change in temperature (of water)

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Question	Answer	Marks	Guidance
8(a)	*'Anaerobic respiration in yeast' linked to:* breaks down nutrient molecules. **;** is a chemical reaction. **;** releases less energy than aerobic respiration. **;**	**3**	**R** each additional line
8(b)	*any two from:* bread (making) **;** ethanol / alcohol **;** biofuels **;**	**2**	
8(c)	0.02 (cm^3 per s) **;;**	**2**	MP1 correct calculation to any number of decimal places MP2 correct rounding to two decimal places ecf from incorrect MP1

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