



Cambridge IGCSE™

COMBINED SCIENCE

0653/42

Paper 4 Theory (Extended)

March 2020

MARK SCHEME

Maximum Mark: 80

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 March 2020 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

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

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.

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)	arrow drawn correctly from grass and flowering plants to beetle ; arrows drawn from beetle to snake and from beetle to owl ;	2
1(a)(ii)	owl / snake ; they are at the third trophic level / they are secondary consumers ;	2
1(b)(i)	$(6\text{H}_2\text{O} + 6 \text{CO}_2 \rightarrow (\text{C}_6\text{H}_{12}\text{O}_6 +) 6 (\text{O}_2)$ CO_2 and 6 both correct ;	1
1(b)(ii)	absorbs / traps, (sun)light (energy) ; transfers / converts, light energy into <u>chemical</u> energy ;	2
1(b)(iii)	storage (of energy) ;	1
1(b)(iv)	glycogen ;	1

Question	Answer	Marks
2(a)	$\begin{array}{c} \text{H} \\ \\ \text{H}-\text{C}-\text{O}-\text{H} \\ \\ \text{H} \end{array} ;$	1
2(b)(i)	contains oxygen / is not carbon and hydrogen only ;	1
2(b)(ii)	all bonds are between non-metal atoms ;	1
2(c)(i)	$(2\text{CH}_3\text{OH} +) 3\text{O}_2 \rightarrow 2\text{CO}_2 + 4\text{H}_2\text{O}$ all formulae correct ; (correct formulae) balanced ;	2

Question	Answer	Marks
2(c)(ii)	<i>idea that</i> energy is taken in to break bonds / that energy is released when bonds form ; (exothermic means) energy released is greater (than taken in) / (during an exothermic reaction) temperature increases / chemical energy converted to thermal ;	2
2(d)	global warming / climate change / consequence of climate change, e.g. extreme weather events / rising sea level ;	1

Question	Answer	Marks
3(a)(i)	(volume) = $\pi r^2 l$ / shows radius as 5 cm ; = $3.14 \times 5 \times 5 \times 80$; (= 6280 cm^3)	2
3(a)(ii)	(mass =) volume \times density / 6280×7.86 ; = 49 400 / 49 360.8 (g) ; = <u>49.4</u> (kg) ; (3 sig. fig. required in final answer)	3
3(b)	atoms in, molten / liquid iron further apart than in solid iron ; (same mass) occupies greater volume in liquid iron / greater volume for same mass equals lower density ; (answers must be comparative)	2
3(c)	<i>any two from:</i> radiation is reflected ; and so less is absorbed ; (reflection is) better by a shiny surface / metal foil has shiny surface ;	max 2

Question	Answer	Marks
4(a)(i)	the breakdown of food into smaller pieces ; without chemical change (to the food molecules) ;	2

Question	Answer	Marks
4(a)(ii)	chewing food / churning action by stomach ;	1
4(b)(i)	small intestine ;	1
4(b)(ii)	<i>(lipase breaks down) fat (into) fatty acids and glycerol ; (protease breaks down) protein (into) amino acids ;</i>	2
4(b)(iii)	mouth ;	1
4(c)	consists of chemical reactions ✓ ; produces water ✓ ; <i>(if more than two statements ticked then incorrect ticks cancel correct ones to a min of 0)</i>	2

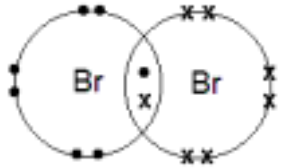
Question	Answer	Marks
5(a)	circle above original sample and at 6 cm (by inspection) ;	1
5(b)(i)	reduced because oxygen is, lost / removed ;	1
5(b)(ii)	carbon is less reactive than sodium <i>(or reverse argument)</i> ;	1
5(c)(i)	chlorine / Cl_2 ;	1
5(c)(ii)	gains electrons ; gains 2 electrons / so that the ion is discharged ;	2
5(d)	(bronze is) stronger / harder / more resistant to damage / more resistant to corrosion ;	1

Question	Answer	Marks
6(a)	acceleration = change of speed ÷ time / $0.5 \div 2$; = 0.25 ; m / s^2 ;	3

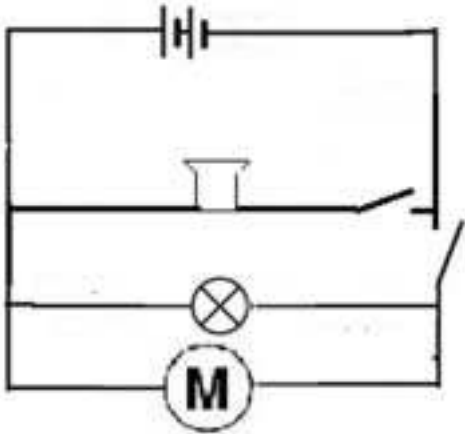
Question	Answer	Marks
6(b)(i)	work done = force \times distance / $500 \times 10 \times 25$; = 125 000 (J) ;	2
6(b)(ii)	electrical energy = power \times time / 5000×56 ; = 280 000 (J) ;	2
6(b)(iii)	<i>any one from:</i> transferred / lost as, thermal / sound energy ; used to do work against friction (in machinery) ; used to do work against air resistance ; other correct way in which electrical energy is used, e.g. moving the crane ;	max 1

Question	Answer	Marks
7(a)(i)	increase in length = $85 - 80 = 5$ (mm) ; so percentage increase = $5 \div 80 \times 100 = 6.25 / 6.3$ (%) ;	2
7(a)(ii)	<i>(statement or implication that)</i> water leaves the potato (by osmosis) ; <i>idea that</i> osmosis occurs when water moves from a high water potential to a low water potential / down a water potential gradient / from a solution of low concentration to a solution of high concentration ; <i>further detail</i> – reference to (water loss from potato) cells / (water moves) through a partially permeable membrane ;	3
7(b)	(root hairs have) greater surface area / <i>idea that</i> water can be obtained from a wider area or deeper in soil ; for increased (rate of) water absorption ;	2
7(c)(i)	used to make <u>chlorophyll</u> ;	1
7(c)(ii)	develops / has, yellow leaves ;	1

Question	Answer	Marks
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Question	Answer	Marks
8(a)	 <p>shared pair ; seven outer electrons in each bromine atom ;</p>	2
8(b)	distance between bromine molecules increases ; (because) energy is used to, break / overcome intermolecular forces ;	2
8(c)	no colour change ; bromine is less reactive than chlorine / bromine does not displace chlorine ;	2
8(d)(i)	high temperature ; catalyst ;	2
8(d)(ii)	(from) orange (to) colourless ;	1
8(e)	covalently bonded substances have (relatively) low melting points and boiling points / ionic compounds would have much higher melting points and boiling points ; attractive intermolecular forces are (relatively) low ;	2

Question	Answer	Marks
9(a)	light travels faster than sound ;	1
9(b)	$v = f\lambda$ / ($\lambda =$) $v \div f$ / $2200 \div 600$; $= 3.67 / 3.7$ (m) ;	2
9(c)(i)	parallel ;	1
9(c)(ii)	$P = IV$ / ($I =$) $P \div V$ / $20 \div 12$; $= 1.7 / 1.67$ (A) ;	2

Question	Answer	Marks
9(c)(iii)	 <p>correct symbols for lamp and switch ; lamp, siren and motor all in parallel ; switch for motor and lamp ; switch for siren only ;</p>	4