Cambridge Assessment International Education

Cambridge O Level

MARINE SCIENCE **5180/01**

Paper 1 Structured **May/June 2023**

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.

Cambridge International is publishing the mark schemes for the May/June 2023 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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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 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 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	<u>Calculation specific guidance</u> 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	<u>Guidance for chemical equations</u> 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.

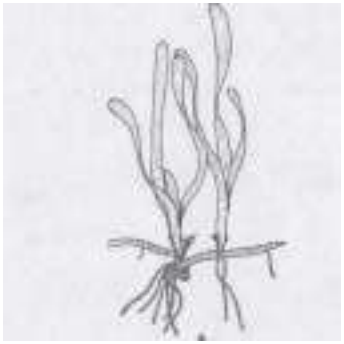
Question	Answer	Marks
1(a)	rigor mortis ; putrefaction ; autolysis ; lipids ; oxygen ;	**5**
1(b)(i)	*any **3** of:* distances, for transport / between countries ; labour supply ; exploitation economic growth ; demand ; tariffs / embargoes / trade bans / subsidies ; quality of fish ; price ; capital ; contract sales ; **AVP** ;;	**3**
1(b)(ii)	maintain quality (of fish) / reduce spoilage ; (avoid deterioration) before arrival OR stated changes ;	**2**
1(c)(i)	*any **4** of:* fish washed ; (then) cut / gutted / fins or head removed ; (then) cooked / steamed ; (then) water / oil / flavours added ; (then) cans, sealed / seamed ; (then) cans heated to a high temperature (after sealing) ; to 115–121 °C ;	**4**

Question	Answer	Marks
1(c)(ii)	*any **3** of:* ref. Cobalt–60 / Cesium–137 ; exposure to, gamma radiation / ×-rays / ionising radiation ; ref. to different intensities of radiation / for different lengths of time ; radappertisation **OR** radication **OR** radurisation ;	**3**

Question	Answer	Marks
2	<table><tr><th>feature</th><th>organism(s)</th></tr><tr><td>has a flagellum</td><td>D ;</td></tr><tr><td>has a backbone</td><td>A, B, E ;</td></tr><tr><td>has tube feet</td><td>F, H ;</td></tr><tr><td>has a capsid</td><td>C ;</td></tr></table>	**4**

Question	Answer	Marks
3(a)(i)	K, M, J, L ;;	**2**
3(a)(ii)	*any **2** of:* polyps / corals ; attached to hard substrate (**AW**) ; growing (upwards) / forming a fringing reef ;	**2**
3(a)(iii)	deeper / M is shallower ; extends further from the shore / is wider / M is attached to the shore ;	**2**

Question	Answer	Marks
3(b)	*at least **1** of:* increased carbon dioxide / increased greenhouse gases ; due to burning fossil fuels (or named) / deforestation / more cattle ; *and up to **3** of:* causes greenhouse effect ; causes sea level to rise ; atolls will be deeper underwater ; farmland is lost / infrastructure (or named) is damaged ; polyps, may die / stated reason for death ; reef may erode ; **AVP** ;	**4**

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>4(a)(i)</td><td>line pointing to any plant part within the circled parts AND labelled ‘rhizome’ ;
  </td><td>1</td></tr>
<tr><td>4(a)(ii)</td><td>one / first ;</td><td>1</td></tr>
<tr><td>4(b)</td><td><table><tr><th></th><th>sea grass</th></tr><tr><td>(kingdom)</td><td>plant(ae) ;</td></tr><tr><td>phylum ;</td><td>(magnoliophyte)</td></tr><tr><td>(class)</td><td>(liliospida)</td></tr><tr><td>(order)</td><td>(hydrocharitales)</td></tr><tr><td>(genus)</td><td>Thalassia ;</td></tr><tr><td>(species)</td><td>testudinum ;</td></tr></table></td><td>4</td></tr>
<tr><td>4(c)</td><td>nitrates + phosphates ;</td><td>1</td></tr>
<tr><td>4(d)(i)</td><td>coral polyps ;</td><td>1</td></tr>
</table>

