



**Cambridge Assessment International Education**  
Cambridge International General Certificate of Secondary Education

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**COMBINED SCIENCE**

**0653/42**

Paper 4 Extended Theory

**May/June 2019**

MARK SCHEME

Maximum Mark: 80

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**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 2019 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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This document consists of **9** printed pages.

**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 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.

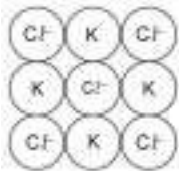
| Question  | Answer                                                                                                                                                 | Marks        |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| 1(a)(i)   | <b>A</b> (untreated so the) enzyme caused the brown substance to be produced (in air) ;<br><b>C</b> (the boiling water) <u>denatured</u> the enzymes ; | <b>2</b>     |
| 1(a)(ii)  | active site / enzyme damaged / destroyed / shape changed ;<br>substrate will no longer fit into it ;                                                   | <b>2</b>     |
| 1(b)(i)   | kills bacteria / pathogens / (harmful) microorganisms ;<br>gives an acid pH for enzymes / owtte ;                                                      | <b>2</b>     |
| 1(b)(ii)  | hydrochloric acid is a strong acid ;<br>hydrochloric acid can damage mouth, etc. when swallowed ;                                                      | <b>max 1</b> |
| 1(c)(i)   | glycogen ;                                                                                                                                             | <b>1</b>     |
| 1(c)(ii)  | amino acids ;                                                                                                                                          | <b>1</b>     |
| 1(c)(iii) | carbon, hydrogen, oxygen, nitrogen                                                                                                                     | <b>1</b>     |

| Question  | Answer                                                                                                                                                    | Marks    |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 2(a)      | molecule / compound containing carbon and hydrogen atoms only ;                                                                                           | <b>1</b> |
| 2(b)(i)   | high temperature / high pressure ;                                                                                                                        | <b>1</b> |
| 2(b)(ii)  | thermal energy is changed into chemical energy ;<br>so thermal energy is absorbed / removed from surroundings / temperature (of surroundings) decreases ; | <b>2</b> |
| 2(b)(iii) | aqueous bromine remains orange / not decolourised by saturated hydrocarbons ;<br>aqueous bromine is decolourised by unsaturated hydrocarbons ;            | <b>2</b> |

| Question | Answer                                                                                                                                                                                                                                                                                                       | Marks |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 2(c)(i)  | $  \begin{array}{ccccc}  & \text{H} & & \text{H} & & \text{H} \\  &   & &   & &   \\  \text{H} & - \text{C} & - & \text{C} & = & \text{C} \\  &   & & & &   \\  & \text{H} & & & & \text{H}  \end{array}  $ <p>3 carbon atoms in chain ;<br/>only one carbon-carbon double bond ;<br/>all else correct ;</p> | 3     |
| 2(c)(ii) | $2\text{C}_3\text{H}_6 + 9\text{O}_2 \rightarrow 6\text{CO}_2 + 6\text{H}_2\text{O}$ <p>all formulae correct ;<br/>balancing (dependent on correct formulae) ;</p>                                                                                                                                           | 2     |

| Question  | Answer                                                                                                                                                                                                                 | Marks |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 3(a)      | <b>P</b> ;                                                                                                                                                                                                             | 1     |
| 3(b)      | <p>weight of box = <math>500 \times 10 = 5000 \text{ (N)}</math> ;<br/> work done = force <math>\times</math> distance moved / <math>F \times d</math> ;<br/> = <math>5000 \times 3 = 15\,000 \text{ (J)}</math> ;</p> | 3     |
| 3(c)(i)   | decelerating / slowing down to a stop ;<br>deceleration changing / not constant ;                                                                                                                                      | 2     |
| 3(c)(ii)  | <p>distance = area under graph <b>or</b> <math>0.5 \times 20 \times 5 + (50 - 20) \times 5 (+40)</math> <b>or</b> <math>(0.5 \times (50 + (50 - 20)) \times 5)(+40)</math> ;<br/> = 240 (m) ;</p>                      | 2     |
| 3(c)(iii) | <p><math>\text{KE} = \frac{1}{2}mv^2</math> <b>or</b> <math>\text{KE} = 0.5 \times 1500 \times 5^2</math> ;<br/> = 18 750 J</p>                                                                                        | 2     |

| Question  | Answer                                                                                                                                             | Marks |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 4(a)(i)   | combustion / burning ;                                                                                                                             | 1     |
| 4(a)(ii)  | death / excretion / egestion ;                                                                                                                     | 1     |
| 4(a)(iii) | (increases)<br>less photosynthesis / fewer trees to photosynthesise ;<br>so CO <sub>2</sub> not taken in / fewer trees to take in carbon dioxide ; | 2     |
| 4(b)      | growth ;<br>increased ;<br>death ;<br>decomposers ;                                                                                                | 4     |

