CAMBRIDGE
International Education

# Cambridge IGCSE™

**COMBINED SCIENCE** **0653/62**

Paper 6 Alternative to Practical **February/March 2024**

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 International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the February/March 2024 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

**PUBLISHED**

## 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:<br><br>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:<br><br>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 | <u>'List rule' guidance</u><br><br>For questions that require ***n*** responses (e.g. State **two** reasons …):<br><br>• The response should be read as continuous prose, even when numbered answer spaces are provided.<br>• Any response marked *ignore* in the mark scheme should not count towards ***n***.<br>• Incorrect responses should not be awarded credit but will still count towards ***n***.<br>• 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.<br>• 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

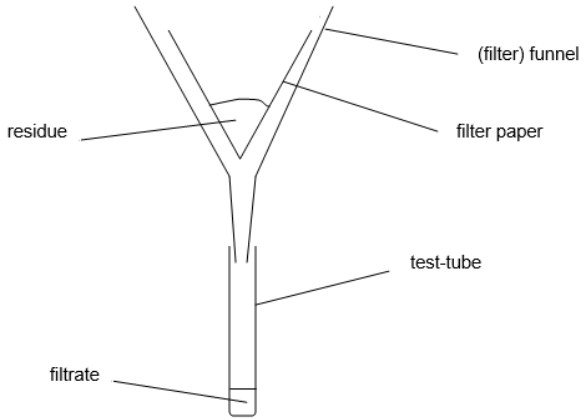
Multiples / fractions of coefficients used in chemical equations are acceptable unless stated otherwise in the mark scheme.

State symbols given in an equation should be ignored unless asked for in the question or stated otherwise in the mark scheme.

| Question | Answer | Marks |
|---|---|---|
| 1(a)(i) | 65.5 (°C) ; | **1** |
| 1(a)(ii) | 22(.0) **and** 12(.0) (°C) ; | **1** |
| 1(a)(iii) | heat loss is reduced / is less, in a huddle / slower heat loss in huddle / greater / faster heat loss, in single test tube ; | **1** |
| 1(a)(iv) | value between 12 and 22 (°C)<br>**AND**<br>heat loss greater than middle **and** less heat loss than single AW ; | **1** |
| 1(b) | starting temperatures were not the same ; | **1** |
| 1(c) | surface area of penguins / surface area of huddle / external temperature / wind speed / volume of penguin / thickness of feathers ; | **1** |
| 1(d) | they have cooled to room temperature ; | **1** |

| Question | Answer | Marks |
|---|---|---|
| 2 | *One marking point from each section and any **two** others (if one section is missing max 6 etc.).*<br><br>***1 Apparatus***<br>stop-clock / pulse meter / heart rate monitor (to measure pulse / exercise duration) ;<br>exercise apparatus, e.g. treadmill / measuring apparatus for distance / height, e.g. tape measure ;<br><br>***2 Method and safety***<br>describes a method to vary intensity ;<br>measure pulse rate before and after <u>three</u> intensities of exercise ;<br>wait until pulse rate returns to initial / resting, pulse rate between repeats ;<br>check for health concerns / specific safety linked to apparatus used ;<br><br>***3 What you will measure***<br>counts number of pulses in a fixed time, e.g. 15 s / measures pulse in bpm ;<br>gives units for measurement, e.g. distance m / time s or min / height cm / speed in km / h ;<br><br>***4 Which variables you will keep constant***<br>the same person each time / same characteristics of more than one person, e.g. same age / sex ;<br>controls intensity of exercise, e.g. same duration of exercise (different intensity / speed) / same distance (different speeds) / same speed (different duration) / same exercise (different number of repetitions) ;<br><br>***5 Processing results***<br>subtract initial pulse rate from final pulse rate / find change from initial and final pulse rate ;<br>plot distance / duration / height, of exercise against pulse rate (dependent on candidate's method) ;<br>repeat measurements of pulse rates for the same intensity AND identify anomalies / take average AW ; | **7** |

| Question | Answer | Marks |
|---|---|---|
| 3(a)(i) | 24.0 (°C) ;<br><br>55.5 (°C) ; | **2** |
| 3(a)(ii) | 31.5 (°C) ; | **1** |

| Question | Answer | Marks |
|---|---|---|
| 3(a)(iii) | (10.0 × 3.96 × 31.5 =) 1247.4 (J) ;<br>1250 (J) ; | **2** |
| 3(a)(iv) | to get even distribution of temperature / to ensure complete reaction ; | **1** |
| 3(a)(v) | insulate boiling tube / lid on boiling tube / use a, plastic beaker / plastic boiling tube ; | **1** |
| 3(a)(vi) |  <br>correct apparatus shown assembled (filter) funnel, filter paper and collecting vessel ;<br>filtrate (in collecting vessel) and residue (in filter paper) **and** labelled ;<br>(filter) <u>funnel</u> and filter paper and collecting vessel (beaker / test-tube / boiling tube / flask) labelled ; | **3** |
| 3(b)(i) | (light) blue precipitate ;<br>(in excess) changes to a **dark** blue solution ; | **2** |
| 3(b)(ii) | chloride ; | **1** |

| Question | Answer | Marks |
|---|---|---|
| 4(a)(i) | correct symbol for voltmeter connected across the resistance wire ; | **1** |
| 4(a)(ii) | prevent battery running down / wire overheating ; | **1** |
| 4(a)(iii) | 1.10 (V) ;<br>0.23 (A) ; | **2** |
| 4(b) | 4.8 (Ω) ; | **1** |
| 4(c)(i) | appropriate scales (vertical axes shows values 0–8.0 and y axis 0–75.0 and plots occupying at least ½ grid) ;<br>plots all correct to ½ small square and precise plots ; | **2** |
| 4(c)(ii) | thin straight line of best fit drawn with even distribution of points ; | **1** |
| 4(c)(iii) | triangle method seen on graph **and** triangle at least half the length of line of best fit between first and last point ;<br>correct calculation of gradient ; | **2** |
| 4(c)(iv) | Ω/cm ; | **1** |
| 4(d) | can identify / exclude, anomalous values / check that values are similar / close together ; | **1** |
| (4)(e) | difficult to position crocodile clip exactly / wire may not be uniform diameter / wire not perfectly straight / has kinks in it ; | **1** |