Question	Answer	Marks
4(d)(ii)	*any **3** of:* zooxanthellae live in (the tissues of) the polyp ; for protection ; zooxanthellae photosynthesise ; to provide, food / carbohydrates / oxygen, to the polyp ; both species benefit / mutualistic ;	**3**
4(e)	bacteria / fungi / microorganisms ; break down, cells / organic matter **OR** externally digest ; release, (named) mineral(s) / named nutrient ; (in a form) other organisms / new sea grasses, can absorb / uptake ;	**4**

Question	Answer	Marks
5(a)(i)	**A** to attract fish ; **B** provide habitat for small fish or (phyto / zoo)plankton / aid in ecosystem development ; **C** to hold FAD (it) in place ;	**3**
5(a)(ii)	deep lagoons / near reefs / within and around atolls ; cast netting / bait fishing / lift nets / gill netting / rod and line ;	**1**
5(a)(iii)	bycatch / non-target species, caught / named bycatch e.g. turtle ;	**1**
5(b)(i)	less effort put into, reef / mangrove, areas ; easier / faster, to catch fish near FAD ;	**2**
5(b)(ii)	*any **2** of:* less fishing in nursery areas ; more fish available to reproduce ; biodiversity increases ; stock increases ; to move to FAD's ;	**2**

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>5(c)(i)</td><td>correct numbers selected from table ;
44 300 × 0.69 = 30 567 kg (sold) ;
30 567 × 2.19 = ($) 66 941.73 ;</td><td>3</td></tr>
<tr><td>5(c)(ii)</td><td>any 3 of:
CPUE already lower (Island R) / fewer fish available to catch (than island P) OR putting in more of effort to catch fish (island R) ;
leads to overfishing / fishing over MSY;
population (of stock) decreases ;

EITHER
fishing effort will reduce ;
stock will recover ;
OR
price increases ;

fishing effort continues to increase ;

stock wiped out / becomes locally extinct ;</td><td>3</td></tr>
<tr><td>5(d)</td><td><table><tr><th>positive impact</th><th>negative impact</th></tr><tr><td>B</td><td>(A)</td></tr><tr><td>C</td><td>D</td></tr><tr><td>E</td><td></td></tr></table></td><td>2</td></tr>
</table>

Question	Answer	Marks
6(a)	8 ÷ 5 (million) = 1.6 ; 1.6 × 100 = 160 (million tonnes) ;	**2**
6(b)	*any **3** of:* brings, nitrates / phosphates / nutrients, (to the ocean) ; ref. to reduced sunlight penetration ; causes rapid algal growth ; which die and decompose ; reducing oxygen for fish / shellfish / (named) animals ; causing death of fish/shellfish / (named) animals ; (shellfish / organisms) may carry pathogens (**AW**) and pass to people ; may contain microplastics ; (which) bioaccumulate along the food chain ; may contain, drugs / hormones ; **AVP** ;	**3**

Question	Answer	Marks
7(a)	*any **3** of:* precipitation / rainfall (decreases) ; evaporation (increases) ; temperature (of the water) ; input of freshwater from rivers / melting glaciers (reduces) ; upwelling (increases) ;	**3**
7(b)	water leaves by osmosis ; (through a) partially permeable / semi-permeable / selectively permeable, membrane ; fish contains lower concentration of salts / fish contains higher water concentration (than seawater) **ORA** or water travels from low concentration salt solution to higher concentration salt solution **ORA** ;	**3**

Question	Answer	Marks
8(a)(i)	India ;	**1**
8(a)(ii)	Thailand ;	**1**
8(b)(i)	increasing ;	**1**
8(b)(ii)	*any **3** of:* improved catching methods ; more species fished for ; fishing at increased depths ; increase of aquaculture ; increasing wealth of, countries / individuals **OR** fish has become cheaper ; increased desirability of fish ; increased price / less availability, of other, meat / protein, sources ; improvement in preservation methods (so keeps longer) ; increased understanding of health benefits of fish / source of omega 3 oils ;	**3**