Cambridge Assessment International Education

Cambridge O Level

BIOLOGY **5090/22**

Paper 2 Theory **May/June 2020**

MARK SCHEME

Maximum Mark: 80

Published

Students did not sit exam papers in the June 2020 series due to the Covid-19 global pandemic.

This mark scheme is published to support teachers and students and should be read together with the question paper. It shows the requirements of the exam. The answer column of the mark scheme shows the proposed basis on which Examiners would award marks for this exam. Where appropriate, this column also provides the most likely acceptable alternative responses expected from students. Examiners usually review the mark scheme after they have seen student responses and update the mark scheme if appropriate. In the June series, Examiners were unable to consider the acceptability of alternative responses, as there were no student responses to consider.

Mark schemes should usually be read together with the Principal Examiner Report for Teachers. However, because students did not sit exam papers, there is no Principal Examiner Report for Teachers for the June 2020 series.

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

Cambridge International is publishing the mark schemes for the June 2020 series for most Cambridge IGCSE™ and Cambridge International A & AS Level components, and some Cambridge O Level components.

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 descriptors 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.

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 (see examples below)

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.

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.

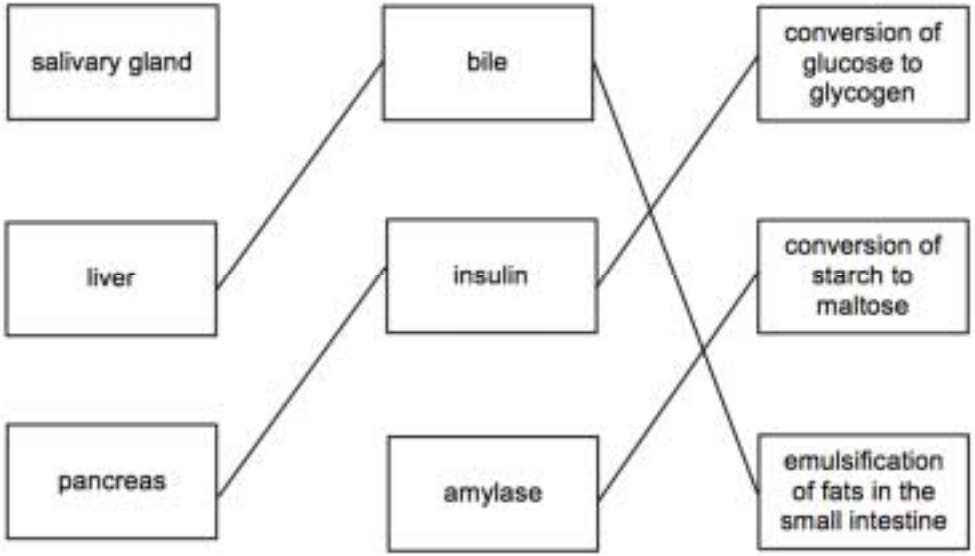
7 Guidance for chemical equations

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 schemes will use these abbreviations:

; separates marking points
/ alternatives
() contents of brackets are not required but should be implied
R reject
A accept (for answers correctly cued by the question, or guidance for examiners)
Ig ignore (for incorrect but irrelevant responses)
AW alternative wording (where responses vary more than usual)
AVP alternative valid point (where a greater than usual variety of responses is expected)
ORA or reverse argument
underline actual word underlined must be used by candidate
+ statements on both sides of the **+** are needed for that mark

Question	Answer	Marks
1	one mark for each correct line  	**5**

Question	Answer	Marks
2(a)(i)	decrease ; CO_2 by least ; NO_x by between that of CO_2 and that of SO_2 **AW** ; SO_2 by most ; any pair of comparative figures of intensity and year ;	**4**
2(a)(ii)	less burning **+** fossil fuels ; more renewable sources ; removal of pollutant gases / method of ensuring cleaner emissions ;	**1**
2(a)(iii)	reduction in greenhouse effect ; reduction in one named biological impact of greenhouse effect ; reduction in acid rain ; reduction in one named biological impact of acid rain ;	**3**

Question	Answer	Marks
2(b)(i)	97.97(%)	**1**
2(b)(ii)	any reasonable suggestion that would reduce impact on river (e.g. reduction in use of any named type of chemical entering the water) ; repeat survey ; data comparison ;	**3**

