Cambridge IGCSE™

CO-ORDINATED SCIENCES	**0654/52**
Paper 5 Practical Test	**May/June 2024**
MARK SCHEME	
Maximum Mark: 60	

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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This document consists of **10** printed pages.

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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.

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	**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)	blue recorded for 0.0 ; rest of the results ; yellow / green recorded for 0.5 ; red / orange recorded for 2.0 ; colour recorded for **S** in line with supervisor ;	**5**
1(a)(ii)	concentration and explanation to match their results ;	**1**
1(b)(i)	any one from: goggles and to protect eyes and burns / hot water / Benedict's ; tongs / test-tube holder to protect hands / skin from burns / hot water ; gloves to protect hands / skin from Benedict's / burns / hot water ;	**1**
1(b)(ii)	prevent contamination / mixing **and** between the glucose / solutions / concentrations / test-tubes OWTTE ;	**1**
1(b)(iii)	more intermediate glucose concentrations / glucose concentrations between 0 and 5% / examples close to colour observed ;	**1**
1(c)(i)	axes correct orientation and labelled with quantity and unit ; sensible linear scale and plotted points cover at least half the grid **and** all the points can be plotted ; plots correct $\pm$ ½ half small square ;	**3**
1(c)(ii)	curve of best fit ;	**1**
1(c)(iii)	correct reading from graph ; graph marked with 2 lines to indicate value ;	**2**

Question	Answer	Marks
1(c)(iv)	quantitative / colorimeter gives value to more dp / AVP ;	1

Question	Answer	Marks
2(a)	blue ; blue-black ;	2
2(b)	no protein ; contains starch ;	2

Question	Answer	Marks
3(a)(i)	mass of empty conical flask recorded ; mass of conical flask and mix recorded AND larger than mass of flask AND to same number of dp ;	2
3(a)(ii)	volume of gas recorded ; value within 10% of the supervisors value ;	2
3(a)(iii)	mass of filter paper recorded ; mass of filter paper and copper recorded AND larger than mass of filter paper ;	2
3(b)(i)	have a divided flask / have the Mg in a tube in the flask / add the acid via a tap / thistle funnel ;	1
3(b)(ii)	mass of mixture from student's results ;	1
3(b)(iii)	mass of magnesium calculated ;	1
3(b)(iv)	percentage of Mg calculated ;	1

Question	Answer	Marks
3(c)(i)	dry the copper ;	**1**
3(c)(ii)	mass of copper calculated ;	**1**
3(c)(iii)	percentage of Mg calculated ;	**1**

Question	Answer	Marks
4	**One mark from each section and any two others** **apparatus** balance and use ; thermometer and use ; Bunsen burner and use ; goggles protect eyes from boiling water **OR** gloves / test-tube holders to protect hands / skin from hot apparatus / boiling water ; **method** add salt to water, boil and measure a temperature for at least two masses of salt ; **measure** mass of salt ; boiling temperature ; repeat each mass **and** exclude / identify anomalies ; at least 5 masses of salt ; **control** volume of water ; one with no salt and one with salt added ; **process and conclusion** plot graph of **boiling** temperature against mass of salt ; IF mass is increased is the increase in bpt increased / or shape of graph explanation ;	7

Question	Answer	Marks
5(a)(i)	x recorded to the nearest 0.1 cm ;	1
5(a)(ii)	y recorded to the nearest 0.1 cm <u>and</u> $x > y$;	1
5(b)	M recorded to the nearest gram ;	1

Question	Answer	Marks
5(c)	m_1 calculation correct ; answer to 2 significant figures ;	**2**
5(d)(i)	V_1 and V_2 present and $V_2 > V_1$;	**1**
5(d)(ii)	V correct ;	**1**
5(d)(iii)	view scale at right angles (to the reading) / view scale perpendicular (to the reading) ;	**1**
5(e)	m_2 calculation correct ;	**1**
5(f)	10% of one of the values calculated ; either + or – the 10% and other value shown to be either within the 10% or not ; OR using difference calculate difference ; calculate percentage ;	**2**

Question	Answer	Marks
6(a)	room temperature recorded to the nearest 0.5 °C ;	**1**
6(b)(i)	temperature recorded at t = 0 (to the nearest 0.5 °C) ;	**1**
6(b)(ii)	all other temperature values ; values decreasing ;	**2**
6(c)	to allow the **thermometer** to measure the maximum temperature (of the hot water) ;	**1**
6(d)(i)	$\Delta \theta_F$ correct ;	**1**

Question	Answer	Marks
6(d)(ii)	$\Delta\theta$ correct ;	1
6(e)	the rate of cooling decreases as the hot water cools ;	1
6(f)	temperature difference between candidate's answer and the temperature at 6 minutes < $\Delta\theta$ **(d)(ii)** ;	1