CAMBRIDGE
International Education

Cambridge IGCSE™

CO-ORDINATED SCIENCES **0654/52**

Paper 5 Practical Test **October/November 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.

Cambridge International is publishing the mark schemes for the October/November 2024 series for most Cambridge IGCSE, Cambridge International A and AS Level 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 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)	columns / rows with headings separated and headings hydrogen peroxide and height / *h* ; correct units in the headings for hydrogen peroxide **and** *h* ;	**2**
1(a)(ii)	value for 6% ; full set of values ; value for 6% > 4% > 2% > 0% **and** 0% value > 0 ; all readings in mm ;	**4**
1(a)(iii)	as **concentration** increases **height** increases ;	**1**
1(a)(iv)	identify / exclude anomalies ;	**1**
1(a)(v)	even distribution of cells / yeast / enzymes / prevents cells / yeast / enzyme settling ;	**1**
1(a)(vi)	contamination with other concentrations (of hydrogen peroxide) ;	**1**
1(a)(vii)	top not level / test-tube curved (at the bottom) ;	**1**
1(a)(viii)	gas **syringe** ;	**1**
1(b)	6 (cm^3) hydrogen peroxide **and** 4 (cm^3) water ;	**1**

Question	Answer	Marks
2	one marking point from each section and any other two marks **apparatus** universal indicator (+ colour chart) and its use ; measuring cylinder / burette / syringe and its use ; **method** saliva add mouthwash and measure pH for at least 2 different volumes / amounts of mouthwash ; **measurements** **volume** of mouthwash ; measure **pH** of solution (after mixing) ; indication of pH colour chart used ; 5 different volumes of mouthwash ; repeat each volume to identify / exclude anomalies ; **control variables** concentration of mouthwash ; volume / amount of saliva ; **processing and conclusion** plot graph of pH against volume of mouthwash ; description of how to use shape of the graph ; as volume of mouthwash increases does pH of saliva increase / decrease / stay same ;	**7**

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3(a)(i)</td><td>
<table>
<tr><th>metal carbonate</th><th>colour before heating</th><th></th><th>colour after heating</th></tr>
<tr><td>copper</td><td>green</td><td></td><td>black</td></tr>
<tr><td>iron</td><td>green / brown</td><td></td><td>black / dark red / dark brown</td></tr>
<tr><td>magnesium</td><td>white</td><td></td><td>white</td></tr>
<tr><td>zinc</td><td>white</td><td></td><td>yellow</td></tr>
</table>
colours for copper carbonate ;
colours before heating for other three ;
colours after for other three ;
time for copper carbonate ;
times for all four ;
times in seconds to nearest second ;
in order (smallest to largest) copper, iron, zinc, magnesium ;
</td><td>7</td></tr>
<tr><td>3(a)(ii)</td><td>white ;</td><td>1</td></tr>
<tr><td>3(b)</td><td>4 correct calculations ;
3sf ;</td><td>2</td></tr>
</table>

Question	Answer	Marks
3(c)	magnesium zinc iron copper ;	**1**
3(d)	the limewater would “suck – back” into the heated tube and it would break ;	**1**
3(e)	any one from: weigh the metal carbonates collect / measure the gas given off ; have the heating the **same** for each carbonate e.g. **same** height of flame / **same** distance from flame / **same** heat of the flame ;	**1**

Question	Answer	Marks
4(a)	voltage for iron ; voltage for all metals ; voltages to the same number of decimal places ; Cu is 0 ; order Mg > Zn > Fe > Cu ;	**5**
4(b)	Mg ; Zn ; Fe ; Cu ;	**1**
4(c)	(procedure from question) 4 **and /** difficult to ascertain when cloudy or same level of cloudiness / voltage more precise ;	**1**

Question	Answer	Marks
5(a)	*I* value < 0.5 A and to at least 2 decimal places ;	**1**
5(b)	*V* value < 2 V and to at least 1 decimal place ;	**1**
5(c)	all *V* values recorded ; *V* values increasing ;	**2**
5(d)	difficult to position crocodile clip on the wire to the nearest mm / width of contact on the crocodile clip ;	**1**
5(e)(i)	suitable linear scales, starting from the origin and plotted points cover ⩾ ½ the grid used ; points plotted correctly to ± ½ small square ;	**2**
5(e)(ii)	good judgement best-fit straight line ;	**1**
5(f)(i)	intercept correct from candidate's graph ± 1 small square ;	**1**
5(f)(ii)	*r* calculation correct ;	**1**
5(g)	Comparing the candidates value to the true value of 3.3 with calculations ;; e.g. using the values of 3.4 (the students value) and 3.3 the value in the question) 10% of 3.3 is 0.33 ; 3.3 + 0.33 = 3.63 and 3.4 is smaller and this is within 10% ; **OR** (3.4 ÷ 3.3) = 0.97 ; 0.97 × 100 = 97% and so this is within 10% ; **OR** (3.4 – 3.3) ÷ 3.3 = 0.033 ; 0.033 × 100 = 3.3 % and is within 10% ;	**2**

Question	Answer	Marks
6(a)	m_1 recorded to the nearest gram ;	**1**
6(b)	V_1 present and $m_2 > m_1$;	**1**
6(c)	ρ_1 correct ;	**1**
6(d)	perpendicular viewing of scale / read scale at eye level ;	**1**
6(e)(i)	m_3 present ;	**1**
6(e)(ii)	V_2 present and > V_1 ;	**1**
6(f)	ρ_2 within 10% of ρ_1 ;	**1**
6(g)	measuring cylinder will be wet / contains some water when its dry mass is measured ;	**1**