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Cambridge Assessment International Education

Cambridge IGCSE™

COMBINED SCIENCE **0653/51**

Paper 5 Practical Test **October/November 2022**

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.

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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.

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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.

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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 scheme abbreviations

;	separates marking points
/	separates alternative responses for the same marking point
ecf	error carried forward
AVP	any valid point
ORA	or reverse argument
AW	alternative wording
underline	actual word given must be used by candidate (grammatical variants accepted)
( )	the word / phrase in brackets is not required but sets the context

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Question	Answer	Marks
1(a)(i)	temperature recorded ;	**1**
1(a)(ii)	initial volume for warm water recorded to nearest 0.5 cm^3 ;	**1**
1(a)(iii)	final volume for warm water recorded that is greater than **1(a)(ii)** ;	**1**
1(a)(iv)	both volumes recorded for cold water ;	**1**
1(a)(v)	correct calculations ;	**1**
1(a)(vi)	as temperature increases, the rate of respiration increases / ORA ;	**1**
1(a)(vii)	even distribution of yeast / AW ;	**1**
1(b)(i)	axes correct way round and labelled with units ; suitable linear scales such that plots cover at least half of grid ; plots correct ;	**3**
1(b)(ii)	best-fit curve suitable for plots ;	**1**
1(b)(iii)	*support* higher temperature gives higher volume of gas / graph has a positive gradient ; OR *do not support* graph levels off / no increase, after 20 °C / at higher temperature / after 10 cm^3 of gas collected ;	**1**
1(b)(iv)	reaction has finished / no more respiration / sugar used up / not enough sugar / syringe only holds 10 cm^3 / gas syringe is full ;	**1**

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Question	Answer	Marks
2(a)(i)	(pale) blue (solution) (above a black solid) ;	**1**
2(b)(i)	fizzes / effervescence / bubbles ; blue (solution) (formed) ;	**2**
2(b)(ii)	carbonates, fizz / give off gas, with <u>acid</u> ;	**1**
2(c)(i)	test-tube gets warmer / solid disappears / solid gets smaller ;	**1**
2(c)(ii)	glowing splint does not relight / splint goes out / splint still glows ;	**1**
2(c)(iii)	idea that, there is no positive result for a gas ;	**1**

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Question	Answer	Marks
3	*one marking point from each section and then any two others* **1 apparatus** balance / measuring cylinder, used to measure hydrogen peroxide ; gas syringe / measuring cylinder in water, used for collecting gas ; **2 brief description of method and safety precautions** idea of adding manganese(IV) oxide to hydrogen peroxide AND waiting for, complete reaction / volume of gas to stop increasing / bubbles to stop ; detail given about, sealing apparatus / putting in bung immediately after adding, manganese(IV) oxide / hydrogen peroxide ; repeat the (same) procedure using <u>different masses</u> of manganese(IV) oxide ; use <u>at least 4</u> different masses of manganese(IV) oxide ; wearing, safety glasses / goggles, to keep, hydrogen peroxide / manganese(IV) oxide powder, out of eyes ; **3 measurements** measure mass of manganese(IV) oxide used / stated mass of manganese(IV) oxide used / units of mass of manganese(IV) oxide stated as grams ; measure the volume of hydrogen peroxide used / stated volume of hydrogen peroxide used / states units of volume for hydrogen peroxide as cm^3 ; measure volume of gas / states units for volume of gas as cm^3 ; **4 constant variables** volume of hydrogen peroxide ; concentration of hydrogen peroxide ; temperature ; **5 processing** plot graph of volume against mass / calculate ratio of volume of gas to mass, of manganese(IV) oxide added ; take averages from repeated experiments / repeat and exclude anomalous results ;	**7**

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Question	Answer	Marks
4(a)	*words and / or a diagram to explain:* recording the position of each edge of the mass ; idea that centre (at 15) is halfway between the two reference points recorded ;	**2**
4(b)(i)	sensible value for pivot ; to nearest 0.1 cm ;	**2**
4(b)(ii)	correct calculation for *u* ;	**1**
4(b)(iii)	correct calculation for *v* ;	**1**
4(c)	correct calculation ; recorded to two sig. figs. ;	**2**
4(d)	difficulty with, achieving perfect balance / finding exact position of centre of mass / ruler sliding off pivot very easily ;	**1**
4(e)(i)	sensible value for weight ;	**1**
4(e)(ii)	correct calculation ;	**1**
4(f)	calculates difference between higher and lower value ; calculates percentage difference AND states appropriate conclusion ; OR calculates 10% increase of lower value / 10% decrease of higher value ; compares higher value to 10% range of lower value AND states appropriate conclusion / compares lower value to 10% range of higher value AND states appropriate conclusion ;	

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