Question	Answer	Marks
3(a)	kill **+** bacteria / fungi / microorganisms ; removal of pathogens ; removal of competition (with starter culture bacteria) ; no products that might change taste of yoghurt **AW** ;	**2**
3(b)	prevent denaturation ; of enzymes ; reference to optimum temperature ; reference to (starter culture) bacteria not killed ; increase / maximum **+** yield of product ;	**3**
3(c)(i)	flagella / flagellum / cilia ;	**1**
3(c)(ii)	do not cause disease ;	**1**
3(d)	enzymes (in bacteria) ; digest ; proteins (in milk) ; (convert) lactose ; to lactic acid ; milk thickens ;	**4**

Question	Answer	Marks
3(e)	vitamin C ; prevention of scurvy / aids gum health **AW** ; fibre ; prevention of constipation / aids peristalsis **AW** ;	**2**

Question	Answer	Marks
4(a)(i)	aorta ;	**1**
4(a)(ii)	vena cava ;	**1**
4(b)	pressure reduces (from artery to vein) ; vein **+** wider lumen **AW ;** vein **+** thinner layer of muscle / elastic / wall ;	**3**
4(c)	diffusion ; oxygen **+** out of capillary / blood ; carbon dioxide **+** into capillary / blood ; other named chemical **+** correct direction of movement ;	**3**
4(d)	line touches y-axis **+** line extends to end of x-axis ; curved shape to match **+** below that for systemic circuit at all points ;	**2**

Question	Answers	Marks
5(a)(i)	cilia ;	**1**
5(a)(ii)	move **+** up / away from lungs ; mucus ; (containing trapped) bacteria / pathogens / dust ;	**2**
5(b)(i)	alveoli / air sac ;	**1**

Question	Answer	Marks
5(b)(ii)	walls broken down **AW** ; less surface area ; less gas exchange ; reference to diffusion ; emphysema ; shortness of breath / difficulty breathing **AW** ; less oxygen **+** to cells / muscles ; less aerobic **+** respiration ; physical activity difficult **AW** ;	**4**
5(b)(iii)	reference to passive smoking **AW** / effect on person other than the smoker ; smell ;	**2**

Question	Answer	Marks
6(a)	male ; X **+** Y / non-matching sex chromosomes ; Down's syndrome ; 47 **+** not 46 (chromosomes) ; three / extra **+** (chromosome) 21 ;	**5**
6(b)	*type of gamete:* sperm ; *process:* testes ; meiosis / reduction division ; chromosome number halved ; haploid ;	**5**

Question	Answer	Marks
7(a)	*maximum of three marks for each fruit* **P** animal ; hooks **AW** ; stick to animal ; detach from animal ; **Q** animal ; eaten ; seeds **+** not digested / are enzyme resistant ; egested / removed in faeces ; **R** wind ; feathers / hairs / parachute ; large surface area ;	**7**
7(b)	colonisation of new areas **AW** ; away from parent plant ; prevention of competition ; named competitive factor ;	**3**

Question	Answer	Marks
8(a)	*carbon dioxide:* diffusion ; down concentration gradient **AW** ; through stomata ; into air spaces (in leaf) ;	**7**

Question	Answer	Marks
8(a)	*mineral ions:* root hair ; through **+** cell wall ; through **+** cell membrane ; active transport ; against concentration gradient **AW** ; reference to use of energy ;	
8(b)	magnesium / nitrates ; dissolve / solution ; in water ; xylem ; reference to transpiration ; into palisade mesophyll ; into chloroplast ;	**3**

Question	Answer	Marks
9(a)	nitrogen fixation ; nitrogen **+** gas / in air / atmosphere ; to ammonium ; decomposers / decomposition ; breakdown **+** of organic compounds or named ; nitrifying / nitrification ; ammonium **+** to nitrites / nitrates ; denitrifying / denitrification ; nitrates **+** to nitrogen **+** gas / in air / in atmosphere ;	**7**

Question	Answer	Marks
9(b)	protease ; stomach ; pepsin ; small intestine ; trypsin ; duodenum ; to amino acids ; reference to a pH linked to correct location ;	**3**