| Question  | Answer                                                                                                                                            | Marks |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 5(a)(i)   | any suggestion in the range 50–75°C (inclusive) ;                                                                                                 | 1     |
| 5(a)(ii)  | rubidium is more reactive than potassium;                                                                                                         | 1     |
| 5(a)(iii) | hydrogen;                                                                                                                                         | 1     |
| 5(a)(iv)  | the idea that attractive forces between particles have to be broken down / decreased / atoms gain speed / KE so they move further apart / owtte ; | 1     |
| 5(b)(i)   | outer shell / one electron lost from K atom;<br>outer shell of chlorine gains one electron / outer shell of chlorine atom is filled / completed ; | 2     |
| 5(b)(ii)  | <br>alternating K <sup>+</sup> and Cl <sup>-</sup> ions ;      | 1     |
| 5(b)(iii) | opposite / unlike charges (attract) ;                                                                                                             | 1     |

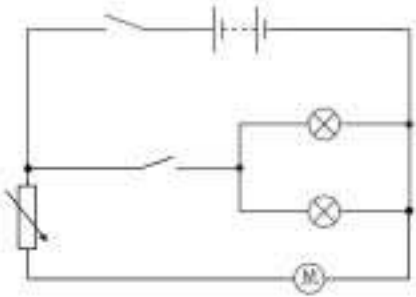
| Question | Answer                                                                                                                                                           | Marks |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 6(a)     | hot gases less dense (than cooler gases) / owtte ;<br>less dense / hotter gases rise (and cooler gases fall) / owtte ;                                           | 2     |
| 6(b)(i)  | $(\text{time}) = \frac{\text{distance}}{\text{speed}} ;$ $= \frac{150\,000\,000\,000}{300\,000\,000} (= 500) \text{ s} ;$ $= \frac{500}{60} = 8.3 \text{ min} ;$ | 3     |
| 6(b)(ii) | $v = f\lambda$ <b>or</b> $f = \frac{v}{\lambda}$ <b>or</b> $f = 3.0 \times 10^8 / 7.4 \times 10^{-7}$ ;<br>$= 4.1 \times 10^{14} \text{ (Hz)} ;$                 | 2     |
| 6(c)     | remote control / movement detector / intruder alarm / heat lamps / other correct use ;                                                                           | 1     |

| Question | Answer                                                                                                                                                         | Marks |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 7(a)     | <u>phototropism</u> ;                                                                                                                                          | 1     |
| 7(b)     | auxin produced at tip ;<br>more auxin in cells in dark side ;<br>auxin causes (cell) <b>elongation</b> ;<br>(cell) elongation greater on dark side ;           | max 3 |
| 7(c)     | any example of a fight or flight situation described ;                                                                                                         | 1     |
| 7(d)     | (breathing rate)<br>enables more oxygen to enter blood / be taken in (at lungs) ;<br>(heart rate)<br>increases rate of delivery of oxygen / glucose to cells ; | 2     |

| Question | Answer                                                                                                         | Marks    |
|----------|----------------------------------------------------------------------------------------------------------------|----------|
| 7(e)     | <i>any two from</i><br>muscle contraction<br>protein synthesis<br>growth<br>maintenance of body temperature ;; | <b>2</b> |

| Question | Answer                                                        | Marks    |
|----------|---------------------------------------------------------------|----------|
| 8(a)(i)  | nickel ions and copper ions ;                                 | <b>1</b> |
| 8(a)(ii) | $(7 - 2) \div (10 - 2)$ <b>or</b> $5 \div 8$ ;<br>= 0.6(25) ; | <b>2</b> |
| 8(b)     | transition metals / elements ;                                | <b>1</b> |
| 8(c)(i)  | chloride / $Cl^-$ ;<br>copper / $Cu^{2+}$ ;                   | <b>2</b> |
| 8(c)(ii) | $CuCl_2$ ;                                                    | <b>1</b> |



| Question | Answer                                                                                                                                                                                                                                                                                             | Marks |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 9(a)(i)  | variable resistor ;                                                                                                                                                                                                                                                                                | 1     |
| 9(a)(ii) |  <p>at least three symbols correct ;</p> <p>variable resistor and motor in series in same branch ;</p> <p>lamps in parallel with motor and each other ;</p> <p>only two switches and both correctly located ;</p> | 4     |
| 9(b)(i)  | $P = V \times I / 36 \times 7.0 ;$<br>$= 252 / 250 ;$<br>watt(s) / W ;                                                                                                                                                                                                                             | 3     |
| 9(b)(ii) | time / t ;                                                                                                                                                                                                                                                                                         | 1     |